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An evaluation of cultural integration and the malleability of socio-cultural constructs in global organizations

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AN EVALUATION OF CULTURAL INTEGRATION AND THE MALLEABILITY OF SOCIO-CULTURAL

CONSTRUCTS IN GLOBAL ORGANIZATIONS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Philosophy in Global Leadership and Change

by

Sheri Mackey

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This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

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DEDICATION

The credit belongs to those who are actually in the arena, who strive valiantly: those who know great enthusiasm, great devotion, great adventure, and commit their lives to a worthy cause; those who at best know the triumph of high achievement and who, at worst, fail while daring greatly, so their place shall never be with those cold and timid souls who know neither victory nor defeat."
~ Theodore Roosevelt

To my amazing husband, Steve, who is my inspiration and my partner in love and life.
Thank you for all you do and your incredible support throughout this crazy Ph.D. process.

To my children, Stephen and Savannah. I'm so proud of you both. Keep questioning, learning, loving, and discovering. May you grow in faith and go through life as blessed as I have been to live a life filled with love and adventure.

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Finally, I thank God for making me his own and always providing the strength and persistence to follow my dreams and never give up.

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PEPPERDINE UNIVERSITY, LOS ANGELES, CA
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Teach Masters in Global Business courses designed to guide students in inquiry into the design and management of international organizations and explore diverse aspects of global business in context of international expansion and global operations. Courses address the relevance of effective design, while emphasizing the importance of operational management in rapidly evolving global organizations. Develop student skills in critically evaluating organizations from multiple theoretical perspectives and integrating findings into analysis of organizational development. Instruct students as to how to leverage results to enable the development of recommendations for change in global organizations. Implications of cultural context(s) of the organization and its members are explored as a knowledge asset and lever for change. A comprehensive understanding of the scope and process of organization change is developed.

STRATECOMM GLOBAL CONSULTING, MONTEREY, CA
BUSINESS CONSULTANT & EXECUTIVE COACH, 2019 – CURRENT

Design, implement and execute customer strategies and solutions resulting in strong, sustainable business results. Promote engagement through differentiated strategies, programming and implementing to scale. Provide solutions in diverse environments committed to promoting creativity, effective problem solving and breakthrough results. Extensive experience leading cross-functional teams across multi-site global environments. History of implementing improvements that drive business results based on systems and closed loop processes. Guide global executives and their teams toward cultural integration and operational efficiency:

- Actively engage and develop best practices for global service operations
- Conduct business and strategy analysis and provide recommendations to optimize people, process and policy for increased profitability

- Serve as core knowledge resource in regard to global business development, virtual teams, service operations and International Program Management operations
- Develop global strategies, track and optimize business operations and develop benchmarking processes to drive thought leadership and facilitate successful outcomes
- Act as global point of contact in support of global strategy for customers in the form of global team meetings and calls, as well as written communications

LUMINOSITY GLOBAL CONSULTING GROUP, LOS ANGELES, CA
FOUNDER/OPERATOR, 2009 – 2019

Led successful global consulting firm identifying, addressing, and solving ongoing challenges across global supply chain operations. Partnered to develop strategies that aligned with internal business objectives and customer expectations, building and fostering exceptional global enterprise relationships. Negotiated contracts and implemented successful engagements, driving revenue globally across diverse industry sectors within the supply chain spectrum. Created and nurtured strategic partnerships and identified new business opportunities to drive growth and retention.

- Increased global revenue by 19% through extended service engagements and a 97% customer satisfaction rating
- Reduced average client costs by 27% through global supply chain optimization
- Developed client relationships and gained buy in from strategic partners to include complex contracting, negotiating supplier investments to help off-set infrastructure costs and implementing effective metrics to guide operations
- Developed and implemented processes to ensure sourcing and funding decisions were compliant with internal and external regulations
- Facilitated the development and implementation of process improvements and policy development for SCM operations
- Developed procurement processes and documentation directives to streamline global operations
- Conducted supplier audits, capability reviews and internal procurement audits resulting in sustainable business process improvements and increased efficiency in operations

PANALPINA, INC, MIAMI, FL
VICE PRESIDENT, GLOBAL SUPPLY CHAIN SOLUTIONS, 2005 – 2009

Developed collaborative strategy, organizational structure and innovative supply chain operations models to create recurring revenue framework and expand share of customer. Transformed division sales framework into an integrated, sustainable customer development pipeline across global operations. Managed P&L for global supply chain operations with 350+ Sales Support, Design Engineering, Implementation Management and Program Management staff. Built and developed teams focused on exceeding customer expectations and business goals. Significantly expanded share of customer across multiple vertical lines of business within Fortune 100 companies (i.e., Microsoft, Disney, McKesson, Ford, Exxon Mobil, etc.).

- Led Supply Chain Solution Design Engineers, Implementation Specialists and Program Managers responsible for creating, implementing and maintaining cohesive, streamlined customer solutions across complex operational environments

- Generated $36M in new revenue in 12 months and created increased profit margins and ROI by developing leadership teams, communicating expectations, leveraging company resources and creating exceptional customer relationships that delivered results on time and on budget
- Grew service line profit by 75% through restructuring and introducing a new, innovative global consulting service model
- Reduced international uplift by $36M through comprehensive cross-functional, metric-driven global supply chain strategy

DHL WW Express, Ft. Lauderdale, FL
Executive Director, Global Customer Operations, 2001-2005

Led comprehensive supply chain operations teams to include: Sales Support, Design Engineering, Implementation Management and Program Management across all regions. Redefined the customer interface for supply chain operations on a global scale, driving improved business results across the organization. Managed the collaborative, cross-functional assessment, development, and delivery of consolidated supply chain operations model for DHL/Danzas integration into Deutsche Post Group. Partnered with executive clients to negotiate global supply chain agreements that facilitated organization-wide results. Integrated effective staff mentoring, coaching and education programs to achieve business objectives. Managed $38M budget, with 15 direct reports and a team of 250 associates.

- Led Supply Chain Solution Design Engineers, Implementation Specialists and Program Managers responsible for creating, implementing and maintaining cohesive, streamlined customer solutions across complex operational environments
- Orchestrated portfolio management of $3.5B in products and services
- Developed, deployed and managed joint scorecard metrics through QBR with key enterprise clients to define and measure joint global outcomes
- Launched consulting services to become revenue generating ($11M) in first year

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BOOKS AND PUBLICATIONS

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Global Social Media Following: 95,000+

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ABSTRACT

This study responds to calls for pragmatic context-driven scholarship to evaluate the perceived need for cultural integration in global organizations. This paper aims to fill the gap between theoretical frameworks and contemporary phenomena with a grounded theory, quantitative ethnography study designed to explore the perceived need for cultural integration to improve business outcomes in global organizations, while also evaluating the perceived need for a dedicated framework to develop cultural integration to shift socio-cultural epistemic frames in global teams. Data were collected through semi-structured interviews conducted with 18 global executives, while 173 surveys were completed by global team members. Analysis of the dataset was done through thematic content analysis and epistemic network analysis. The research demonstrated that cultural integration, and its associated constructs, were perceived as critical to group and organizational success. Global executives and leaders confirmed the need for a dedicated framework for cultural integration to improve business outcomes. The current study addressed four research questions: To what extent is there a perceived need for Cultural integration in global organizations? To what extent is Cultural integration perceived relevant to business outcomes in global organizations? To what extent do leaders perceive socio-cultural epistemic frames are malleable at the group level? To what extent is there a perceived need for a dedicated framework to develop Cultural integration to shift socio-cultural epistemic frames in global teams? This empirical study confirms that socio-cultural epistemic frames are malleable at the group level to develop cultural integration and that there is a perceived need for a dedicated framework to develop cultural integration for improved business outcomes in global organizations.

Keywords: culture, cultural integration, diversity, global, organizations, teams

Chapter 1: Introduction

The rapid pace of globalization and the growing number of collaborative technology

solutions has enabled virtual work practices to accelerate, while recent events, such as the COVID-

19 pandemic, demand that organizations worldwide change the way they engage (Ladika, 2020).

No longer is it viable for teams in global corporations to work in a central location and expect

global objectives to be met. The demand for skills from around the world has made working across

boundaries and borders a necessity. However, collaborative teamwork in global environments

typically is not intuitive. It is far more than dealing with technology and time zones; it is about

people and the value that collaboration across different cultures can bring to the organization.

In line with those challenges, culture has long been an issue of debate and has been

defined in many ways (Kroeber & Kluckhohn, 1952). In the social-psychological sense it can be

construed as ideas, values, beliefs, and practices shared by a group of people (Chiao & Blizinski,

2010). Culture is the shared way in which groups of people understand and interpret the world

(Shree, 2012). However, anthropologists have a somewhat more complex view of culture. One of

the most enduring anthropological definitions of culture is by C. Kluckhohn (1951) who articulated

that culture consists of both explicit and implicit patterns of behaviors, as well as acquired and

transmitted symbols, which form a characteristic group of people, including embodiments in

artifacts. The core of culture consists, at least in part, in ideas and values rooted in tradition, which

can be seen as both a product of action and as a precursor to future action.

Cultural differences in business have become a major source of frustration when

employees of different nationalities do not share an implicit or explicit understanding of the world

and how to get things done within it (House et al., 2004). It may be difficult and unproductive to

compare cultures as superior or inferior, but there is almost always an overwhelming sense of the "right way" and the "wrong way" to do business, which at its root is often culturally driven. To overcome narrow worldviews, individuals must internalize and develop ways to work effectively with colleagues, partners, and customers who hold different worldviews (N. J. Adler & Aycan, 2018). While much is known about how to globalize corporations via technology, logistics management, and the like, few conclusive solutions exist for how to globalize people to meet these challenges (Javidan & Bowen, 2015) to deliver successful and sustainable global outcomes.

While historically, expatriate leaders were expected to integrate into the host nation culture to be successful, new global leadership competency requirements have emerged. Global leaders today are not only expected to succeed within the confines of a single host nation but are also expected to have the capacity to manage across multiple cultures simultaneously (Mendenhall et al., 2018). Today's reality suggests global corporations operate across many disparate cultures concurrently. Multicultural relationships are the day-to-day reality that define- the efficiency of the multinational workforce (Fink & Holden, 2007). Global leaders and their teams need to understand the barriers to (and facilitators of) effective cross-cultural relationships.

Daily, people establish and maintain connections that by their very nature are multicultural and impact the organization's ability to succeed. If there are barriers to cultural integration in the global work environment, the effectiveness of the workforce is likely to drop exponentially due to obstacles to task realization. By contrast, effective multicultural interactions contribute to employees' learning and creativity, improve communications, and increase the satisfaction of personnel worldwide (Holden, 2002).

Problem Statement

Poor cross-cultural interactions often result in an inability to collaborate successfully across boundaries and borders. This frequently results in inconsistent global business results and poor financial performance. The significance of this problem is confirmed by the Economist Intelligence Unit (2016), indicating that 90% of executives from 68 countries report poor cross-cultural interactions to be a top issue in global operations. Asperion Global (2018) provided additional confirmation in reporting that 75% of all global initiatives fail to improve business results.

In addition, according to Culture Wizard's survey, *Trends in Global Virtual Teams* (Soloman, 2016), with respondents from 80 countries, 68% reported that cultural challenges are the biggest hurdle to global team (GT) productivity, and 58% of respondents indicated that global leaders are not adequately prepared to lead multicultural virtual teams. In alignment, the DDI Global Leadership Forecast (Ray & Sinar, 2018) reported that more than 70% of leaders who hold international team responsibility consistently do not meet their goals and objectives. These statistics (Table 1) indicate there may be a substantial, ongoing challenge working across cultures which frequently results in profoundly suboptimal outcomes for the individual, the team, and the company. Globalization and cultural diversity in all business operations dictate the necessity to achieve increasingly better outcomes and require global teams to become culturally integrated (Alizadeh & Chavan, 2016) to achieve strong, sustainable global business results.

Table 1

Summary Global Team Statistics

Source	Statistics	% Reported
Culture Wizard (2016)	Global teams (GTs) with five or more cultures	62%
SHRM (2019)	Global teams work together at least weekly	82%
EIU (2016)	Poor cross-cultural interactions are a top issue in global operations	90%
Asperion Global (2018)	Failure rate for global initiatives to produce improved business results	75%
Culture Wizard (2016)	Cultural challenges are the biggest hurdle to global team productivity	68%
Culture Wizard (2016)	Global leaders are not adequately prepared to lead multicultural virtual teams	58%
DDI (2018)	Leaders that hold international team responsibility consistently do not meet their goals & objectives.	70%
Culture Wizard (2018)	Leaders reporting success in leading global teams	15%
Culture Wizard (2018)	Global Team members challenged by global communications	81%
Culture Wizard (2018)	Global Team members challenged by managing conflict with diverse colleagues	86%
Culture Wizard (2018)	Global Team members challenged by building culturally diverse relationships	86%
Culture Wizard (2018)	Global Team members challenged by poor responsiveness	80%
Culture Wizard (2018)	Global Team members challenged by lack of engagement from geographically dispersed members	76%

While 62% of corporate employees report working on global teams with five or more

cultures, only 15% of corporate leaders report having been successful in leading these

multicultural teams (CultureWizard, 2016). According to Culture Wizard's (2018) Global teams

Survey, the top challenges faced by global teams are difficulties in communication (81%),

managing conflict with diverse colleagues (86%), building culturally diverse relationships (86%),

poor responsiveness (80%), and lack of engagement from all members (76%) – in short, they lack

cultural integration. The success or failure of a global company is essentially in the hands of culturally diverse people with many of them operating within global teams. If these teams do not have the capacity to work successfully across boundaries and borders to achieve cultural integration, misunderstandings, offenses, and a breakdowns in communication occur. Productivity and efficiency drop sharply, making any kind of collaboration or innovation very challenging and strong global business results almost impossible. Negative work interactions have a significant impact on both productivity and innovation; in combination, they have the distinct capacity to severely impact companies global bottom line (Shannon, 2017).

As indicated above, designated methodologies have not been wholly successful as stand-alone solutions. Country-specific practices, orientations, assessments, and tools are all designed to help the global workforce acclimate to multicultural environments. However, these approaches focus on knowledge, skills, and attributes that appear to be the antecedents of cultural competence (Johnson et al., 2006) and do not necessarily create an environment for cultural integration. Without a cohesive approach to building out self and others simultaneously, global corporations are subject to the continually escalating failure rates that facilitate the unfortunate statistics seen in global business today (Table 1).

Purpose of Research

This grounded theory, quantitative ethnographic study was designed to empirically understand the need for cultural integration as a group phenomenon in global organizations. The purpose of this research was to evaluate whether there is a perceived need for cultural integration that impacts the sociocultural malleability in global teams at the group level to improve business outcomes. The study collected ethnographical data to analyze, synthesize, and understand leader

views within the context of semi-structured interviews (Creswell & Creswell, 2018) administered

to executives and team leaders. A 5-point Likert-scale survey was used to better understand

global team challenges and perceptions within global teams. In this study, quantitative

ethnographical results were derived from ethnographical , semi-structured interviews with senior

executive leaders and global/regional team leaders from two companies within the technology

and supply chain industries. The data collected were leveraged to identify specific malleable

constructs that indicate the perceived need for cultural integration in global teams. The data were

coded and analyzed for further ethnographical analysis.

Epistemic Network Analysis (ENA; an analytic graphing tool used in quantitative

ethnography for modeling the structure of connections in data) was utilized to examine the

strength of relationship between data elements to evaluate sociocultural frames that implicate

cultural integration as a key factor toward improving global business outcomes.

By combining methods for testing statistical significance with techniques to create deeper

understanding, this grounded theory, quantitative ethnographic design enabled evaluation of the

perceived need for cultural integration that impact the sociocultural malleability in global teams at

the group level to improve business outcomes in global organizations. Both qualitative and

quantitative data were important to developing a complete understanding of the potential

malleability of the underlying constructs in producing cultural integration in global teams.

However, strategically merging these two approaches to harness the joint power of acquiring new

insight requires a way to provide thick descriptions of a significant population with the power of

data analysis to truly integrate quantitative and qualitative approaches (Shaffer, 2018).

Research Questions and Hypotheses

In the interest of evaluating if there is a perceived need for cultural integration that may impact the sociocultural malleability in global teams at the group level to improve business outcomes, this study addressed the following research questions:

RQ1: To what extent is there a perceived need for Cultural integration in global organizations?

H_1: There is a perceived need for Cultural integration in global organizations.

H_{1A}: There is no perceived need for Cultural integration in global organizations.

RQ2: To what extent is Cultural integration perceived relevant to business outcomes in global organizations?

H_2: Cultural integration is perceived as relevant to business outcomes in global organizations.

H_{2A}: Cultural integration is not perceived as relevant to business outcomes in global organizations.

RQ3: To what extent do leaders perceive socio-cultural epistemic frames are malleable at the group level?

H_3: Leaders perceive socio-cultural epistemic frames are malleable at the group level.

H_{3A}: Leaders do not perceive socio-cultural epistemic frames are malleable at the group level.

RQ4: To what extent is there a perceived need for a dedicated framework to develop Cultural integration to shift socio-cultural epistemic frames in global teams?

H_4: There is a perceived need for a dedicated framework to develop Cultural integration to shift socio-cultural epistemic frames in global teams.

$H_{4A:}$ There is not a perceived need for a dedicated framework to develop Cultural

integration to shift socio-cultural epistemic frames in global teams.

The null hypotheses for this study are: (a) cultural integration is not a perceived need in

global organizations; (b) cultural integration is not relevant to business outcomes; (c) leaders do

not perceive socio-cultural epistemic frames are malleable at the group level; and (d) there is no

perceived need for a dedicated framework to develop cultural integration to shift socio-cultural

epistemic frames in global teams (H_{1A}, $H_{2A,}$ $H_{3A,}$ and H_{4A}). The alternative hypotheses are: (a)

cultural integration is a perceived need in global organizations; (b) cultural integration is relevant

to business outcomes in global organizations; (c) leaders do perceive sociocultural epistemic

frames are malleable at the group level; and (d) there is a perceived need for a dedicated

framework to develop cultural integration to shift sociocultural epistemic frames in global teams;

(H_1, $H_{2,}$ $H_{3,}$ and H_4).

Background

After several years of observation and formation, I launched a study to determine if

cultural integration could be achieved through an interdisciplinary, constructivist approach. Over a

one-year period in 2014, 48 clients in two global organizations were studied and evaluated with a

goal toward identifying and leveraging critical components to the Cultural integration process

(Mackey, 2015). The subjects of the study worked for large global organizations, and all ranked as

manager or above. Both organizations acknowledged they were not achieving global business

goals and objectives, realizing they would need to take a different tactic to working effectively

around the world if they wanted to achieve the desired organizational outcomes.

Company A elected to implement the proposed framework across Global Program Management, incorporating 26 global managers from 10 countries, while Company B chose teams from the Global Logistics Division consisting of the 22-member extended Logistics Board of Directors across nine countries (directors and above). In addition to literature and a historical data review, the following rudimentary methods were used to gather information that would further knowledge of leader history, disposition, experience, and knowledge working across cultures: intake surveys, assessments, cultural inventories, interviews, implementation of the solution, post program assessments, and follow-up surveys at 4, 8, and 12 months.

By the end of the program, surveys indicated leaders (a) established a better understanding of themselves and their colleagues, (b) understood and actively spoke about the impact of culture in their work, (c) had built initial relationships with diverse, global colleagues, and (d) understood their value as a global group and as a strategic knowledge asset. Program management teams in Company A alone increased revenue by $2.5 million in the year following the assimilation of the intervention. Survey responses indicated 98% effectiveness. In this instance, the interdisciplinary approach appeared to have been an effective method of cultural unification for these limited populations.

In the original study, results were analyzed for the Intercultural Development Inventory (IDI^{TM}) revealing that 64% of Leaders had a significant gap between the level of cultural knowledge and their perception of that same knowledge. The DISC^{TM} (dominance, influence, sociability, and conscientiousness) assessment revealed a clear alignment between cultural identity and management and leadership style. This assessment assisted in improved understanding regarding predispositions and management/leadership styles as they aligned to culture.

Throughout the course of the study, it became apparent that an interdisciplinary, constructivist approach provided a foundation for building an organization primed to access, understand, integrate, and leverage multicultural skills and knowledge. It enabled Leaders to act appropriately and thrive in the complex, changing, and ambiguous conditions that prevail across global organizations, creating the capacity to leverage multicultural environments as a strategic asset. Poststudy assessment indicated an 84% improvement in leaders' ability to understand cultural preferences and biases as compared to pretreatment. There was a 63% increase in understanding why culture affects business results. Posttreatment, 96% of the total study population acknowledged the need to understand and empathize with alternate worldviews, and 71 % of Leaders indicated the strategic toolbox for multicultural communications had significantly impacted their ability to prepare for and work successfully with their global colleagues (Mackey, 2015). This early model, while not an academically developed or validated study, did provide a method to address cultural integration that was applied to clients on an ongoing basis. However, this was a small sample population for one experiment, and the perceived need and effect of cultural integration for teams in global organizations is unclear.

This current research sought to identify whether there is a perceived need for Cultural integration that impacts the sociocultural malleability in global teams at both the individual and group levels to improve business outcomes.

Conceptual Framework

This study gathered diverse perspectives through semi-structured interviews and Likert-scale surveys to provide a dynamic approach to evaluating the need for cultural integration in global organizations. Leveraging global diversity and inclusion, introspective learning, and

understanding of others to explore how cultural integration is viewed across two separate industries, this study spanned three levels of organization. The proposed framework may promote the amalgamation of diverse cultural perspectives that provide a window into an intersubjective approach to creating cultural unification. By conducting interviews and positioning the perception of culture through a strategic lens, it was possible to determine if there is a perception that cultural integration may positively impact the growth and development of the team, as well as the organization. Specifically, this research explored to what extent sociocultural constructs are malleable through cultural integration to develop unification in culturally diverse, global ecosystems that have the capacity to impact global business outcomes.

Leaders today are frequently responsible for global teams, global projects, and global operations, often from the corporate headquarters or home location. They may not be expatriates, but they are global leaders; they can be called to lead anyone, anywhere, at any time (Mendenhall et al., 2018). The intent of this research study was to empirically understand the perceived need for global leaders and their teams (who work across multiple cultures simultaneously) to develop the capacity to work as a single system that functions as a unified whole to enable innovation and growth. For those working in the global marketplace, a comprehensive approach is needed to facilitate understanding as to how people from diverse cultures view the world and enable people to work across these complex cultural orientations in an effective manner. This study sought to leverage a grounded theory, quantitative ethnographical approach to evaluate the perceived need for cultural integration to provide a systematic method to assist diverse populations in working together inclusively to generate exceptional business results. This research sought to better understand the malleability of sociocultural constructs to

develop the capacity to shift global teams toward cultural integration. From a conceptual

perspective, the statistics identify a clear and present need for cultural integration in global

organizations (Table 1). This study sought to validate that executives, global leaders, and their

teams perceive the need for cultural integration that could impact sociocultural malleability in

global teams to improve business outcomes.

To further frame the need for cultural integration, it is accepted that the rapidly growing

number of people who lead geographically dispersed teams (or work on international projects)

draw expertise from across multiple regions and functions simultaneously (Mendenhall et al.,

2018). To harness the power of that expertise worldwide for optimization and innovation, while

simultaneously maximizing the benefits of geographically dispersed teams, it is critical to not only

understand but leverage the multidimensional talent and diverse viewpoints available through

global collaborative efforts (Marquardt & Horvath, 2001). While it is popularly believed that

cultural differences undermine cross-cultural collaboration (Johnson et al., 2006; Lewis, 2006;

Najafbagy, 2008), this research affirmed that global team sociocultural constructs are malleable

and are perceived to shift with cultural integration, eliciting the capacity to strengthen the global

system with cultural integration. The empirical nature of semi-structured interviews facilitates

building on existing knowledge, while creating new knowledge and insight that facilitates growth

within both the individual and the team. It stands to reason that knowing oneself and one's own

cultural preferences must predate knowing and understanding cultural distinctions in colleagues

and employees. This study confirmed a level of self-awareness, while exploring the perceived need

for cultural integration. Ultimately, insight into how others think, communicate, and act could shift

sociocultural frames to drive long-term, positive outcomes (Herrmann & Herrmann-Nehdi, 2015) across the global organization.

By the nature of their roles, global teams work across cultures and must influence in ways that are not only clearly understood but that resonate across many channels and geographies. Understanding how people from diverse cultures view the world and being able to work across these complex cultural orientations are competencies that are increasingly critical for success. For organizations to be prosperous on a global scale, a strong cultural integration framework may be the ultimate competitive advantage, as well as the driving force behind multiregional financial success. For global teams, it will not be technology that is the greatest challenge, but the cultural integration skills needed to generate effective outcomes in global economies.

Cultural integration is structured to position an organization's human resources (from a multicultural perspective) to better learn, solve problems, innovate, judge, make decisions, and act on matters of importance to the global organization at the group level. More importantly, it is a concept that enables culturally diverse colleagues to work better together. If it is accepted that, in a global business environment, people from across different boundaries and borders represent diverse organizational knowledge, then it can also be accepted that culturally coded knowledge exists within an organization and the wider environment but does not necessarily move through it in a useful way. This becomes prevalent, for example, when process improvements happen within a regional team but are not shared across the global landscape, often due to a lack of cultural integration. To enable culture as a knowledge asset that benefits the global organization, there must be a perceived need to leverage diversity and inclusion that facilitates the movement and usage of knowledge through the global organization despite cultural differences. The perceived

need for cultural integration may be the first step toward the attainment of cultural intersubjectivity that provides the framework to shift sociocultural frames to sustainably improve business outcomes.

Definitions

The following definitions add context to understanding of cultural integration within the global team:

Boundary Spanning is the conciliation of knowledge and relationships across cultures and fields of practice (Roberts & Beamish, 2017).

Business Optimization, for the purpose of this study, is the process of improving the efficiency, productivity and performance of an organization to include introducing new methods, practices and systems that maximize effectiveness and minimize cost.

Business Outcomes, for the purpose of this study, are specific, measurable results deriving from tasks that are undertaken in response to a business requirement, goal or objective and can be focused internally (i.e., process improvement, key performance indicators, project completion) or externally (i.e., customer satisfaction, revenue impacts, missed timelines).

Culture, for the purpose of this study equates to the ideas, values, beliefs, and practices shared by a group of people (Chiao & Blizinski, 2010).

Cultural integration, for the purpose of this study, is a group phenomenon that enables culturally diverse teams to work better together. It equates to not only having the capacity to communicate effectively amongst diverse colleagues, but also encompasses less obvious capabilities such as: (a) seeing and understanding alternative perspectives within the group; (b) comprehending and valuing culturally diverse values, beliefs and assumptions amongst colleagues;

(c) integrating different cultural perspectives to create new solutions that builds upon
multicultural worldviews; and (d) resolving group conflicts in culturally appropriate, productive
ways (Johnson et al., 2006).

Cultural Intelligence is defined as an individual's capability to function effectively in
culturally diverse settings (Ang et al., 2007; Earley et al., 2006).

Cultural Neuroscience is an emerging interdisciplinary field that combines theories and
methods from cultural and social psychology, anthropology, and social and cognitive neuroscience
to investigate the interactions between culture, psychological processes, brain, and genes (Chiao
et al., 2013; Han et al., 2013; Kim & Sasaki, 2014).

Cultural Orientations are inclinations to think, feel or act in a culturally determined way,
defining the basis of differences among cultures such self-identity, interpersonal relationships,
communication, and resolving conflict (Hofstede et al., 2014).

Default Mode Network is a set of interacting hubs and subsystems within the human brain
that play an important role in "internal mentation"- the introspective and adaptive mental
activities in which humans spontaneously and deliberately engage in every day (Elton & Gao,
2015).

Global Identity, conveys a sense of belonging to the global work context (Erez & Gati, 2004)
and enables leaders to succinctly facilitate communication with team members of other cultures
(Lisak & Erez, 2015).

Global Leaders, for the purpose of this study, are those leaders who manage global teams
spanning multiple regions simultaneously from a single location.

Global Marketplace, for the purpose of this study, is a term used to describe the exchange of goods, ideas, and services uninhibited by geographic borders.

Global Team, for the purpose of this study, is a group of individuals who work across the boundaries of time, geography, language, and culture, linked by common goals that span multiple regions (Clausen & Keita, 2016; H. J. Hong, 2010).

Integration, for the purpose of this study, is the act of combining or linking parts to make a unified whole or the act of amalgamating groups with single community (Merriam-Webster, 2023).

Intersubjective Ecosystem, For the purpose of this study, an interconnected system linked through the intersection between people's aligned cognitive perspectives.

Knowledge Asset refers to the accumulated intellectual resources of the organization. It is the knowledge possessed by the organization and its workforce in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities (Carlucci & Schiuma, 2006).

Regional Leaders, for the purpose of this study, are those leaders who manage regional teams spanning multiple countries simultaneously from a single location.

Task Positive Network (TPN) is the part of the brain that is activated when actively paying attention, focusing on the task at hand, using short-term memory, and in the present moment (Lin & Telzer, 2017).

Translational research is aimed at translating (converting) results in basic research into results that directly benefit humans (Gunasekaran et al., 2017).

Significance of Study

This study is significant because it evaluates the perceived need for cultural integration and the malleability of sociocultural frames to improve global business outcomes. This study contributes to understanding the sociocultural constructs that enable cultural integration and how they can be shifted for organizational success, as well as what could be a critical success factor enabling improved diversity and inclusion. Further development and validation of the need for cultural integration enables diverse teams to scaffold learning and development to build upon existing knowledge and experience (R. Brown & Hirst, 2007), while at the same time adding new constructs and knowledge to facilitate cultural integration resulting in long term learning and retention in the global workforce.

This grounded theory study adds to the body of existing research detailed in Chapter 2, and explored a comprehensive, constructivist approach to significantly improve diverse interactions on a global scale to drive strong business outcomes. The goal of this research was to add to existing research, while also exploring the perceived need for malleability of sociocultural constructs in developing cultural integration through an interdisciplinary framework to enable an intersubjective ecosystem that drives improved business outcomes in global organizations.

Globalization has created a complex web of interactions that has an enormous impact on efficient operations in global organizations. Currently, there are many disconnected approaches to multicultural interactions designed to help the global workforce function more effectively in their roles—with employees, colleagues, and customers worldwide—yet organizational statistics indicate global organizations are failing to produce positive, sustainable results (Asperion Global, 2018; CultureWizard, 2018; EIU [Economic Intelligence Unit], 2016; SHRM [Society Human

Resource Management], 2019). While many culture-specific approaches are distinctly valuable and provide strong foundations, most identify effective antecedents for improved cultural communications but may not be inclusive of the broader skill set required to function effectively as an active member of a multicultural global team. One approach may inform as to why culture is important but may not motivate diverse people to want to interact. Another may provide professional insight and knowledge but may not advise viable ways to connect with diverse colleagues. While cross-cultural orientations provide a basic understanding of behaviors and perspectives, they may not provide a strategic process from which to learn and grow together.

The existing literature and curriculums do not provide interconnectivity or the reflection that interdisciplinary areas of study build upon one another to provide a comprehensive approach to multicultural interactions. Methodologies that address cross-cultural deficiencies across the organization revolve around behaviors, orientations, assessments, or strategies but rarely consider a holistic approach to integrating the complex, diverse workforce that is integral to success in today's global business environment (N. J. Adler & Gunderson, 2008). The goal of this research was to explore constructs that are malleable and contribute to the development of cultural integration in global organizations. In addition, this research provided a translational component to a multidisciplinary body of research by exploring the possibility of enabling an intersubjective ecosystem that drives improved business outcomes through the cultural integration of diverse, multicultural global teams. This study introduced the concept of a group phenomenon, cultural integration, and evaluated whether executives, global leaders, and their teams perceive a need for cultural integration that impacts sociocultural malleability in global teams to improve business outcomes.

Conclusion

To explore and evaluate the malleability of sociocultural constructs that create cultural

integration, a different approach is needed to address the complex needs required to successfully

function in a multicultural, global environment. Better understanding of sociocultural constructs

can serve an important role in moving interdisciplinary scholarship forward by developing a

distinct approach to polycontextual research that produces insight for addressing real-world

challenges and advancing scholarly knowledge (Javidan & Teagarden, 2011). With inadequate

business outcomes pervasive in global organizations, it is important to explore the malleability of

sociocultural constructs and the perceived need for cultural integration in global teams. This

research adds to the organizational development and the global leadership and change bodies of

research by exploring the need for the development of cultural integration in global organizations

to drive improved business outcomes.

Chapter 2: Literature Review

Despite the potential for exciting opportunities in global business, there is an ongoing

concern (among both practitioners and scholars) that international management research has lost

direction and is focused on transferring Anglo-Saxon business models to the rest of the world

(Buckley, 2005; Cheng, 2007; Dunning, 2007; Oesterle & Laudien, 2007) instead of discerning how

to leverage the value of each culture to drive strong business and organizational results. Despite

the misgivings, cultural integration offers limitless opportunities. Limaye and Victor (1995) pointed

out that management is surrounded by culture. A one-size-fits-all approach will not work. The best

business practices in the United States or Mexico may not be congruent with business dealings in

other countries such as Germany, Japan, or India (Javidan & Bowen, 2013). Cultural integration

across the organization addresses the potential mismatch of cultural ideals by promoting a middle

path—a third best way, the ideal route—to leveraging strengths and minimize weaknesses across

the organization (Trompenaars & Hampden-Turner, 2012). If global business is to reach the next

level of success, both academia and business must address the imbalance between cultural

dimensions and the tension that resides between them.

What is missing in the international business literature is a focus on multicultural

relationships within and across the global corporation from an interrelated systems perspective

(Cheng, 2007). Although the geocentric perspective concentrates on global organizations, it

assumes these companies are beyond culture and therefore seeks to explain which approach best

allows them to operate in many locations around the world (Fink & Holden, 2007). Often the

development of a strong, overarching corporate culture is considered a replacement for the

integration of culturally diverse teams, however business results indicate this may not be an

effective approach (Limaye & Victor, 1995) when viewed only through the lens of a single

"corporate" culture (Herciu, 2014). The corporate culture approach does not provide for differing

culture-based worldviews and differing perspectives as to how business should be done.

Context

One of the consequences of globalization is that organizations need everyone to have a

global perspective, which is not aligned to having one single perspective. The ability to integrate

different points of views in pursuit of worldwide production, global marketing, innovation, and

global value delivery systems is essential (Konyu-Fogel, 2011). Operating with less rigid structures

and working with global teams, often virtually, across different temporal, social, and physical

boundaries require both leaders and teams to make decisions and act on developing complex

networks of internal and external connections across individuals, teams, and organizations from

many different backgrounds (Lippert & Dulewicz, 2018). To provide proper context, the first

section of the literature review is focused on global leadership, global teams, intercultural

competence, and cultural neuroscience to better comprehend how these concepts are framed in

the research literature and to explore how cultural integration may be applied in global

organizations. The second section is focused on the theoretical foundations of a proposed

approach.

Global Leadership

Global leadership literature comes primarily from two sources: expert opinion and

empirical research (Mendenhall et al., 2018). The earliest mention in literature of global

leadership began in the 1990s, predominantly driven by extrapolations from domestic leadership

research and literature (Osland, 2008). However, the differences between domestic and global

leadership are not only ill-defined but rooted in global leadership's multidisciplinary evolution, incorporating fields such as international affairs, diplomacy, anthropology, sociology, and cognitive and cross-cultural psychology (Mendenhall et al., 2018).

The core component of any form of leadership is the ability to influence others to get something done (Cialdini, 1993). What differentiates global leadership is that the targets of influence—individuals, groups, or organizations—come from leaders from different locations around the world (Chuang, 2013). Researchers note that globalization does not change the basic requirements of effective leadership (Alon & Higgins, 2005; Beamish & Lupton, 2016; Mendenhall et al., 2018; Moran & Remington-Abramson, 2018; Walker, 2018). However, globalization affects leadership by increasing the complexity of the leader's task, environment, and decision making (Mendenhall et al., 2018).

Historically, the literature seeking to understand and explain the differing role and competency demands of leading at the global level most commonly drew upon observations and experiences in global settings to identify unique characteristics of global leadership (Kets de Vries, 1996). The empirical work carried out to date in global leadership has been focused almost completely on unearthing and understanding competencies, traits, attributes, and skills associated with effective global leadership. Yeung and Ready's (1995) work stands out as the first quantitative study in the field, analyzing a sample of 1200 managers across 10 corporations in eight countries.

From the early 1990s forward, the growing number of researchers studying global leaders attempted to identify competencies critical to success. Reviews of this literature (Bird & Mendenhall, 2016; Jokinen, 2005; Osland, 2008; Osland et al., 2012) identified over 160 skills

purported to influence global leadership effectiveness. These competencies span a range of qualitatively different types. There are predispositional characteristics of personality (e.g., inquisitiveness or optimism), attitudinal orientations (e.g., cosmopolitanism or results orientation), cognitive capabilities (e.g., cognitive complexity or intellectual intelligence), motivational inclinations (e.g., motivation to learn or tenacity), knowledge bases (value-add technical skills or global business knowledge), and behavioral skills (e.g., cross-cultural communication or boundary spanning). Thus, global leadership comprises a multifaceted set of competencies (Bird & Mendenhall, 2016) that continue to be debated and negotiated amongst scholars.

Although understanding diverse cultures and being highly aware of cultural differences is one key competency for global leadership (Andrews, 2009), the definition of global leadership is challenging. As both Jokinen (2005) and Osland (2008) pointed out in their review of global leadership research, distinctions between domestic and global leadership and between global managers and global leaders consistently emerge as key issues (Bird et al., 2010). Although there are many definitions with little absolute agreement, Beechler and Javidan (2007) defined global leadership as the process of influencing individuals, groups, and organizations (inside and outside the boundaries of the global organization) representing diverse cultural, political, and institutional systems to help achieve the global organization's goals. For this study, the definition of global leadership applies not only to individuals in clearly identifiable leadership positions but to anyone whose effective role involves this process (Bird et al., 2010). Specifically, in global teams, leadership is required on a global level daily, making team members in and of themselves global leaders (Lippert & Dulewicz, 2018).

Without question, leaders in global roles must have the capacity to influence others who differ from themselves (Javidan & Bowen, 2013). Significant literature on global leadership focuses on leading across cultures (N. J. Adler & Gundersen, 2008; Dean, 2007; Friends & Keig, 2019; Herciu, 2014; House et al., 2004). While the difference in national cultures is critically important, it is also very complex as global leaders work across multiple borders and boundaries simultaneously. The work of House et al. (2014) on project GLOBE illustrates that successful leadership behaviors differ across various cultures. Accordingly, for global leaders to lead their organizations, they need to understand the cultural diversity of their working environment. It has become clear that leadership behaviors must be adapted to the cultural diversity embedded in a global context (Alon & Higgins, 2005).

The global leader's target of influence may come from culturally diverse team members or colleagues, organizational systems, legal entities, and social structures that are different from those in the global leader's home context (Bird & Mendenhall, 2016). Global leaders have much to contend with, and the complexity of their role continues to expand as multinational corporations continue to diversify and grow (Caligiuri & Tarique, 2012). Indeed, global competence, with specific reference to the ability to lead across diverse, multicultural operations in a global context, is a clear precondition for effective global leadership (Alon & Higgins, 2005).

Tichy et al. (1992) began the discussion three decades ago regarding what they termed "true globalists"; they extended the conversation to be more focused on leaders working with a culturally diverse and remote workforce—a characteristic inherent to global organizations. They explored such concepts as global mindset, building effective virtual teams, and affecting change on a global scale. The reality is that globalization and its demands have shifted the skill sets

necessary to lead in the 21st century (Ray & Sinar, 2018). Organizations are in continually growing need of global leadership competency, but it is rare and difficult to find (Mendenhall, Osland, et al., 2018; Mendenhall, Reiche, et al., 2012).

What becomes interesting is the idea that today's researchers and practitioners alike are incorporating the original ideas of leadership theory into the concept of global leadership (Bird & Mendenhall, 2016). To add to the complexity, as Bolman (2012) mentioned, scholars are examining global organizations as unique phenomena due to the lightning pace of change and escalating failure rates. While global organizations have generated unimaginable wealth, two-thirds of the 5,000 fastest-growing global companies have shrunk, gone out of business, or been disadvantageously sold after 5–8 years (Medcalf, 2019). As such, there is a keen interest in leadership and the impact it has on the success of the global organization. As literature and commentary are beginning to reflect, there are some very distinct and unique leadership characteristics that are needed in global organizations that are proving difficult to harness (Coleman, 2017). At the start of the 21st century, behaviors associated with global leadership began to be deeply investigated and disseminated (Bird et al., 2010; F.W. Brown & Moshavi, 2005; Cheng, 2007; Collerette et al., 2006; Jokinen, 2005; Korrapati & Kocherla, 2010). Scholars such as R. T. Watson and Brohman (2003) and Hinterhuber and Friedrich (2001) observed that the heightened role of globalization has been a catalyst for scholars to better understand how leadership behaviors affect success within multicultural settings. The comments of these scholars are a reflection of the need for organizations to better understand how leadership behaviors can translate into the achievement of substantial goals as globalization takes on an increasingly

widespread and significant role in organizations of all types (Bolman, 2012; Hinterhuber & Friedrich, 2001; R. T. Watson & Brohman, 2003).

Mendenhall et al. (2018) coined the term "the rise of global." These researchers indicated that leaders and employees alike are consistently involved in global teams, global projects, global operations, and global supply chains. They asserted that while a global leaders' focus and work have expanded exponentially, the location of the leader is not necessarily global. Leaders now often have global responsibility without ever changing address or regularly seeing their remote employees; they lead direct reports from many countries simultaneously from a single location (Mendenhall et al., 2018). Grenny and Maxfield (2017) cited factors that are not just challenging, but uniquely challenging in the world of global leadership. According to their research, the following four categories are extraordinarily predictive of both execution and innovation and are indicators of global organizational performance: (a) the rapid and continuous development of cutting-edge technology, (b) relentless pressure to perform, (c) consistent ambiguity in global markets, and (d) the growth and maintenance of a continually expanding and recurring global network of colleagues. As such, even the definition of global leadership may be shifting. Mendenhall et al. (2018) contend that global leadership is defined as, "The processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity" (p. 57). As such, with models of shared leadership increasingly emerging (Osland, 2013), global leadership can be seen in context of the entirety of the global team. However, while shared leadership may work quite well in some situations, its presence does not replace vertical leadership styles in the global workplace (Gagnon, 2013). In fact, a paradox exists

in that shared leadership in global teams depends on a formal leader to empower team members to take on shared leadership roles (Grenny & Maxfield, 2017).

With rapid change and the expansion of leadership skills and competencies continuing to evolve at an alarming rate, global leaders must also evolve to maintain the pace to contain the threats and maximize the opportunities (Lu et al., 2021). It is critical that leadership traits and characteristics in global operations continue to advance rapidly, but they must be more closely examined and better understood to identify and accelerate those areas that need development and emphasis (Mendenhall et al., 2018).

As people emerge as the most important component of a global organization, cultural intelligence (CQ) is continually brought to the forefront as a necessary and critical component of a global leader's repertoire (Earley et al., 2006). CQ has been defined as the skill of relating and working effectively in culturally diverse situations with the capacity to cross boundaries and prosper in multiple cultures (Ang et al., 2007). It goes beyond existing knowledge of cultural sensitivity and awareness by highlighting certain skill sets and capabilities needed to successfully realize objectives in culturally diverse situations (Earley et al., 2006). Goleman (2017) argued strongly that CQ in global organizations is a prerequisite for successful global leadership. However, Johnson et al. (2006) asserted that to achieve cultural integration one must practice less obvious capabilities such as: (a) seeing and understanding alternative perspectives of multicultural team members; (b) comprehending culturally diverse values, beliefs, and assumptions outside of the self; (c) integrating different cultural perspectives to create new solutions to execute or innovate in global environments; and (d) resolving conflicts in culturally appropriate, productive ways.

There appear to be several reasons why leaders in global companies need to achieve

cultural integration. First, global leaders must know and manage their own cultural predispositions to display appropriate behavior in the rapidly evolving business landscape (Rabotin, 2008) and often serve as role models for their diverse followers and colleagues, thereby enhancing trust in and respect for these leaders (Mendenhall et al., 2018). This would be consistent with a leader's capacity to influence others in diverse environments (Chuang, 2013).

Second, with an emphasis on understanding diverse mindsets, leaders inclined toward cultural integration comprehend the extent to which followers' expectations could be raised across multicultural interactions (Medcalf, 2019), a hallmark of global inspirational motivation (Grenny & Maxfield, 2017). Third, a key component of individualized, acculturated consideration is the ability to understand followers' needs in diverse, rapidly changing environments and interact accordingly (Barling et al., 2000). With an emphasis on multicultural empathy and the ability to manage diverse relationships positively (Limaye & Victor, 1995), global leaders demonstrating an ability to culturally integrate would be more likely to drive results in rapidly evolving environments (Earley et al., 2006).

Goleman (2017) suggested that leaders who exhibit the traits of understanding their own cultural mindsets, as well as those of multicultural team members, are better equipped to perform the role of leadership in global business environments. Bolman (2012) commented that this ability to monitor emotions and adjust actions to meet the needs of diverse situations is particularly relevant to leadership during times when global organizations continually produce paradigm-altering changes.

This aligns with and indicates the need for "situational leadership," a term coined by Hersey et al. (1996), when evaluating leadership traits and characteristics in global organizations.

Because situational leadership focuses on leading across diverse situations (Fink & Holden, 2007),

it is very apropos in global organizations. The premise is that different situations demand different

leadership styles and characteristics (Levy et al., 2007). By understanding, recognizing, and

adapting to diverse situations, leaders influence their surroundings and followers much more

successfully than when they work within a specific leadership style despite diverse environments

and people (Hersey et al., 1996). More specifically, Hersey et al. focused a significant part of their

research on the characteristics of followers in determining appropriate leadership behaviors. They

found that leaders would have to modify their leadership style as their followers changed in terms

of their ability (task readiness) and willingness (psychological readiness) to perform the required

task (Hersey et al., 1996). In a global work environment, it follows that integration (*cultural*

readiness) is also affected by the ability to modify leadership style when working across

boundaries and borders (Levy et al., 2007). Although a leader may be in a distinct location, it is

increasingly common that employees and colleagues will span the globe (S. L. Cohen, 2010), which

requires frequent, culturally appropriate shifts in leadership approach.

Northhouse (2015) stated that effective leadership requires the adaptation of leadership

style to the diverse demands of specific situations when working in diverse business

environments. Leaders in global organizations must not only move and change at a rapid pace, but

they are also required to work across multiple regions with individuals from various cultures

incorporating multiple worldviews (Grenny & Maxfield, 2017). The effective global leader must

shift leadership style across boundaries and borders on a regular basis (Mendenhall et al., 2018).

In addition to frequently adapting to diverse situations, today's global leader must also consider

style and approach. According to Northouse (2015), what a leader does and how a leader acts can

determine their ability to succeed as a leader. This varies significantly across cultural, industry, and organizational boundaries. Depending on subordinate roles and characteristics across various cultures, a leader may adopt a more task-oriented behavior pattern or lean more toward a relationship orientation (Abadir et al., 2019). Ideally, leaders combine and exchange patterns of behavior to influence a diverse workforce to reach their global goals (Northouse, 2015).

In addition to the above leadership theories, the GLOBE studies leveraged both implicit leadership theory (ILT; Lord & Maher, 1990) and culturally endorsed leadership theory (CLT; House et al., 2004) to evaluate how societal cultures can impact individual norms (House et al., 2014). A study that surveyed over 17,000 leaders across 62 countries gained momentum as ILT and CLT are at the crossroads of global leadership. Of the 112 attributes identified, only 22 of them were found to be universally desirable (House et al., 2014). This indicates that today's global leaders must not only have the core competencies to do the job, but also have the capacity to adapt both stylistically and situationally on an individual, cultural, and organizational level (Mendenhall et al., 2012).

Global Teams

The structure of international business is moving away from traditional hierarchical multinational enterprises to more flexible international arrangements (Beamish & Lupton, 2016; Kostova et al., 2016). It has been suggested that organizations become more flexible, as well as learning and innovation oriented which will be realized through global teams (e.g., Hitt et al., 1998; Kets de Vries, 1996). These multicultural, often virtual, teams provide diverse skill sets, and members' differing proficiencies can be leveraged to improve organizational outcomes (Abadir et al., 2019). Scholars have theorized that having members who understand multiple cultures can

enhance organizational performance (Brannen & Garcia, 2010; H. J. Hong, 2010). As a result, organizing work in global teams has become the modus operandi (Mockaitis et al., 2018). Members are globally dispersed and are heterogeneous across multiple dimensions (Maloney & Zellmer-Bruhn, 2006; Zander et al., 2012). Global teams span multiple countries, time zones, cultures, and languages, and they often rely on communication technology rather than face-to-face interaction. These unique teams can be seen as catalysts for new forms of organizing, or perhaps even as organizational forms in themselves, changing traditional ideas about organizational boundaries (Mockaitis et al., 2018).

Global teams, by their very nature, are virtual. They are already present in many organizations, transcending organizational, national, and cultural boundaries. This evolving structure in organizations provides flexibility, integration of globally dispersed skills and capabilities, and in the case of culturally diverse teams, connectivity across geographical and temporal boundaries, to name a few advantages (Gibbs et al., 2017). However, these diverse teams also encounter multiple challenges that are characterized by cultural miscommunication, power and control, cross-cultural conflict, and the effective attainment of assigned global goals and objectives (Abadir et al., 2019)—all linked to a lack of cultural integration (Adair et al., 2013).

The challenge with cultural integration may be connected to a deficiency in systems thinking focused on how different parts of a system interrelate and how culturally diverse teams work within the context of other, larger systems (Senge, 1997, 2006). Global teams are an interdependent network of culturally diverse people that rely upon the entirety of the group (even the organization) to achieve goals and objectives linked to multiple levels of organization. Indeed, the breadth and depth of the global team as a system often, by definition, spans the globe. System

Theory (as it pertains to Systems Thinking) is an approach that may serve to integrate global teams based on the belief that the component parts of a system will act differently when isolated from the system's environment or other parts of the system (Rubenstein-Montano et al., 2001). While systems thinking sets out to view the system in a holistic manner, it also examines the linkages and interactions between the people that comprise the whole networked system (Herciu, 2014). This, in practice, encourages the exploration of interrelationships, perspectives and boundaries (Amissah et al., 2020). Systems thinking may be particularly useful in examining the complexities of global teams. Moreover, because global teams are complex adaptive systems that are continually evolving, a systems thinking orientation toward cultural integration may move teams toward social learning and adaptive management (Cundhill et al., 2012). A connected perspective, the synergistic approach, is concerned, amongst other things, with the behavior of people in international organizations – specifically, systemic relationships (Herciu, 2014). This approach holds the assumption that cross-cultural interactions can and should be managed to help multinational organizations earn profits from operations in diverse environments (N. J. Adler & Aycan, 2018). Both Systems Theory and the Synergistic Approach may offer a path toward respecting and leveraging all cultures, while simultaneously operationalizing the capacity to optimize business outcomes by creating an intersubjective ecosystem through cultural integration.

Najafbagy (2008) pointed to co-orientation, the ability to familiarize aspects of one's own life in relation to someone of a different culture, as a primary component of intercultural communication for global teams. Research conducted by Seak and Enderwick (2008) revealed the importance of providing cross-cultural communication and training skills for global teams. Now more than ever, organizations must ensure that diverse teams have the co-orientation skills

required to succeed across both geographical and cultural boundaries. Culturally diverse teams

must learn how to tap the potential of many minds so that the sum of the whole is more

intelligent than a single entity. The collective intelligence of the team must be considered, above

all else, greater than the intelligence of the individual. Beyond communication, this can be

accomplished through boundary-spanning, aimed at facilitating awareness creation, capacity

development, and dedication among multicultural team members toward culturally diverse

practices (Roberts & Beamish, 2017). With specific preparation, cultural metacognition, together

with culture-specific knowledge, multicultural abilities, and cultural frame switching, enable this

capacity in multicultural global teams (Barner-Rasmussen et al., 2014; Clausen & Keita, 2016).

Cultural considerations enhance these orientations by allowing for collective problem solving and

the open dissemination of information (House et al., 2004), promoting working collaboratively to

achieve superior business outcomes.

W. Cohen and Levinthal (1990) defined the term *absorptive capacity* as an organization's

ability to identify and recognize the value of new information, absorb it, and implement it into

business operations. Global teams, if leveraged, enhance an organization's absorptive capacity

because they provide new perspectives for satisfying the needs of diverse stakeholders, while

simultaneously integrating diverse cultural perspectives. Multicultural teams in global ecosystems

provide diverse skill sets, and members' different cultural experiences can be leveraged to

improve organizational performance (Mackey, 2015).

Communication is a life-giving component for global teams and must be allowed to flow

throughout the entire system (Breyfogle, 2008). However, when information flows are random,

halting, and misinterpreted, there is no clear directive as to how to apply the diverse knowledge

the global team encompasses, and it cannot benefit from its inherent diversity (W. Cohen & Levinthal, 1990). Multicultural communication often involves misunderstandings, misinterpretation, and misevaluation. Because individuals from alternative cultures see, interpret, and evaluate interactions differently, they consequently act upon them differently (N. J. Adler & Gundersen, 2008). Conflict and tension arise when disparate, far-flung colleagues do not understand how their individual knowledge and expertise contribute to the overall success of the organization (Handy, 1993) and appear to be contradicted by diverse colleagues. Previous research has found that, compared to traditional teams, global teams are often less cohesive (Polzer et al., 2006) and members have less trust in each other (Gibson & Manuel, 2003; Newell et al., 2007). In addition, culturally diverse teams often have difficulties in communicating and coordinating effectively (Hinds & Weisband, 2003). These negative dynamics are caused by the specific characteristics of global teams. Research has indicated that, compared to traditional, co-located teams, global teams tend to be characterized to a greater extent by nationality and cultural diversity, geographic dispersion, electronic dependence, and structural dynamism (i.e., frequent change of team members; Gibson & Gibbs, 2006). Research has also shown that global teams often lack clear hierarchy and structure (Lipnack & Stamps, 1999). Due to geographic dispersion, face-to-face interactions are often lacking (Adamovic, 2018).

The task of developing, implementing, and managing global teams within which interaction and collaboration take place among geographically dispersed individuals can be simultaneously challenging and rewarding. However, most of all, it is rife with complexity (Hanson et al., 2012). Diverse teams are frequently temporary in nature, have not worked together in the past, and do not know one another (Lauring et al., 2014). In addition, they are typically culturally diverse and

are reliant on various types of technological communication tools that provide the capability to not only span distance, but time, through asynchronous interactions (Mackey, 2015).

Multicultural teams are characterized by relationship, task, and process conflicts that reflect dissimilar outlooks and ideas regarding team tasks and controversies surrounding the doing and completion of tasks (H. J. Hong, 2010). While technology continues to make global collaboration more accessible, and Leaders' familiarity with video conferencing software makes it easier, the same cannot be said about the cultural barriers preventing integration (Lipnack & Stamps, 1999). Despite the growing value, increasing importance, and frequency of global team interactions, culturally based challenges to effective collaboration and leadership continue to be significant obstacles (Soloman, 2016).

In multicultural teams, diversity has been shown to have both positive and negative outcomes (Stahl & Maznevski, 2021). It can potentially lead to innovation but also to interpersonal conflict, as well as reduced interaction and communication among team members (Mockaitis et al., 2018). The challenge for culturally diverse teams lies in transforming negative effects into positive outcomes. Lauring et al. (2014) suggested that the creation and maintenance of a positive, integrated climate can lead to enhanced creativity and performance in global teams. If adequately prepared, these teams may become a major resource in themselves, enhancing the flow of information and knowledge and developing lateral ties throughout the organization (Lippert & Dulewicz, 2018). Through integration, Distefano and Maznevski (2000) argued that diverse global team members can be enabled to share ideas and tacit knowledge, resolve conflicts in productive ways, and build trust. It may be possible to generate new team-based solutions and knowledge, learn from one another, and build global business knowledge through cultural

unification (Maloney & Zellmer-Bruhn, 2006). With the right infrastructure, diverse team members learn from one another about diverse markets, functions, processes, and practices in each of their respective locations, turning tacit knowledge into explicit team-based knowledge (Morrison-Smith & Ruiz, 2020). The coordination of knowledge, expertise, and resources by members located across boundaries and borders make these accessible to the team, and this accessibility is, in turn, transferred to geographically dispersed team members (Presbitero & Toledano, 2018). Global teams have the capacity to enhance not only coordination but global integration (Mockaitis et al., 2018). Maznevski and Chudoba (2000) stressed that the new knowledge generated by team members may provide unique resources and competitive advantages for the organization. When leveraged, the many strengths of the global teams have the capacity to integrate specialized and globally dispersed capabilities to understand local needs and demands and to leverage cultural diversity with respect to values, beliefs, attitudes, perspectives, and experiences among team members (Mockaitis et al., 2018).

Intercultural Competence

Early research on culture often consisted of identifying a phenomenon or theory of interest and asking, 'Is this phenomenon the same in another country?' Or, 'Does this theory apply in another culture?' Typical of these studies were Herzberg's (1965) research on motivation in Finnish workers and job attitudes among Soviet workers. Reflecting the developmental state of management and organizational behavior theorizing at the time, many of these studies were not sophisticated in their approach to exploring and understanding cultural differences (Rosinski, 2003). This situation was often aggravated by inadequate understanding of the complex ways in which cultures vary, as well as the influence of culture across norms, processes, and ways of

thinking (Bird & Mendenhall, 2016) in organizations. By the early 1960s, cross-cultural

methodology had begun to appear (Moore, 1961) in support of better understanding culture and

its overall implications to humanity.

Without the pioneering work within cultural studies of key researchers, there would have

been little scholarly examination or organizational development in a global context (Barmeyer et

al., 2019). Table 11 presents an overview of some important cross-cultural constructs to set the

scene for the models and frameworks predominantly used in the framework presented in more

detail later in this research. Although not inclusive of all cultural scholars, Table 2 is broadly

representative of research conducted in the field over the past 60 years.

Table 2

Predominant Cross-Cultural Studies: 1951–2014

Researchers	Predominant Constructs	Major Findings	Level of Analysis	Leaders
Parsons & Shils (1951)	Social-psychological theory of human behavior	Culture is "a way of orienting and acting" and "embedded in meaningful symbols" and "patterns of value orientation"	Qualitative: Individual and Group	Cultural Scholars representing qualitative research papers
F. Kluckhohn & Strodtbeck (1961)	Culture is society's/individual's solution to common human problems, our value orientation	Value orientations: 1. Time orientation 2. Relationship to nature 3.Basic human nature 4.Activity orientation 5. Relationship to people	Qualitative and quantitative: Individual	US Leaders

Researchers	Predominant Constructs	Major Findings	Level of Analysis	Leaders
Hall (1959)	Patterns of communication	1. High vs. Low context 2. Proxemics 3. Polychronic vs. Monochronic	Qualitative: Individual and group	Ethnographic study of cultures
Haire et al. (1966)	Cross-cultural leadership theory: first important study	Two poles: autocratic, directive styles of leadership vs. democratic, participatory	Qualitative and quantitative: Individual and group	3,600 managers in 14 countries
Rokeach (1968)	Culture is people's response to two fundamental questions: 1. What do they want to pursue in life 2. How do they pursue these goals	36 individual values. Two poles: freedom vs. equality	Qualitative and Quantitative: Individual and group	U.S. Leaders U.S. participants
Hofstede (1967/1980)	National culture is a component of mental programming. People carry mental programmes that are developed in the family in early childhood and re-inforced in schools and organizations	1. Individualism vs. collectivism 2. Power distance 3. Uncertainty avoidance 4. Masculinity vs. Femininity 5. Confusion vs. dynamism 6. Indulgence vs. Restraint 7. Monumentalism vs. Self-effacement	Quantitative: group	88,000 IBM managers from 72 societies
Geertz (1973)	Culture as a historically transmitted pattern of meanings embodied in symbols	Thick description theory	Qualitative: Individual and group	NA: Ethnographical research (Primarily Southeast Asia and North Africa)

Researchers	Predominant Constructs	Major Findings	Level of Analysis	Leaders
Denison (1984)	Related to 1) the level of participation in decision making, 2) consistency of values, 3) ability to adapt, 4) the existence of shared view of a company's mission	Empirical data to prove the existence of 4 key organizational cultural dimensions	Quantitative: group	43,747 work groups in 34 U.S. firms, 25 different industries
Kogut & Singh (1988)	Cultural distance: based on equating Hofstede's country scores	Effective Composite Index: to avoid common method variance	Quantitative: Group	$CD_j = SUM[(I_{ij} - I_{iN})2/V_i]/4, i=1$ Kogut and Singh's formula (Evans, 2000)
Schwartz (1992)	45 individual values and 7 cultural dimensions: 1. Conservatism 2. Intellectual Autonomy 3. Affective Autonomy 4. Egalitarian Commitment 5. Mastery 6. Hierarchy 7. Harmony	Application of the Schwartz Value Survey: Studied values, not behavior	Qualitative and Quantitative: Individual and Group	35,000 teachers and students from 67 countries
Schein (1992)	Culture differentiated in three levels	Levels of culture/Iceberg Model: 1) Visible (superficial) 2) Values and Beliefs and 3) Core Assumptions (deepest level)	Qualitative: Organizational	Applied secondary literature and theoretical observation
Trompenaars (1996)	Culture as means to solve problems relating to three issues: 1)	Seven cultural dimensions	Qualitative and Quantitative: Group	46,000 managers from different

Researchers	Predominant Constructs	Major Findings	Level of Analysis	Leaders
	Relationship 2) Time and 3) Environment			companies and countries
Harich & LaBahn (1997)	Cultural sensitivity	3 dimensions: 1) Friendship 2) understand and appreciate culture and 3) Show flexibility	Qualitative: Individual, Quantitative: firm	52 U.S. and Mexican manufacturers, sales, marketing, and distribution executives
Inglehart et al. (2004)	Cultural change and consequences	Two cultural dimensions dominate: 1) Traditional-rational-secular values and 2) Survival-self-expression values	Qualitative and quantitative: Group	85% of world population in over 80 countries
House et al. (2004, 2007, 2014)	Nine cultural attributes: 1) Assertiveness 2) Performance orientation 3) Future orientation 4) Humane orientation 5) Institutional collectivism 6) In-group Collectivism 7) Gender egalitarianism 8) Power distance and 9) Uncertainty avoidance	The GLOBE studies compare societal and organizational cultures across more than 70 countries	Quantitative: group	17,300 middle managers in 951 organizations across 62 societies

Note. Adapted from Warner-Soderholm (2012)

The scholars in Table 1 have significantly contributed to research framing culture in society, as well as organizations. While they may not all agree on methodology or focus, the ongoing research and growth in the field contributes to the overall human condition, as well as how interactions occur across cultures (Mendenhall & Bird, 2013).

Intercultural competence is increasingly necessary in today's global workplace as it fundamentally influences the performance of international companies in significant ways (Bartel-Radic, 2006). Demands for coordination and collaboration increasingly stretch leaders' capacities to perceive, interpret, and act in ways that achieve organizational goals (Bird et al., 2010). Despite this necessity, the development and transmission of intercultural competence within global organizations has not been clearly established (Bartel-Radic, 2006).

Despite the not insignificant challenges, many studies conclude that multicultural teams have the capacity to outperform homogeneous groups, a result that makes cultural diversity a significant resource for global companies (Distefano & Maznevski, 2000), and a strategic resource for the construction of dynamic competencies. The value of a culturally diverse workforce may also lead to the efficient management of diversity and to the establishment of diverse, multicultural teams as a strategic asset (Eisenberg & Mattarelli, 2017). Snow et al. (1999) concluded that culturally diverse teams are at the heart of the globalization process and that every international company should build and encourage such teams. In general, socialization, as it occurs in global teams, may have the capacity to transmit and create tacit knowledge (Yari et al., 2020).

In the context of globalization, with its inherent interdependency, multiplicity, fluidity, and complexity (Lane et al., 2004), the global workforce is required to confront the necessity of

adopting new cultural skill sets beyond those that were required to be an effective expatriate (Bird & Mendenhall, 2016). The reality for global corporations is the need to increasingly manage diverse multicultural employees, customers, suppliers, competitors, and creditors. Theories that positioned core orientations as universal in nature, but were manifested differently across cultures, existed before 1980 (Hall, 1976; F. Kluckhohn & Strodtbeck, 1961) but were represented primarily from a unicultural or cross-cultural perspective. However, the emergence of Hofstede's (2001) seminal work, *Culture's Consequences*, triggered an immense focus on conducting cross-cultural comparative studies in management and organizational behavior (Osland, 2013) but did not focus on how to operate in multicultural ecosystems (Trompenaars & Hampden-Turner, 2012).

From the 1980s to present time, a clear transition has taken place in cross-cultural management (and the subfields of international management) toward research that often implicitly (and increasingly explicitly) studies phenomena from a global contextual orientation (Mendenhall et al., 2018). As the trajectory has continued toward a global focus, knowledge and understanding of multicultural systems and how they should be managed and led within global organizations (Salk & Brannen, 2000) has become increasingly critical to global corporate success. This is reflected particularly in the heavy emphasis on boundary spanning (Beechler et al., 2004) across cultures in which the global workforce engages.

Because culture influences nearly every facet of human behavior, corporations need leaders (and teams) with global mindsets and the capacity for cross-cultural leadership (Javidan et al., 2006). When working with multicultural teams, cultural perceptions directly affect how behavior and action are interpreted (Venkateswaran & Ojha, 2019). Effective multicultural

communication requires that perceptions are based on facts and not merely on personal biases and prejudices (Hofstede et al., 2014). The Global Leadership and Organizational Behavior Effectiveness (GLOBE) Project examined cultural values of organizational practices and leadership. The study focused on identifying cultural influences on leadership and management practices (House et al., 2014). Some scholars believe that as society becomes more interconnected cultural differences will converge (House et al., 2004). Even if only limited convergence occurs over time, individual regions and countries will maintain distinct cultural characteristics that will transcend technology and external influences (Bartel-Radic, 2006), highlighting the need for greater understanding and integration of culture from a knowledge perspective (Yeung & Ready, 1995). The global workforce must be aware of cultural distinctions and be willing to shift long-held perspectives by learning from those who are different (Ang et al., 2007). In the global marketplace that is the modern reality, the workforce engages in ongoing interactions between colleagues from multiple countries simultaneously—the world is now far less linear in nature (Bird & Mendenhall, 2016).

Global teams must have specific direction as they collaborate with culturally diverse colleagues to enable understanding as to how to respond or interact in various cultural environments (Lauring et al., 2014). It is inadequate for global team members to assume, mistakenly, that being open minded in Atlanta, Helsinki, or Beijing is perceived in the same way, or that walking in someone else's shoes will feel the same in San Francisco, Stockholm, or Tokyo. Because of the lack of scientifically accumulated information, the global workforce has not been provided adequately detailed and context-specific direction as to how to engage challenges across cultures (Javidan et al., 2006).

As organizations become more interconnected in a global context, the role of culture in global teams is becoming increasingly important (Srivastava et al., 2020). Being able to navigate through different cultural nuances is a key skill for the global workforce (Buckley, 2005). Rabotin (2008) defined cultural intelligence as the ability to interact with others from diverse cultural backgrounds, being aware of cultural values that drive attitudes, behaviors, and beliefs. The global workforce must not only have the capacity to be culturally intelligent, but must also be aware of cultural biases and be willing to change opinions by learning from those who are different from them, while at the same time helping others to do the same (Rabotin, 2008).

Rosinski (2003), basing the foundations of the work on culture in global organizations on historical giants in the fields of psychology, anthropology, and interculturalism such as Hall (1976), Hofstede (1980), Trompenaars and Hampton-Turner (2012), and Bennett (2013) acknowledged that culture encompasses both visible (e.g., behaviors, language, and artifacts) and invisible (e.g., norms, values, and basic assumptions or beliefs) components. Similarly, Rosinski's (2003) approach aligns with the concept of the "iceberg" with both seen and unseen cultural components in organizational behavior (Hall, 1976). Understanding culture from both internal (deep culture) and external (surface culture) perspectives may offer the distinct possibility of new levers that provide expanded insight to pave the way toward a different level of understanding that underpins the opportunity to grow the business and improve organizational results (Hammer, 2012). Rosinski (2003) believed this could be achieved through seven core areas of cultural orientation as outlined by Hofstede (2001), providing a specific language from which to talk about culture. Although exploring all aspects of culture is beyond the reach of this study, a focus on orientations as one key component of represents how people think, feel, or act in culturally

determined ways is critical to cultural integration.

The capacity to shift cultural perspective and appropriately adapt behavior to embrace both cultural differences and commonalities is dependent on an individual or group's ability to understand themselves and others; cultural assessments provide a means to achieving this (Bennett, 1993). Intercultural competence has been identified as a critical capability in several studies focusing on the effectiveness of the international workforce regarding business adaptation and job performance (Hammer, 2012). Before organizations can improve success rates when working across boundaries and borders, they need to first understand and identify where they are on the cross-cultural continuum (Hammer et al., 2003).

According to Plum (2008), intercultural competence cannot be developed through simple learning processes, especially at the group level. The development of this integrated skill set is a complex learning process where individuals, groups, and organizations *learn to learn* together (Kumar & Reinartz, 2018)*, beginning to understand themselves and others in context of the wider environment. To create a mechanism for sustainable growth, organizations need to internalize the capacity to think and act differently according to the interactions at hand, thus reinforcing the idea that global organizations are systems that need to be integrated to facilitate organizational understanding that will drive efficiency and innovation (Fink & Holden, 2007). Plum (2008) and Fink and Holden (2007) both offered valuable insight into how a lack of cultural integration could be a significant factor in the high failure rates in global business.

T. Morrison and Conaway (2006) contend that it is enough for corporations to provide some basic behavioral guidelines when working with people from other cultures. In *Kiss, Bow Or Shake Hands*, T. Morrison and Conaway (2006) provided a country-by-country list of basic

behaviors to adopt when working with individuals from different countries. While every person working across borders needs to know the basics of working within that culture (Seak & Enderwick, 2008), rudimentary behaviors will not build understanding and knowledge that facilitate relationships (Hofstede et al., 2014), contribute to the understanding of underlying motivations, and provide the tools to be successful in the long run. To create sustainable results in global organizations, a strategic lens was applied to will create a cohesive whole to drive business optimization and improve global outcomes.

Cultural Neuroscience

As the varying aspects of culture converge, it becomes increasingly important to understand the underlying foundations of how people think and how culture affects the global workforce's ability to integrate (Lin & Telzer, 2017). For example, extensive fMRI data has shown that culture has proven to be quite powerful in modulating neurological processes, confirming that people complete identical tasks very differently by recruiting varying components of neural operations depending on their cultural backgrounds (Kitayama & Park, 2010). As such, cultural neuroscience may provide a way to pave a foundation from which to build an aligned way forward (Beugré & Acar, 2018). As an emerging interdisciplinary field, cultural neuroscience combines theories and methods from cultural and social psychology, anthropology, and social and cognitive neuroscience to investigate the interactions between culture, psychological processes, brain, and genes (Chiao et al., 2013; Han et al., 2013; Kim & Sasaki, 2014). It borrows from anthropology, as well as cultural and social psychology, by assuming that people's sociocultural environments largely shape how they think and behave (Lin & Telzer, 2017). Second, it takes tools and theories from social and cognitive neuroscience to investigate neural mechanisms of social and cognitive

phenomena across different contexts and cultures (Ochsner & Lieberman, 2001). Cultural

neuroscience seeks to demonstrate how the brain is shaped by and responds to the sociocultural

environment, and how malleable and flexible it is in response to specific cultural characteristics

(Han et al., 2013). Integrating the study of culture with neurobiological processes improves

understanding of the relationship between brain and behavior (Chiao et al., 2013) as they pertain

to cultural differences. As many of the studies in the field of cultural neuroscience have already

shown, variations exist in psychological and neural processes between people from different

cultural groups (Causadias et al., 2018). Thus, cultural neuroscience may provide a more complete

view of the universality of psychological and neural processes (Lin & Telzer, 2017), enabling the

opportunity to understand the underpinnings of cultural brain activity (Chiao et al., 2013), thus

contributing to the andragogical approach to developing cultural integration in global teams.

Learning how culture can influence perceptions and interactions at both behavioral and

neural levels may lead to greater understanding (Chiao et al., 2013) as to how to approach cultural

integration from a constructivist perspective. Integrating cultural neuroscience as a fundamental

layer may increase understanding as to how explicit and implicit beliefs, values, and behaviors

shape the neural mechanisms that underlie differences in psychological processes and behaviors

across cultures (Lin & Telzer, 2017). This ultimately impacts long-term learning and retention

processes such as awareness, assessment, alignment, and action considered within the context of

cultural integration.

Considering that different cultures often think differently, cultural neuroscience indicates

people from differing cultural backgrounds have a dominant way of thinking that is based on the

four quadrants of the brain (Ochsner & Lieberman, 2001). Hermann & Herrmann-Nehdi (2015)
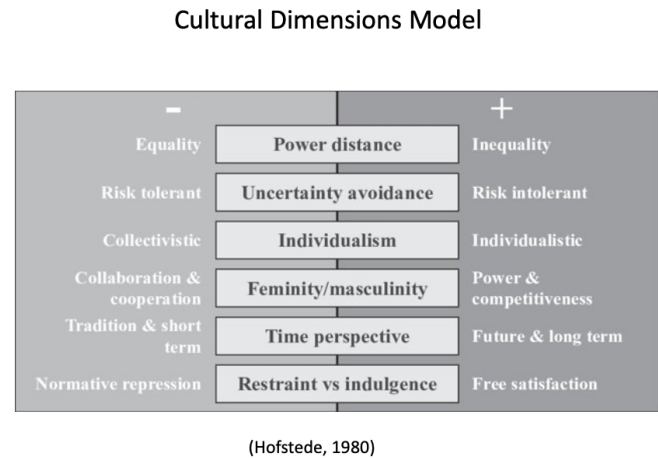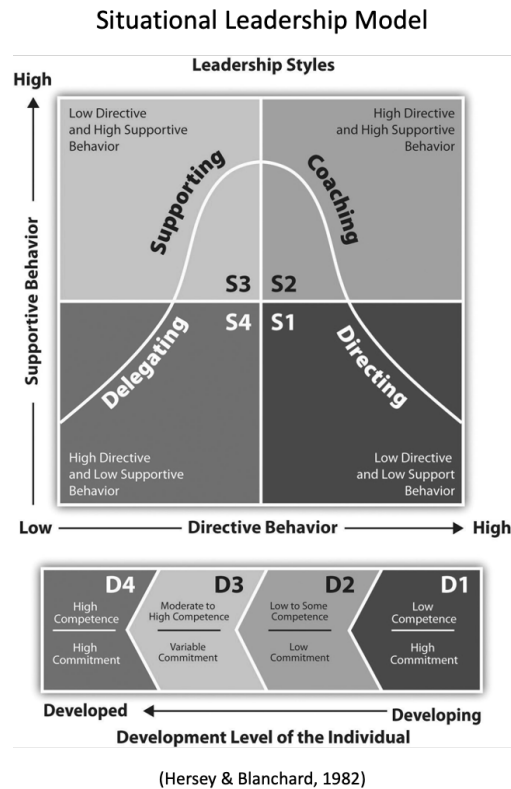
brain dominance theory indicates dominant brain function is: (a) analytical/results driven, (b) structural/task driven, (c) relational/feelings driven, or (d) experimental/opportunity driven. While individuals have secondary or tertiary functionality based on differing situations or experiences (Causadias et al., 2018), it is also very likely one has a dominant way of thinking that causes a certain affinity for specific ways of giving and receiving information (Iwata & Shinoda, 2019) based on culture. There is a significant opportunity to design the cultural integration process to align to specific, culturally driven attributes (Barrett, 2020), facilitating cultural integration across diverse, global organizations.

By understanding, recognizing, and adapting to diverse situations, the global workforce influences surroundings and colleagues much more successfully than if they work within a single specific style of interaction despite interacting with diverse environments and people (Hersey et al., 1996). For example, Hersey et al. (1996) focused a significant part of their research on the characteristics of followers in determining appropriate leadership behaviors. It was found that leaders must modify leadership style as followers changed in terms of ability (task readiness) and willingness (psychological readiness) to perform the required task to succeed (Hersey et al., 1996). In a global ecosystem, it follows that geography (*cultural readiness*) is also affected by the ability to modify interactions when working across boundaries and borders. This goes along with global mindset theory (French, 2018), suggesting that cultural neuroscience (Lin & Telzer, 2017) may play a significant role in determining the ability to culturally integrate. While individuals need to possess the capacity to shift between the four quadrants in the situational leadership model (Hersey et al., 1996) based on global team diversity and regional differentiation, this is often not the case (Fink & Holden, 2007). An underlying foundation in cultural neuroscience may enable the

facilitation of changes in behavior and learning patterns that enable long-term learning and alignment amongst culturally diverse global teams. When considering how situational leadership styles were impacted by regional differences using cultural dimensions theory (Hofstede, 1980) to examine the environment, it was found that leadership style was directly influenced by cultural alignment (Figure 1). In line with current thinking regarding cultural neuroscience, cultural alignment is malleable and adaptable (Lin & Telzer, 2017) within the context of the proposed intervention.

Individuals from China, for example, were high on the power distance scale and low on the individualistic scale, while leaders in Germany were the direct opposite (Hofstede et al., 2014). More importantly, these individuals did not shift their approach when working with culturally diverse colleagues and virtual teams (Hofstede et al., 2014; Appendix C). When leadership style and cultural dimensions are considered together (Figure 1), it becomes apparent that cultural affiliation strongly affects approach and overall does not change measurably according to situation if not mitigated in advance (Bennett, 2013). Similarly, it appears that from a cultural neuroscience perspective, shifts in cultural environment do not naturally trigger changes in sociocultural or professional behavior (Zhu et al., 2007). However, there is an opportunity to leverage a foundation in the application of cultural neuroscience conceptually to shift thinking (Causadias et al., 2018) to facilitate cultural integration through the communication process enabled through brain dominance (Herrmann & Herrmann-Nehdi, 2015).

Figure 1

Situational Leadership and Cultural Dimensions

Situational Leadership Model

(Hersey & Blanchard, 1982)

Cultural Dimensions Model

(Hofstede, 1980)

As results of Hofstede et al.'s (2014) outcomes for four prominent countries (Appendix C) are compared, the analysis reveals almost identical results; regional alignment significantly correlates to cultural (explicit and implicit) differentiation. As individuals demonstrate greater levels of cultural integration (Johnson et al., 2006) across regions and cultures, global mindset (Palmisano, 2011) also increases. Improved understanding as to how brain functions differ across cultures may facilitate the integration process (Y. Hong et al., 2000). Comprehending the relationship between cultural perceptions and interactions at both behavioral and neural levels could lead to greater understanding and improved relationships among intercultural groups when working across cultures (Lin & Telzer, 2017), paving the way for long-term retention of

multicultural knowledge and information. The consideration of cultural neuroscience only increases understanding as to how explicit and implicit beliefs, values, and behaviors shape the neural mechanisms that underlie differences in psychological processes and behaviors across cultures (Han et al., 2013), but it may also offer insights into the human capacity to make cultural shifts as individuals and groups work with diverse colleagues toward cultural integration. Ultimately, interweaving cultural neuroscience into the foundations of a cultural integration framework may provide an integrated process that not only reduces cultural conflict, but promotes diverse relationships that facilitate sustainable success for global organizations.

Application

For this research, an approach may enable evaluation of the perceived need for cultural integration enables the systematic and purposeful management of culture as an organizational knowledge asset (Appendix B). In organizations with a diverse, global workforce, a multicultural or international customer base, international suppliers, and global competitors the potential for culture to become a significant organizational knowledge asset is great—one that needs careful development, as well as ongoing, conscientious management and wise leadership (Hanson et al., 2012). Viewed through a conceptual lens, the challenge in realizing the performance benefits of culturally diverse global teams is to identify moderating influences that motivate elaboration of diverse informational resources and prevent intergroup biases that stand in the way of team success (Latham, 2007).

A vital yet underutilized method to address and overcome cross-cultural challenges is to apply a translational approach rooted in theoretical foundations (Table 2) to integrate several core

dimensions of psychology, anthropology, sociology, and cultural neuroscience to facilitate an

intersubjective ecosystem (Table 3).

Table 3

Theoretical Foundations

Module	Field	Theory	Theorist
Cultural Exploration Awareness & Context	Cultural Neuroscience	Default Mode Network	Lin and Telzer
	Interculturism	Cultural Relativism	Boaz
	Anthropology	Applied Anthropology	Mead et al.
	Psychology	Expectancy Theory	Vroom
	Psychology	Achievement Motivation Theory	McClelland
	Psychology	Goal Orientation Theory	Dweck
Cultural Evaluation, Assessment & Confirmation	Sociology	Social Learning Theory	Bandura
	Intercultural Psychometrics	Global Mindset Inventory	Javidan et al.
	Anthropology	Applied Anthropology	Mead et al.
	Psychometrics	Herrmann Brain Dominance Inventory	Herrmann & Herrmann
Cultural Orientation, Alignment & Connection	Anthropology/Sociology	Cultural Dimensions Theory	Hofstede
	Sociology	Social Learning Theory	Bandura
	Anthropology/Sociology	Cultural Attributes	House et al.
	Anthropology/Sociology	Global Mindset	House et al.
	Cultural Neuroscience	Herrmann Brain Dominance Model	Herrmann & Herrmann
	Cultural Anthropology Psychology/Sociology	Cultural Intelligence	Early & Ang
Cultural Intention, Action & Commitment	Philosophy	Action Learning	Revans
	Sociology	Social Learning	Bandura
	Psychology	Goal Orientation Theory	Dweck
	Neuroscience	Task Positive Network	Boyatzis et al.
	Neuroscience	HBDM	Herrmann & Herrmann

The four dimensions that have the best potential to develop a global organization's ability

to generate strong global business results are discussed in the next sections.

Awareness

Knowledge is power (Vickers, 1992), but awareness is galvanizing. While organizational learning theorists have generally adopted a cognitive approach to address why and how organizations learn, such as by examining the interpretation of information and cognitive representations of knowledge (e.g., Crossan et al., 1999; Hayes & Allinson, 1998; Hinsz et al., 1997), deeper insight was accessible through the application of a motivational approach to this area of inquiry (e.g., P. S. Adler & Kwon, 2002; S. C. Kang et al., 2007). That is, knowledge and ability are of little value to organizations if the holders of such resources are not motivated to apply them in ways that benefit the organization (Chadwick & Raver, 2012).

Incorporating multicultural context provides a mechanism not only to understand that everyone sees things differently, but also to comprehend that these perspectives have an enormous impact on attitudes, beliefs, behaviors, and the desire to work effectively across borders (Mackey, 2015). It is not enough to know about different functions and cultures; it is important to also gain a deeper understanding as to how and why one is different from diverse colleagues (Bennett, 2013). The ability to leverage the intrinsic value and meaning of multicultural interactions significantly increases the likelihood of success (Rosinski, 2003). It is not enough to simply tell people about different cultures; there must be a capacity for deeper understanding as to *why* people are different from their colleagues and how this matters to the individual, as well as the group (Hammer, 2012). However, to be motivated, one first must become aware. To gain awareness, individuals must comprehend that diverse people have different cultural orientations (Rosinski, 2003). It is important to internalize the value and meaning of multicultural interactions to fully comprehend what is to be gained by incorporating culture and what is to be lost by not

leveraging cultural understanding (Mackey, 2015). Often, both awareness and motivation are lacking, which may be correlated to the default mode network within the human brain and its capacity to recognize and adapt to cultural differences on a subconscious level (Casaudias et al., 2018).

Fundamentally, monitoring the environment and gaining cognitive awareness is a function of the brain known as default mode network (DMN; Lin & Telzer, 2017). The DMN equates to a set of interacting hubs and subsystems within the human brain that play an important role in "internal mentation"—the introspective and adaptive mental activities in which humans spontaneously and deliberately engage every day (Elton & Gao, 2015). Research shows that humans default to a specific set of cognitive operations that may be culturally driven (Andrews-Hanna, 2012). Specifically, findings from DMN studies suggest that DMN is involved in processing the more introspective aspects of cognition (Goh et al., 2013). Due to the introspective and adaptive nature of cultural awareness, it is likely that DMN is inherently involved in these cognitive activities (Andrews-Hanna, 2012). Cultural value systems are associated with distinctive social interactions and physical environments that differentially shape the cognitive processing of individuals within these unique environments (Miyamoto et al., 2006; Nisbett & Miyamoto, 2005). Moreover, cultural studies of social cognition and self-concept have shown that default network activity reflects cultural differences in ascribing to differing culture-related values (Chiao et al., 2010, 2013; Han & Northoff, 2008)—i.e., individualist versus collectivist—cultural perspectives (Goh et al., 2013). As a result, it may be possible to leverage the DMN to facilitate awareness and motivation that drives long-term learning and alignment to promote business optimization for the global team. Due to the implicit nature of the subconscious and underlying motivation, alongside a

culturally diverse environment (Elton & Gao, 2015), an underlying recognition of individual DMN may create a foundation for long-term cultural integration in global teams.

Global leaders must not only know but believe that it is critical to acquire cross-cultural skills to generate the results required to be considered successful in global work environments (Bartel-Radic, 2006). A critical component in developing this concept lies in facilitating the comprehension as to why this proficiency is so essential. Without knowing why something matters, it is not perceived as important (Dweck & Leggett, 1988). Existing research provides numerous reasons as to why culture is important on a meta-level but does not address the human psychology of why it is important (Perijat & Bagga, 2014) in a multicultural context. The real question may not be, "why is culture important?", but instead, "why should a team invest in developing cultural integration?" Anyone can intellectually know why something is important, but if that knowledge is not internalized there is no real intrinsic value, and it is unlikely to be acted upon (Dweck & Leggett, 1988). Although not included or mentioned in intercultural research specifically, exploring motivation through expectancy theory (Vroom, 1964) and goal orientation (Dweck, 1986) as critical components of the cultural integration process may bring significant insight that is missing to create a model for the sustainable development of cultural integration.

Expectancy theory of motivation (Vroom, 1964) may succinctly address why culture matters. Expectancy theory suggests that human actions are based on perceptions of what the perceived personal outcome were regarding action versus inaction (Norton, 2017). There is a significant gap in the existing research in explaining why an individual (or group) would be intrinsically motivated to pursue cultural integration as a core skill set. Expectancy theory, used in context, explores the idea that people may need to link the reason for doing something (an

underlying motivation) with a perceived reward (Vroom, 1964), such as career opportunities, increased pay, being a part of the team, or better business results. According to Leach (2018), every person, in business or otherwise, wants to know, what's in it for me? (WIIFM). For example, research illustrates that people are motivated to behave in a certain way or learn new skills if they believe these behaviors and skills will help them in the future (Latham, 2007). This suggests there may be a relationship between developing cultural integration and intrinsic motivation in diverse populations by emphasizing the benefits of learning from different cultures (Alon & Higgins, 2005) to achieve both personal and organizational success.

Dweck and Leggett (1988) defined *goal orientation* as the broad, underlying goals that individuals pursue in achievement settings. Although originally developed in the educational psychology literature to explain differences in student learning behavior (Dweck & Leggett, 1988), goal orientation has become a significant motivational variable in applied psychology and is one of the dominant approaches in the study of achievement motivation (Deshon & Gillespie, 2005). Goal orientation has been used to understand and predict adaptive behavior in a wide variety of contexts, including training (K.G. Brown, 2001; Cannon-Bowers et al., 1998; Fisher & Ford, 1998; Ford et al., 1998; C. K. Stevens & Gist, 1997), sales performance (VandeWalle et al., 1999), feedback seeking (VandeWalle & Cummings, 1997; VandeWalle et al., 2000), goal setting (J. M. Phillips & Gully, 1997), and performance adaptability (Kozlowski et al., 2001). While few studies have specifically examined goal orientation in multicultural workplace settings, globalization reinforces the need to consider the impact of goal orientation on multicultural teams (A. Watson et al., 2007). From a multidisciplinary perspective goal orientation may have a significant role to play in developing cultural integration. As underlying motivations in global team members are

explored, goal orientation may facilitate a better understanding of achievement motivation in a multicultural context that impacts the realization of success (Deshon & Gillespie, 2005).

Within the context of exploring why cultural integration is important to global teams, S. P. Robbins (2003) identified three key elements of motivation: direction, intensity, and persistence. Direction refers to positive versus negative motivation, depending on perspective. For example, determination of direction might depend on whether an individual's motivation is good for the individual, is good for the organization, or both. Intensity describes how hard a person tries and how compelled they are to act. Persistence indicates how long a person can sustain the effort and how long the motivating factors remain compelling. There are many types of motivation beyond the scope of this research topic. However, McClelland and Winter's (1969) need for achievement is a key motivation theory, but success is also a function of goal motivation, self-actualization, the desire to lead, and other motivational factors that can be significantly impacted by cultural orientation.

Ultimately, each member of the global team needs to explore what they will gain on a personal, team, and organizational level to reach an emotional level of self-interest (Morling & Lee, 2017). People are more interested in taking action when there is a belief that it will have a positive impact on a personal level, as well as an organizational level (Perijat & Bagga, 2014). Whether conscious or subconscious, this equates to positioning the value proposition of acquiring cultural integration (Morrison-Smith & Ruiz, 2020). It is a concept that enabling the realization that developing this skill set is worth both personal time and effort. As Global teams develop and grow, the ability to successfully interact outside of a single culture (the ability to work well together) is crucial to the overall achievement of global business results (A. J. Morrison, 2000). Adaptation to

multicultural complexity is a significant challenge but also offers great rewards (Javidan & Bowen, 2015). For Global teams, the ability to partner across boundaries and borders is essential (Adair et al., 2013). Awareness, within cultural integration, then becomes the vehicle for global teams to create a strong WIIFM.

Assessment

Once a leader and/or team internalize why they need cross-cultural competence, they need to understand the current versus future state and the gap that resides between. Assessment provides a mechanism to evaluate readiness, as well as the potential for clear development as to how to improve multicultural competence (Hammer, 2012). Cross-cultural assessment provides insight as to how to best interact with and leverage organizational diversity (Bennett, 1993). More importantly, it provides insight as to individual cultural norms and preferences while also providing a clear identification of cross-cultural norms and preferences amongst global colleagues (Whitaker & Greenleaf, 2017). According to Hammer et al. (2003), assessments provide a mechanism to discover how communication across cultures can best take place, as well as how to best leverage multicultural teams for organizational success.

Typically, corporations lack the ability to reliably gauge both individual and team capability and effectiveness in multicultural and global environments (Adair et al., 2013). Without a succinct way to identify and address gaps in cultural integration, leaders often don't achieve their multi-regional goals (Bowerman, 2018). To achieve results, global teams need to learn and understand individual cultural orientations and explicitly explore the orientations of their colleagues (Hammer, 2012). Assessment provides a mechanism to evaluate readiness (Javidan & Teagarden, 2011), as well as to create the ability to cultivate development in cultural integration.

Psychometric instruments provide a structure for better understanding the self and others, while also providing a framework for how to best interact with and leverage organizational diversity (Bennett, 1993). Assessment provides clarity of personal cultural norms and preferences while also enabling a clear identification of multicultural norms and preferences amongst global colleagues (Andrews, 2009). According to Hammer et al. (2003), assessments provide a mechanism to discover how communication across cultures can take place effectively and how to best leverage multicultural Global teams for organizational success. To effectively collaborate, it is necessary to understand what is enabling success or hindering progress (Mackey, 2015) in a global context. Assessment creates understanding of how others see the world differently and how comprehending the impact these differences affect global interconnectivity and the work product (Andrews, 2009).

Through tools such as the Global Mindset Inventory (GMI; Javidan & Teagarden, 2011), global teams have the opportunity to understand their own intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities (Hammer et al., 2003)—while also exploring the global mindset of the team (Adair, 2013). In addition, psychometric instruments designed to measure and predict performance specifically in the global intellectual, psychological, and social capital of global leaders (Javidan & Teagarden, 2011) and their teams may lead to new insight and knowledge that facilitate improved outcomes.

Global intellectual capital represents the cognitive side of global mindset. It refers to how much and what an individual knows about the business, the industry, and the broader global environment (Javidan & Bowen, 2013). It includes several key aspects:

- *Global business savvy* is knowledge of the way business is conducted in different parts of the world. It includes: (a) knowledge of global industry; (b) knowledge of global competitive business and marketing strategies; (c) knowledge of how to transact business and manage risk in other countries; and (d) knowledge of supplier options in other parts of the world.

- *Cosmopolitan outlook* is understanding things can be done very differently in different parts of the world. It includes: (a) knowledge of diverse cultures; (b) knowledge of geographical and historical components of several countries; (c) knowledge of economic and political environments and concerns in major regions of the world; and (d) up-to-date knowledge of important world events.

- *Cognitive complexity* is the ability to digest, interpret, and leverage the information embedded in global business savvy and cosmopolitan outlook. It includes: (a) the ability to grasp complex concepts quickly; (b) strong analytical and problem-solving skills; (c) the ability to understand abstract ideas; and (d) the ability to take complex issues and explain the main points.

Psychological capital is the affective aspect of global mindset. It helps to leverage intellectual capital. Without a strong psychological platform, extensive knowledge of global industry and global environment is less likely to result in successful action (Javidan & Walker, 2012). Psychological capital consists of:

- *Passion for diversity* is when difference is valued and includes: (a) having an interest in exploring other parts of the world; (b) the desire to know people from other parts of the world; (c) having curiosity regarding living in a foreign country; and (d) an interest in change.

- *Quest for adventure* is when new experiences and adventure are sought out and includes: (a) an interest in dealing with challenging circumstances; (b) a readiness to take on risk; (c) the desire to test one's abilities; and (d) the capacity to deal with unpredictable situations.

- *Self-assurance* is the source of psychological resilience and coping and includes: (a) being energetic; (b) being self-confident; (c) being relaxed in uncomfortable situations; and (d) being witty in tough situations.

Global social capital is the behavioral component of global mindset. It reflects the ability to build trusting relationships with people from other diverse cultures (Javidan & Bowen, 2013) and has three building blocks:

- *Intercultural empathy* is the ability to connect, communicate, and collaborate with diverse people and includes: (a) the ability to work well with people from other parts of the world; (b) the capacity to understand nonverbal expressions; (c) the facility to emotionally connect to people from other cultures; and (d) an aptitude to engage people from other parts of the world to collaborate.

- *Interpersonal impact* is the capacity to negotiate across boundaries and borders to build influence and includes: (a) experience in international negotiations; (b) the ability to influence and build networks with culturally diverse people; (c) having a strong reputation as a global leader; and (d) the capacity to build lasting credibility.

- *Diplomacy* is the ability to make a positive impression on people from other parts of the world and build a lasting impression and includes: (a) the ease of starting a conversation with a stranger; (b) the ability to integrate diverse perspectives; (c) a willingness to listen to differing viewpoints; and (d) an aptitude for collaboration.

While the GMI is the world's first and only psychometric assessment tool that measures and predicts performance in global leadership positions (Javidan et al., 2010), it may also be instructive for multicultural global teams that are very diverse and need to better understand one another to derive strong business results on a global basis. Because GMI measures the capacity of a person involved in international business to influence individuals, groups, organizations, and systems that are unlike their own (Javidan & Teagarden, 2011), the GMI is the ideal instrument to build upon cultural exploration to facilitate understanding and cultural alignment in global teams. Konyu-Fogel (2011) summarized global mindset as a knowledge structure that combines an openness and awareness of diversity across cultures and markets with a propensity and ability to synthesize across diverse cultures. The GMI has the capacity to create the basis for team development that can be established and informed by subsequent modules.

Assessments help discover how to best communicate and leverage others for organizational success (Whitaker & Greenleaf, 2017). Research has shown that training and leadership development efforts building intercultural competence are far more successful when they are based on an individual's or group's underlying developmental orientation as measured by a reliable assessment tool (Hammer, 2012). Cultural assessment provides a mechanism to measure intercultural perspective to effectively address challenges, shifting cultural perspectives and appropriately adapting behavior to leverage cultural differences and commonalities (Hammer 2012). The GMI assesses attributes that enable global team members to influence individuals, groups, and organizations from around the world to achieve global ambitions (Javidan & Bowen, 2015).

Alignment

Work engagement is heavily influenced by the ability of team cultural gap bridging behaviors that facilitate intercultural collaboration in multinational teams (Hundschell et al., 2022). In this spirit, to achieve strong global business results teams must learn specific cultural orientations and how perceiving those orientations differently affects business and relationship outcomes. According to a global survey from Culture Wizard (Soloman, 2016), with respondents from 80 countries, 68% reported that cultural challenges were the biggest hurdle to global team productivity, and 58% of respondents indicated that leaders are not adequately prepared to lead multicultural geographically dispersed teams.

While basic communication is important, understanding how diverse colleagues from various regions and cultures view the world and being able to work across diverse environments are foundational to success. Bennett's (1993) developmental model of intercultural sensitivity theory suggests that as experience with cultural difference becomes more complex, the necessity for competence in intercultural relations increases. However, without reference to different worldviews, those working in a global context cannot adapt and grow within the experience (Bennett, 2013). Based on the works of Hofstede (1980), Hall (1976), and Trompenaars and Hampden-Turner (2012), different cultures experience time, context, power, and social structures differently. Without knowledge and context of alternative cultures, there is no way to understand and overcome these differences (Bennett, 2013). Peterson (2004) suggested that cultural integration can be achieved by aligning cultural frameworks between different cultures and using several key cultural dimensions, such as equality/hierarchy, direct/ indirect, individual/group, task/relationship, and risk/certainty. An awareness of self in relation to profiles of different

cultures may help develop an appreciation for differences, uncover the potential for conflicts, and identify the cultural fit between one's embedded culture and model sociocultural types across diverse interactions (Hundschell et al., 2022).

One of the most influential definitions of cultural orientations are those of Hofstede (1980). Several decades have passed since the publication of *Culture's Consequences: International Differences in Work Related Values*, inspiring thousands of empirical studies (Kirkman et al., 2006). Initially, four and later five main dimensions on which countries' cultures differ were revealed through theoretical reasoning and statistical analysis:

- *Individualism-collectivism*: individualism stresses the needs of the individual over the needs of the group, while collectivism is the tendency, on the individual and societal level, to view oneself as an interdependent member of a group, rather than as an independent being (Hofstede, 2010).

- *Power distance*: the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally (Hofstede, 1980).

- Uncertainty avoidance: "the extent to which a society, organization, or group relies on social norms, rules, and procedures to alleviate the unpredictability of future events" (House et al., 2004, p. 30).

- *Masculinity vs. femininity*: masculinity is the preference for achievement, heroism, assertiveness, and material rewards for success, while femininity represents a preference for cooperation, modesty, caring for the weak, and quality of life (Hofstede, 2001).

- *Long-term orientation versus short-term orientation*: long-term orientation indicates the value of virtues oriented toward future rewards, while short-term orientation indicates the

value of virtues related to past and present including respect for tradition, face-saving, and

fulfilling obligations (Hofstede, 2010).

Similar to F. Kluckhohn and Strodtbeck's (1961) theories, Hofstede's (1980) claim is that the five

dimensions of culture reflect basic problems with which every society must cope, but for which

the solutions often differ (Warner-Søderholm, 2012). Hofstede (2010) added a new dimension:

indulgence versus constraint. Indulgence is defined as a society that allows relatively free

gratification of human desires related to enjoying life and having fun, while constraint indicates a

society that controls gratification of wants and regulates it by means of strict social norms

(Hofstede, 2011).

Hofstede's (2001) research was primarily designed to search and identify cultural

differences among nations. Acknowledging there are criticisms of the Hofstede framework that

are not without basis (however, beyond the scope of this research), most of them are based on a

misunderstanding of the purpose of the knowledge and the context in which it was created

(Venkateswaran & Ojha, 2019). Culture, according to Hofstede (2001), is made up of tangible

(symbols, heroes, and rituals) and intangible elements (values). The former is incorporated under

practices, in which meanings are invisible and subject to interpretation. Values are a fundamental

component of culture, defined as a "programming" of individual experiences from a social

perspective into the consciousness of the individual. Hofstede appeared to recognize the role of

free will in the individual, but Hofstede's emphasis is on studying that part of human behavior that

is socially constructed (Venkateswaran & Ojha, 2019).

Hofstede (1980, 2010) did not claim that this approach is the only way to understand

culture. Peterson (2004) explained how ethnographic analysis and personal experience are

suggested by Hofstede to function on a national level, fully acknowledging that cultural

orientations provide only more systematic, less comprehensive sense-making of context. The

explanation of society in terms of underlying unity and cohesiveness at a national level enables the

classification of Hofstede's work similar to the sociology of regulation, rather than the sociology of

change dimension (Venkateswaran & Ojha, 2019). Perhaps Hofstede (2001) intended to promote

understanding of the complex phenomenon of culture and not necessarily offer to explain it in its

whole.

      In turn, the GLOBE Project (2004, 2014) is a study of cross-cultural leadership that spans

over 60 countries and cultures. The project was founded in 1993 by House (2014) to analyze the

organizational norms, values, and beliefs of leaders in different societies (Grove, 2004) and

continues today with the GLOBE 2020 study, which extended over 20 years of collaborative work

conducted by the GLOBE research team (GLOBE, 2020). It was originally the intent of GLOBE to

understand global leadership. Phase I included developing research instruments. Phase II included

the assessment of nine cultural attributes. Phase III included the study of leader behaviors

(Gunnell, 2016). By August 1997, GLOBE had enough data to duplicate Hofstede's work and

extend it to "relationships among societal-level variables, organizational practices, and leader

attributes and behaviors" (House et al., 2004, p. xxv).

      The key question of GLOBE (2004) concerns the extent to which values and practices

associated with leadership are universal (worldwide) to specific countries. In a survey of thousands

of middle managers in the food processing, finance, and telecommunications industries in specific

countries, GLOBE compared the cultures and attributes of effective leadership (House et al.,

2002). The researchers explored leadership attributes, meaning human qualities that have a

positive or negative impact on effective business leadership (Abubakari et al., 2018). The GLOBE

Study had nine dimensions, with each dimension addressing both values and practices at the

country and organizational levels. The dimensions are in some measure an extension of the work

of Hofstede (1980) and draw heavily from McClelland (1985), as well as other studies of culture.

Javidan et al. (2006) highlighted the GLOBE study's nine cultural attributes as:

- *Performance orientation* is the degree to which a collective encourages and rewards group members for performance improvement and excellence.

- *Assertiveness* is the degree to which individuals are (and should be) assertive, confrontational, and aggressive in their relationships with others.

- *Future orientation* is the extent to which individuals engage (and should engage) in future-oriented behaviors such as delaying gratification, planning, and investing in the future.

- *Humane orientation* is the degree to which a collective encourages and rewards (and should encourage and reward) individuals for being fair, altruistic, generous, caring, and kind to others.

- *Institutional collectivism* is the degree to which organizational and societal institutional practices encourage and reward (and should encourage and reward) collective distribution of resources and collective action.

- *In-group collectivism* is the degree to which individuals express (and should express) pride, loyalty, and cohesiveness in their organizations or families.

- *Gender egalitarianism* is the degree to which a collective minimizes (and should minimize) gender inequality.

- *Power distance* is the degree to which members of a collective expect (and should expect) power to be distributed equally.

- *Uncertainty avoidance* is the extent to which a society, organization, or group relies (and should rely) on social norms, rules, and procedures to alleviate unpredictability of future events.

GLOBE (2004) effectively split two of Hofstede's (1980) dimensions into four, transitioning masculinity to gender egalitarianism and assertiveness, and individualism into in-group and institutional collectivism (Friends & Keig, 2019). The labels and dimensions of power distance and uncertainty avoidance were maintained but adjusted for how they were measured, particularly uncertainty avoidance. Humane and performance orientation derived from McClelland (1985), and future orientation, while similar to Hofstede's long-term orientation, is derived more directly from F. Kluckhohn and Strodtbeck's (1961) past, present and future orientation (Hadwick, 2011).

Cultural alignment provides a way to understand diverse individual and group behaviors from a cultural perspective (Alizadeh & Chavan, 2016). Once there is an understanding of the specific components of culture that are seen or experienced differently, there is the opportunity to identify specific cognitive and behavioral differences that limit the ability to build bridges between perspectives and collaborate effectively across borders (Mackey, 2015). Alignment leverages the degree to which an individual or team can step outside their own cultural boundaries and become comfortable with new and unfamiliar reactions and behaviors critical to success (Bartel-Radic, 2006). Next, determining whether the individual or group has both the ability and the motivation to employ this understanding in a multicultural context is key. Teams

must not only identify the differences in their diverse work environment but also learn how to build bridges to communicate and become inclusive in their work with multicultural colleagues (Shree, 2012).

It is important for global teams to identify and value differences that enable diverse individuals to develop multiple worldviews simultaneously (Jimenez et al., 2017). One method commonly used to assess the relationship between cultural values and neural activity is cultural priming. Cultural priming rests on the assumption that individuals possess awareness of multiple cultural systems at the same time (Han & Northoff, 2008; Knyazev et al., 2018). Through cultural priming, alignment temporarily heightens awareness of one cultural value over another (explicitly or implicitly) by using contextual cues (Y. Hong et al., 2000), which lead individuals to use mindsets and orientations that are more consistent with the primed culture (Lin & Telzer, 2017) and promote ongoing cultural integration. Through cultural priming (Y. Hong et al., 2000), there is a significant opportunity to facilitate cultural integration through leveraging orientations.

Orientations provide a way to understand one's own and colleagues' behaviors to effectively collaborate across borders (Hofstede et al., 2014). A cultural orientation is an inclination to think, feel, or act in a way that is culturally determined (Hofstede, 2001). It defines the basis of differences amongst cultures such as how one self-identifies, how interpersonal relationships are viewed, how time is considered, how one communicates or resolves conflict, etc. (Rosinski, 2003). Once team members begin to understand the specific components of culture seen differently from their colleagues, they gain the ability to build cognitive bridges between perspectives and collaborate effectively across boundaries and borders.

Action

Strategic intention and action learning (Revans, 2011) provide a clear process for intentionally preparing multicultural teams and organizations for interactions with their colleagues from other cultures in the moment, or in any future situation that includes multicultural interaction (Fink & Holden, 2007). Strategy is no longer solely a numbers-based, analytical practice; it has become equally a people-based practice (Abubakari et al., 2018). Understanding cultural intention and empowering action from a strategic standpoint means developing reliable skill sets to strategically engage multicultural situations (Johnson et al., 2006). However, these skills are fundamentally flawed without the ability to achieve long-term learning and alignment that will enable execution over time (N. J. Adler & Gunderson, 2008).

While awareness, assessment, and alignment are clearly important to cultural integration, perhaps strategic intent (action) is the most critical of all. Those working in global organizations must not only understand the importance of what they have learned and how it impacts their ability to succeed, but most critically they must have a clear focus on the personal and professional impacts on others (Buckley, 2005). Global teams must not only learn but also have a clear understanding of how they will maintain and leverage what they have learned (Breyfogle, 2008) throughout the cultural integration framework. The ability to connect multicultural groups to shared and inclusive experiences is a strategic tool to facilitate long-term learning and organizational growth (Holden, 2002). Exploring alternative worldviews with relevant questions and support from global colleagues from diverse cultures and functions (Revans, 2011) facilitates inclusion and equity in the global work environment. Through the incorporation of conceptual knowledge with role playing, case studies, simulations, experiential exercises, visualization

exercises, and practice sessions (Hattie et al., 2020), culturally diverse global teams can not only understand the necessity of cultural integration but also practice the skills they have acquired to facilitate strong "muscle memory" while empathetically partnering directly with their multicultural colleagues (Alon & Higgins, 2005).

According to Kirkpatrick's Four Levels of Evaluation (Kirkpatrick & Kirkpatrick, 2016), the degree to which Leaders internalize diverse [cultural] interactions and apply what is learned throughout the development process when back on the job, as well as the degree to which targeted outcomes occur because of the new knowledge gained, are the defining factors of success. Accordingly, Global teams must leverage the knowledge obtained through experience and context to succeed in their global roles (Marquardt & Horvath, 2001). In addition to group level action Learning (Revans, 2011), strategic intent is also designed around simulated interactions (Dweck, 1986) across different cultures to enable and facilitate knowledge recall (Holden, 2002). Practical techniques and strategies are necessary to assist diverse team members from different cultures to ensure the capacity to synthesize and recall the learned knowledge in a variety of situations (Hodell, 2015).

Global teams must engage continuous improvement to succeed in today's ever-changing business environment (Kumar & Reinartz, 2018). In a global context it becomes essential to understand the antecedents to learning and motivational processes amongst diverse individuals, teams, and organizations (Chadwick & Raver, 2012) to enable improved global results. One motivational theory of relevance is goal orientation theory (Dweck, 1986; Dweck & Leggett, 1988). Recently, organizational learning theorists have begun to draw on goal orientation theory as a motivational driver that boosts the success rate of highly diverse global teams (P. Robbins et al.,

2021). Goal orientation theory suggests that people have motivational tendencies to pursue different goals based on underlying beliefs, and these goal orientations in turn influence how they approach, interpret, and respond to situations and challenges (Chen & Mathieu, 2008). Rather than focusing on the content of what people are attempting to achieve (e.g., objectives, specific standards), goal orientations define why and how people are trying to achieve various objectives (Kaplan & Maehr, 2007) and refer to overarching purposes of achievement behavior.

Inclusive in this approach, organizational theorists illustrate that global companies goal orientations operate as a collective construct (e.g., in work units) with important influences on team and organization level outcomes (Bunderson & Sutcliffe, 2003; Dragoni, 2005; Porter, 2008). Goal orientation has been studied mainly in relation to team performance; however, research indicates that individuals with strong goal orientations are more likely to be in developmental assignments (D'Amato & Baruch, 2020) and to achieve a higher level of competence based on those experiences (Dragoni et al., 2009) to be adaptable in a global context (Cegarra-Navarro & Dewhurst, 2007). Thus, goal orientations may be at the foundation of individuals contributing to overall team learning and development, but a substantial number of studies have not yet surfaced to indicate the impact of goal orientations across the growing diversity of the global workforce (Barmeyer et al., 2019; Taras et al., 2011). Globalization has created the need to evolve business on many levels (Cummings et al., 2016) but has also emphasized the need to effectively manage and leverage diversity (Tarique & Schuler, 2010; Zander & Romani, 2004) for global business optimization.

Goal orientations shape the way individuals and teams participate in the learning process (Chadwick & Raver, 2012). This constructivist positioning motivates individuals to accept diverse

experiences in ways that generate new knowledge and skills (across the global team) by expanding competencies through collective efforts (Chadwick & Raver, 2012). Teams with strong goal orientations consider cultural integration and ability as flexible qualities comprising a series of skills and dimensions that can be continuously developed through effort and experience (Lin et al., 2004). They are more likely to focus on increasing multicultural learning, task competence, and continuous efforts (Dweck & Leggett, 1988) despite differences across time and space.

Research has provided evidence for the important role that the learning environment plays in making goal alignment salient (DeShon & Gillespie, 2005) for global teams in alignment with cultural norms. As such, the experience of the group is a direct result of consolidated individual experiences (H. S. Kang et al., 2019). As individuals gain awareness and understand implicit and explicit motivations (Jamaludin et al., 2018), evaluate global mindset (House et al., 2004), and understand differing cultural orientations (Hofstede et al., 2014; House et al., 2004), it may be possible to strategically identify commonalities that facilitate group interaction (Gunesekaran et al., 2017) to enable improved business outcomes. Goal orientations become a construct that influences group outcomes (LePine, 2005), group norms (Gully & Phillips, 2005), and shared perceptions (Porter, 2008). While obviously building on early work on achievement motivation, goal orientation theory is firmly positioned within a social-cognitive framework, interlocking perceptions of meaning, purpose, and self in guiding and framing action, thought, and emotion (Kaplan & Maehr, 2007) to create strategic potential for long-term learning and alignment. However, to build goal orientation in alignment with the diversity of the global team, it becomes important to build a framework that incorporates both method and ethos and has the capacity to cement new ways of working (Bowerman, 2018) across boundaries and borders.

Revans (1982) created action learning as both a moral philosophy based on a conviction of human potential, as well as a pragmatic approach for simultaneously affecting change and achieving profound learning (Rigg, 2019). Action learning is described as small groups of peers who undertake work on real organizational challenges (Marquardt, 2011) using a balance of support and challenge. Action learning is also indicated by an imperative for action (S. C. Kang et al., 2007), where there is the potential for success and a simultaneous risk of failure (Edmonstone, 2019). While most organizational theory is taught from a top-down perspective, a real opportunity exists for diverse teams to come together and share their experiences and challenges in the light of insightful comments and questions that incorporate multicultural perspectives from others in similar situations (Bowerman, 2018). Instead of focusing on merely programmed knowledge, which is often a preferred methodology (Brook & Pedler 2020), action learning focuses on questioning real-world challenges to enable practical change (Revans, 1987). Action learning, rather than focusing on problems that have a clear answer, explores those wicked problems that are more complex to solve (Marguet & Wilson, 2021). Wicked issues are messy, circular, and aggressive, where action often provokes contradictions due to complex interdependencies, such as working in a global ecosystem (Pedler, 2011).

Action Learning differs from traditional management education in several ways:

- It is focused on not only discussing a specific action but on taking specific action in context of differing cultural perspectives (Revans, 1987).

- Because specific action must be taken by specific, culturally diverse individuals, those engaged in the process gain insight not only into their own challenges but also into

global team perceptions and responses to the challenges being addressed (Revans, 1991).

- In action learning, significant time is focused on identifying the challenge, diagnosing the problem from culturally diverse perspectives (often challenging value systems in the process), and debating and negotiating solutions to challenges as suggested by diverse team members (so challenging the validity of different proposals; Revans, 1982).

- Action learning is critically concerned with posing effective questions in the moment and working on the premise of ignorance, confusion, and uncertainty (Revans, 1988) in regard to diverse worldviews. The focus is on what cannot be seen within the problem, equal to existing evidence from diverse perspectives (Rigg, 2019).

- Existing team members work on challenges that no one has a final answer to, but offer several series of acceptable next moves (Revans, 2011). Members meet on equal terms to debate global challenges that affect them all (Revans, 1987).

- Each team member must remain firmly in contact with reality, not as an observer but as someone responsible for real change – linking solutions to the unsympathetic imperatives of action (Pedler, 2011).

Ultimately, responsible engagement with reality acts as a powerful multiplier of intellectual alignment and drives action linked to understanding, empathy, and solidarity (Casey & Pearce, 2018). One method of accomplishing this level of engagement is to use grounded theory to learn from diverse team members using stories that relate across cultures (Edmonstone, 2019). These stories provide powerful insight into knowledge of what is really happening (Marquardt, 2011)—in

the organization, in the global team, and with a common customer, supplier, or partner. These stories often develop into new insights and theories to move culturally diverse teams forward (Bowerman, 2018).

Leonard and Marquardt (2010) reviewed 21 refereed articles, theses, and dissertations that quantitatively and/or qualitatively measured the impact of action learning to determine the success factors in action learning programs. The evidence supported that (a) action learning develops broad leadership skills, particularly collaboration and coaching skills; (b) action learning improves the ability of Leaders to develop integrative, win/win solutions in multicultural situations; and (c) action learning facilitates an environment of questioning, taking action, learning from group members, listening, group diversity, confidence, wellbeing, safety, and involvement. In a departure from Revans' (1982) original suggestion of homogenous groups, action learning can instead consist of multicultural team members, united by the experience or learning in context of their global responsibilities (Maloney & Zellmer-Bruhn, 2006). This offers the opportunity for insightful questioning through valuing multiple, multicultural perspectives (Marguet & Wilson, 2021).

From the beginning, action learning has been international in application, used in more than 70 member countries of the United Nations in Europe; Asia; the Middle East; North, Central and South America; Africa; and the Pacific, in both private and public sector organizations (Marquardt, 2011). Revans (1985, 1986, 1987, 1988, 1991) explored the application of action learning across cultures and suggests action learning facilitates diverse learning, enabling real-time experience and interaction to create a lasting bond that facilitates trust and interdependence to

spans international boundaries. As a direct result, Revans both recognized and advanced the need for action learning to be sensitive to national culture (Bowerman, 2018).

More recent treatments of the notion of action learning have drawn largely from anthropology and ethnography (Mahadevan 2017; Patel 2014), adopting a holistic emphasis and encompassing more than the comparative approach favored by Marquardt and Horvath (2001) and by Hofstede (2001, 2011). Recent applications have embodied more complex aspects of culture such as knowledge held within a society; the meanings attached to people, things, and concepts; and behaviors exhibited (Bowerman, 2018). Although culture does influence learning style (D'Amato & Baruch, 2020), action learning does not have to be culture-bound, provided it is able to respond in a context-sensitive manner in a multicultural environment (Bowerman, 2018). It is more important to have a shared understanding of the challenge and to build a framework that works for the global team (P. S. Adler & Kwon, 2002). The focus should be on challenging Leaders to maintain respect for cultural differences and authority, while at the same time using different worldviews as explicit opportunities for learning and growth (G. Stevens & de Vera, 2015).

Conclusion

In summary, there is a substantial amount of literature available on the topics presented in this literature review. They each offer their own valuable perspectives and models as to how to succeed in the global marketplace. Despite this, statistics indicate poor success rates across global organizations. The reality is that there is not a single framework that provides a multidisciplinary approach to bringing together complimentary theories and concepts across disciplines to form a stronger whole. One or another of these methods is not enough to equip diverse teams for their best chance at success. While each of the concepts and theories discussed holds significant value

in its own right, none have proven to significantly impact global success as a stand-alone method. The findings of this integrative literature review aim to create a synthesis of knowledge that drives research related to creating intersubjective ecosystems in global organizations and to support researchers in advancing knowledge through developing a multidisciplinary framework for the advancement of Global teams in global organizations to optimize business outcomes.

This literature review reinforces the need to empirically understand the underlying sociocultural constructs that impact globally diverse teams capacity to culturally integrate. It is necessary to create the capacity to shift these constructs to facilitate cultural integration, which will, in turn, support the needs and talents of global teams and their leaders (Furusawa & Brewster, 2015). An interdisciplinary approach acts in a boundary spanning capacity to enable and leverage the diversity of global teams' unique make-up and abilities—as well as to address the cross-cultural challenges that arise—to facilitate the overall effectiveness in the global marketplace (Brannen & Garcia, 2010).

Chapter 3: Methodology

In the interest of evaluating the malleability of sociocultural constructs in global teams, this research addressed the following research questions:

RQ1: To what extent is there a perceived need for cultural integration in global organizations?

H_1: There is a perceived need for cultural integration in global organizations.

H_{1A}: There is not a perceived need for cultural integration in global organizations.

RQ2: To what extent is cultural integration perceived relevant to business outcomes in global organizations?

H_2: Cultural integration is perceived as relevant to business outcomes in global organizations.

H_{2A}: Cultural integration is not perceived as relevant to business outcomes in global organizations.

RQ3: To what extent do leaders perceive socio-cultural epistemic frames are malleable at the group level?

H_3: Leaders perceive sociocultural epistemic frames are malleable at the group level.

H_{3A}: Leaders do not perceive sociocultural epistemic frames are malleable at the group level.

RQ4: To what extent is there a perceived need for a dedicated framework to develop cultural integration to shift sociocultural epistemic frames in global teams?

H_4: There is a perceived need for a dedicated framework to develop cultural integration to shift sociocultural epistemic frames in global teams.

H$_{4A:}$ There is not a perceived need for a dedicated framework to develop cultural

integration to shift sociocultural epistemic frames in global teams.

The null hypotheses for this study are:

1) cultural integration is not a perceived need in global organizations;

2) cultural integration is not relevant to business outcomes;

3) leaders do not perceive that sociocultural epistemic frames are malleable at the group level;

and

4) there is not a perceived need for a dedicated framework to shift socio-cultural epistemic frames

in global teams (H$_{1A}$, H$_{2A,}$ H$_{3A,}$ and H$_{4A}$).

The alternative hypotheses are that cultural integration is a perceived need in global

organizations; cultural integration is relevant to business outcomes; leaders do perceive

sociocultural epistemic frames are malleable at the group level, and there is a perceived need for

a dedicated framework to develop cultural integration to shift sociocultural frames in global teams

(H1, H2, H3, and H4).

Specifically, this section on methodology describes the way the study was conducted and

with whom. The data collection and instrumentation sections follow. Finally, a description of the

data analysis and human subjects' information are provided. The main purpose of this research

was to explore the perceived need for cultural integration in global organizations.

Data were collected cross-sectionally between February and March 2023. This grounded

theory, quantitative ethnographical study involved semi-structured interviews and surveys to

determine if cultural integration is perceived as important to business outcomes in global

organizations and to determine if there is a necessity for a dedicated framework to facilitate the malleability of sociocultural epistemic frames to enable cultural integration in global organizations.

Research Design

This research presents a grounded theory, quantitative ethnographical approach linking the evidence collected to the cultural phenomenon of interest (Shaffer, 2017), which is the perceived need for cultural integration that impacts the sociocultural malleability in global teams at the group level to improve business outcomes. A grounded theory approach was chosen to provide a way to explore cultural integration through deep analysis of datasets. This methodology used guidelines that are systematic yet flexible for collecting and analyzing data. Charmaz (2006) explained that study populations bring their unique experiences, understanding, and points of view to the topic, and grounded theory is a construction of these realities. Jones and Alony (2011) summarized the benefits of grounded theory, noting its rigor and systematic approach to uncovering social processes that inform theory, yet allow some flexibility and freedom for the researcher to be creative. They also discussed the added benefits of grounded theory's ability to clarify complex phenomena, its openness to the social construction of experience, its freedom from previous knowledge and information, and its adaptability to various types of research. Grounded theory's systematic method of analysis allows the freedom to examine the research topic and enables issues to emerge. Jones and Alony stated that this approach yields deep insight into a topic, and that it is an important method for studying topics that have a social nature. They argue that rather than forcing a preconception or assumption, grounded theory allows for exploration through the data. Grounded theory was selected because, similar to Jones and Alony, the methodology has applicability to business-related topics and has the ability to uncover

meaning. This approach was also chosen because it provides insight into the perceived need for cultural integration that may impact the sociocultural malleability in global teams at the group level to improve business outcomes.

The nature of the research questions are suited to grounded theory because it allows for exploration and data to emerge. The methodical process of grounded theory and its constant comparison-analysis helps prevent perceptions and bias from influencing the data analysis. To better understand the perceived need for cultural integration in executives, leaders, and teams in global organizations, grounded theory is best suited to capture insight from the data collected.

Quantitative ethnography (QE) was chosen because a typical mixed method approach involves quantitative and qualitative methods running in sequence, with the idea that the results from one will inform the other. Where quantitative findings tend to be shallow but broadly applicable, qualitative findings tend to be detailed but narrowly focused (Creswell & Creswell, 2018). While the results include both techniques, the methods for this study were employed separately, limiting the research to evaluating and interpreting the results from differentiated vantage points (Shaffer, 2018). QE is an emerging methodological approach that combines ethnographic and statistical tools to analyze both big data and smaller data to study human behavior and interactions (Kaliisa et al., 2021). This approach brings together the power of statistics with the strength of an in-depth, ethnographic approach to examine data sets to better understand connections in culturally diverse human behavior. Unlike a traditional mixed-methods approach, QE brings two broad approaches together in two separate but related analyses, providing a thick and rich description of the data as they yield quantifiable information about the network and visualization of discourse for both individuals and groups (Kaliisa et al., 2021). The

result is a unified approach that distinctively connects qualitative and quantitative approaches to data by treating them as different ways of examining the same situation, resulting in a valid and robust evaluation of the perceived need for cultural integration in global teams. QE uses statistical techniques to enable grounded, quantitative claims about thick, qualitative descriptions. The result is a seamless approach that uniquely connects field data to human behavior, learning processes, and outcomes (Hamilton et al., 2020).

At a procedural level, QE was a useful strategy to gain more complete understanding of the perceived need for cultural integration to improve business outcomes in culturally diverse teams. This specific approach enabled more complete understanding, while simultaneously adding both validity and reliability to the study (Creswell & Creswell, 2018) by:

- comparing different input drawn from both ethnographic and quantitative data

- developing better contextualization by leveraging both qualitative and quantitative instruments to measure both individual and group outcomes

- augmenting data by incorporating the perspectives of team members through the addition of ethnography and ENA to incorporate rich context

Both qualitative and quantitative data are important to developing a fuller understanding of the impact of cultural integration in global organizations. Strategically merging these two approaches, however, to harness the joint power to acquire new insights requires a way to provide thick descriptions of a population with the power of data to truly integrate quantitative and qualitative approaches (Shaffer, 2018). QE was used in this study to link the power of statistics with the power of an in-depth, ethnographic approach. QE examines both big data and smaller data sets to understand the breadth of human behavior (Kaliisa et al., 2021).

Using a quantitative ethnographical approach, semi-structured interviews were conducted to explore the perceptions, experiences, and behaviors of executives and global team leaders, providing a thicker and richer description of the data as they yield quantifiable information about the network of discourse within the global organization. The interviews also served to qualitatively explore the conceptual framework of cultural integration, while examining leader perceptions as to the ability of cultural integration to facilitate improved business outcomes in the global organization. Demographic surveys were also collected and analyzed to validate qualitative responses. Data were collected, documented, codified, further developed, and aligned to discern meaning and draw perspective to better understand the perceived impact of cultural integration on the sociocultural malleability of virtual teams working across global organizations.

Shaffer (2004) proposed epistemic frame theory (EFT) to describe the pattern of association between skills, knowledge, and values that characterize groups of people who share similar ways of framing and solving complex problems. EFT models learning as a mechanism for thinking, acting, and being in a community of practice—very similar to the global team. Despite being a community of practice from a technical perspective, diverse team members often do not share a single epistemic frame. Each team member filters information and builds frames that organize an understanding of the current situation based on sociocultural factors they bring to the global team (M. Phillips et al., 2021). Within a multicultural team context, these structures are frequently not consistent and cause challenges within the team that result in poor communications that lead to substandard outcomes. When team members engage, often on a virtual basis, actions are shaped by individual choices and beliefs about team members who are culturally diverse and unfamiliar. The approach and execution of work is significantly shaped by

this cultural context. Given this premise, frames are the collections of both individual and social norms, values, and actions that form how culturally diverse members perceive the world, which often results in suboptimal outcomes for the individual, the team, and the organization. This study sought to determine whether sociocultural epistemic frames are malleable with elevated levels of cultural integration.

Using ENA, epistemic frames were analyzed to examine connections in team discourse and to measure the co-occurrence of constructs within the semi-structured interviews. ENA identifies and quantifies connections between leaders, demonstrating where cultural integration is beneficial and its perceived impact on diverse member perceptions, experiences, and behaviors. An epistemic network—originally developed to model cognitive networks—represents the structure of connections and the strength of association among codes to determine if cultural integration is beneficial (Shaffer, 2017). To interpret specific events, codes were used to culturally evaluate interview data (Shaffer et al., 2016).

QE provided the analytical tools to detect, describe, and better understand cultural integration in global teams, while also providing insight into the impact on the sociocultural constructs of the diverse study population. By combining methods for testing statistical significance with techniques to create deeper understanding, QE enabled the exploration of the need for cultural integration in global organizations. In addition, it brought to light the potential for cultural integration to impact business outcomes through the malleability of sociocultural epistemic frames at the group level, to provide evidence of the need for a dedicated framework for developing cultural integration. Through exploring the need for cultural integration in the

study population, this research illuminates a new path forward in developing effective global teams that have the capacity to drive successful outcomes for international organizations.

Target Population

The population for this study was executives, global/regional team leaders, and global team members within two global organizations from the technology and supply chain management industries, respectively. The team structure was characterized by a global leader residing in a single location, being responsible for regional leaders located across multiple regions (Figure 2). Global/regional leaders and their teams are required to work together across multiple cultures simultaneously on a daily basis. Representative of the wider population, three levels of management within two international organizations from two different industries were leveraged to make a generalization about the broader population of teams working in the global marketplace. This population was sampled through the identification of global executives prepared to engage in the research study and recommend leaders managing the global and regional teams directly. In addition, members of each team were surveyed to explore the level of diversity on global teams and the perceived need for better cultural integration to improve business outcomes. The senior executives responsible for the organization were approached directly through face-to-face meetings, e-mail, and by way of introduction through the researcher's professional network. The global teams were surveyed only with the support of the global/regional leaders.

Figure 2

Global Team Structure

Sampling Method

The study population consisted of senior executives, global/regional team leaders, and team members from two global corporations, spanning two different industries. Corporation(s) were selected based on purposive sampling and on the institutions' willingness to participate in the study. This method was chosen for semi-structured interviews because it enabled the selection of best-fit Leaders from a small, geographically dispersed population to provide a systematic investigation, leading to highly relevant results. In addition, purposive sampling lowers the margin of error in the data because the data sources are a close fit with the research context. Survey participants were selected through convenience and snowball sampling and were invited to participate via a request to study global/regional team leaders to invite members of their teams to complete the survey.

Prior to selecting leaders, specific criteria for participation were considered in alignment with the sampling method selected for this study. Inclusion criteria were characteristics that the

prospective subjects must have to be included in the study. Exclusion criteria were characteristics that disqualify prospective subjects from inclusion in the study.

The following criteria were established as inclusion criteria: (a) all Leaders must provide verbal and written consent to be eligible for the study; (b) team leaders must have global responsibility; (c) executives and team leaders must be located in a single location working with team members assigned across multiple regions; (d) teams must be considered "fixed" for at least one year; (e) teams are global and virtual; (f) team members must be located across three or more regions, in addition to the leader's location; and (g) all Leaders work across three or more cultures simultaneously on a weekly basis.

The following criteria were established as exclusion criteria: (a) participant does not consent to be audio and/or video recorded; (b) leader does not provide informed consent; (c) all team members do not agree to actively participate; (d) team is in transition, transitory or on temporary assignment; (e) team is virtual across two or fewer regions; or (f) more than one-fourth of team is located in a single location.

The above criteria were included to increase the likelihood of producing reliable and reproducible results, while minimizing the likelihood of harm to leaders and guarding against exploitation of vulnerable persons.

Data Collection

According to Charmaz (2006), collecting rich data is key to collecting "solid material for building a significant analysis" (p. 14). Grounded theory provides a way for the researcher to see the leaders' world through their eyes—including feelings, perceptions, observations, etc.—which creates a rich data set. Charmaz (2006) also stated that data collection in grounded theory heavily

emphasizes the analysis of action and process, with the primary question being, "What is happening here?" This question is answered through semi-structured interviews, which are described as directed conversations for collecting data and gaining understanding.

Prior to conducting interviews, several critical things needed to happen. Institutional Review Board (IRB) approval (Appendix G) was received in advance of the study. Approval from the executives within the global organizations was secured to ensure the feasibility of the study prior to implementation. Participating leaders were contacted to determine an initial date and time to begin data collection.

Each leader was contacted to explain the intent and requirements of the study. Each participating leader received an informed consent form (Appendix C), a link to an anonymized demographic questionnaire (Appendix D), and an advance copy of the interview questions (Appendix E). A verbal invitation was extended to participate in the study, and each leader was invited to sign and return the informed consent if they chose to participate. Signed informed consent forms for each leader were collected and each leader maintained an unsigned copy of the document for record keeping purposes. Each individual was contacted to confirm the date and time for the interview for data collection purposes.

After the demographic survey was complete, interviews were conducted. Data were collected and coded via a dedicated code book:

- Semi-structured interviews were conducted to record thick descriptions of participants' past and present experience concerning cultural integration, worldviews, perceptions of the global team and its leadership, as well as perceived strengths,

weaknesses, threats, and opportunities associated to the global teams. Interviews

were recorded through audio-visual means.

- Field notes were taken throughout the interviews and memos were attached to notes

  immediately following the interactions, reflecting immediate thoughts and

  impressions.

- Demographic data on individuals and the global teams were collected and analyzed via

  an anonymous link to a survey in Qualtrics.

For the purpose of this study, data were collected through individual semi-structured

interviews with leaders who met the leader criteria. Following the process for grounded theory

(Richards & Morse, 2012), interviews were used to allow for in-depth exploration of the research

topic. This approach enabled leaders to share personal interpretations of experiences, including

thoughts, feelings, and insights.

Research Process

Prior to initiating the research process, a clear procedure was put in place to ensure clarity

of purpose (Figure 3). Each step of the process was explicitly laid out to ensure a clear procedure

was followed.

Figure 3

Research Process
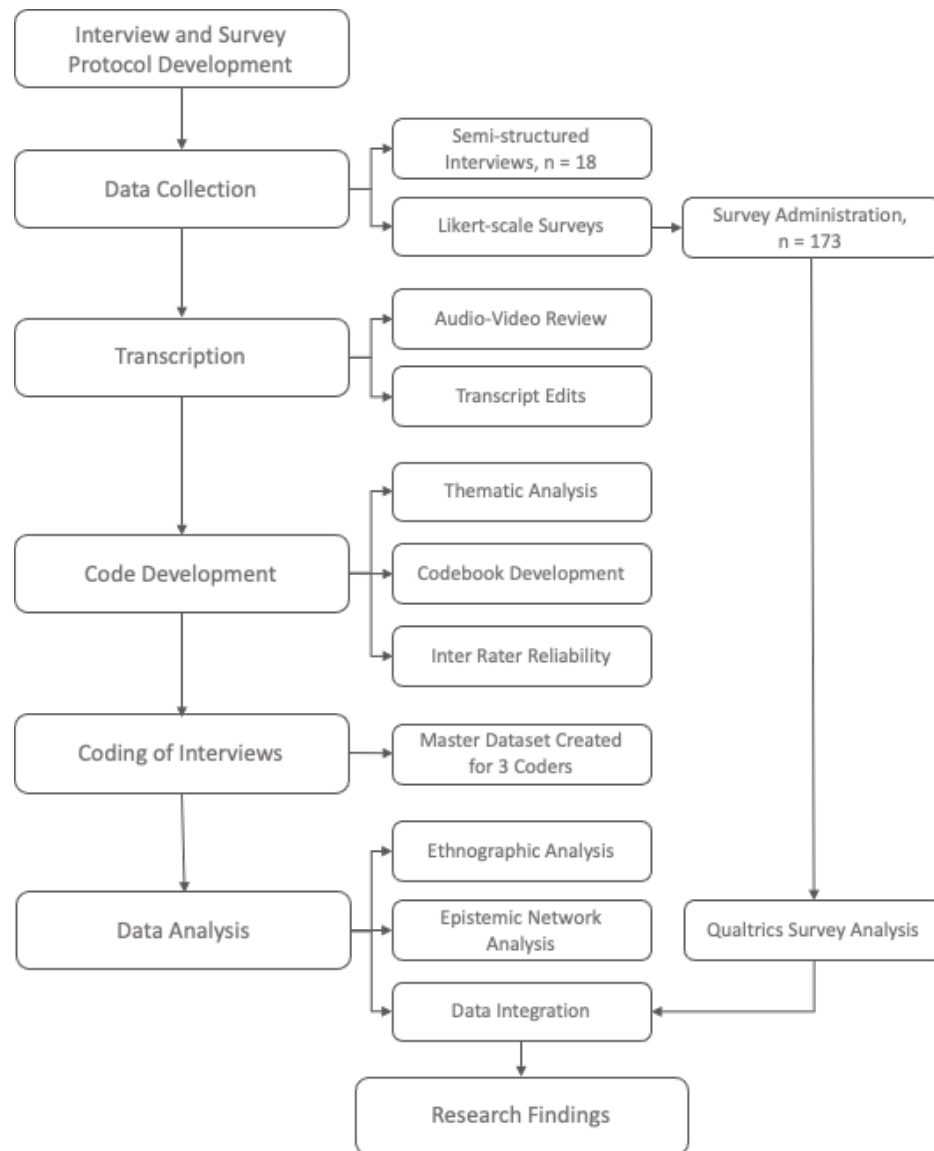
Interview (Richards & Morse, 2012) and survey protocols (Creswell & Creswell, 2018) were

developed prior to data collection. Data were collected via semi-structured interviews and

surveys. The surveys were developed to evaluate if there is a perceived need for cultural

integration in global teams and how culturally diverse individuals have differing preferences as to

how work gets done within the global team environment. In turn, the semi-structured interview

protocol was also developed to evaluate the extent there is a perceived need for cultural integration in global organizations, but extended further to explore if global leaders perceived socio-cultural constructs may be malleable at the group level through cultural integration to impact business outcomes in global teams.

After data collection was complete, transcripts of the interviews were analyzed, and the emerging codes were allocated into thematic categories (Table 4). As codes developed, they were organized under the appropriate construct and interview questions were aligned to ensure a good representation of the data. Once the codes had emerged from the data, a codebook (Appendix F) with the code, abbreviation, definition, center and edge examples were developed and confirmed by the three-person coding team.

Table 4

Thematic Data Table

Concept	Construct	Code	Question Summary
Cultural Integration	Psychological	Motivation	12, 15, 20, 22
		Empathy	4, 8, 11
		Diversity of Thought/Perspective	4, 5, 13, 14, 16, 17, 19,
		Awareness/Worldviev	1, 5, 11, 12, 13, 14, 17, 18, 22
	Behavioral	Customer Satisfaction	1, 2, 3, 21
		Communications	1, 4, 8, 9
		Teams	1, 3, 3a, 16,
		Collaboration/ Partnership	1, 4, 6, 8, 10, 13, 16, 17, 22
	Analytical	Business Outcomes	6, 7, 8, 10, 14, 15, 18
		Decision Making	1, 8, 18, 19
		Risk	2a, 3a, 7, 9
		Innovation/Solutions	2, 13, 19, 20

N = 22 interview questions

Inter-rater Reliability using Cohen's κ was found to be >.65 and the master dataset, incorporating six interviews for each coder, was created. Once coding was complete, the three spreadsheets containing all eighteen interviews were combined into a master dataset to use for both qualitative and quantitative analysis.

For quantitative investigation, thematic content analysis was used to establish overarching impressions of the data. Rather than approaching the data with a predetermined framework, common themes were identified through iterative data review to find common patterns across the data set. Following, data were uploaded into the ENA Webtool for quantitative analysis. After analyzing the data using ENA, the quantitative and qualitative data were integrated to produce the research findings.

Tools/Instruments

The instruments in the following sections were identified to empirically understand participants' intercultural baseline and to evaluate whether the interviews and surveys provided additional insight into the relationship (or lack thereof) between the malleability of sociocultural epistemic frames and the development of cultural integration in global teams.

Codes

Codes are sets of concepts, gestures, or expressions that capture relevant aspects of data (as defined by the research questions) that help to systematically categorize phenomena in data (Zörgő et al., 2021). Coding is the process of naming segments of data with a label that "categorizes, summarizes, and accounts for each piece of data" (Charmaz, 2006, p. 43) and allowed the researcher to make sense of the experiences of leaders. Coding is the key step in the unraveling (and subsequent re-raveling) of meaning because it is the process of bridging these two

worlds: the world of events and the world of interpretation (Shaffer & Ruis, 2021). Coded data are

a critical foundation for surfacing patterns, building models, drawing inferences, and transforming

ethnographical data into an analytical tool (Eagan et al., 2020). Coding is an iterative process that

seeks to identify "a word or short phrase that captures and signals what is going on in a piece of

data in a way that it links it to some more general analysis issue" (Rossman & Rallis, 2011, p. 282).

To facilitate analyses of discourse, data were collected through semi-structured,

ethnographical interviews that documented the worldviews of senior executives and

global/regional leaders, with the data being transformed into a representation that made

quantification possible (Zörgő et al., 2021). For the purpose of this study, codes represented a

significant part of the discourse that indicated the malleability of socio-cultural constructs in global

teams reflecting the perceived need for cultural integration to improve business outcomes.

Coding and transcribing the data from semi-structured, ethnographical interviews were an

important part of analyzing the data in this study, as it facilitated the translation from phenomena

to interpretation and was a crucial link in the chain of evidence substantiating the claims that

emerged (Eagan et al., 2020). To ensure that the data collected was correctly interpreted and

could be used to build new insight, it was imperative that data analysis was conducted using best

practices (Lincoln & Guba, 1985). These best practices included methods to safeguard the

trustworthiness and quality of the research, through such mechanisms as iterative coding and

inter-rater reliability. Trustworthiness gauged how well the evidence supported the value of the

results, while quality measures how likely systematic error and bias have been prevented through

the design of the study (Lincoln & Guba, 1985).

Codes were used to identify significant patterns that may indicate the malleability of socio-

cultural constructs (Zörgő et al., 2021) through the development of cultural integration to improve

business outcomes in global teams. Once all interviews were coded, the eighteen spreadsheets

(six from each rater) were combined into a master code spreadsheet in preparation for Epistemic

Network Analysis.

Microsoft Excel was used to create the code spreadsheet for each interview, with

utterances segmented by sentence. Segmentation, the division of data into consistent and

meaningful parts, was used to examine each dataset, dividing the transcribed data into short

stanzas (represented as rows in a qualitative data table) and codes were applied.

Source-based segmentation was used because the source was defined as one interview

transcript, and each source was uniquely associated to one leader. In this type of segmentation, all

utterances within an interview were considered relevant context. Source-based segmentation

connotes one of the few naturally occurring choices for segmenting semi-structured interview

data on the conversation level (Zörgő et al., 2021). Following, relational context was established

by grouping items that were linked for the purpose of interpretation and to establish meaning

(Zörgő et al., 2021).

Codebook

To prevent codes from being abstract or vague, a codebook was developed to describe

each code with a concrete definition and example from the data (Creswell & Creswell, 2018). The

codebook for this study (Appendix F) was then used by multiple researchers within the project to

ensure consistency in coding the dataset. The codebook was defined as a series of ''tags or labels

for assigning units of meaning to the descriptive or inferential information compiled during the

study'' (Miles & Huberman, 1994, p. 56). The development of the codebook established and aligned the codes used in this research. To ensure meaningful labels, codes were assigned to allocations of data (stanzas) that were connected to a specific context or setting (Miles & Huberman, 1994). Codes were structural and data-driven, with code development being an iterative process. The final codebook had five components: code name, abbreviation, definition, example, and boundary edge.

The codebook listed the codes along with definitions, and provided examples of what each code should be (Appendix F). The codebook was developed from four stages of analysis:

1. Deductive analysis from research literature (initial codebook)

2. Open coding from transcriptions (emerging data)

3. Inductive coding (final codebook)

4. Inter-rater Reliability

 In the first stage, prior to conducting interviews, a priori deductive codes were established by the researcher, based on the literature review in Chapter 2. This method was used as a first-round coding approach to align codes with research questions and topics in the codebook. Deductive codes are based on assumptions regarding team experience working in a global ecosystem and key terms identified in the literature were used to determine if sociocultural malleability and cultural integration could be detected. The deductive codes used were cultural awareness, global perspective, inclusive disposition, appreciation of diversity, social disposition, worldview, self-awareness, motivation, relationship value, negative disposition, positive disposition, empathy, responsiveness, engagement, collaboration, productivity, and goal orientation. This initial method enabled the organization of data into categories to develop and

maintain alignment with research questions. During the first read-through of the data, broad

topical categories of interest were developed based on the research questions and the data were

sorted into categories. The initial deductive approach also facilitated the application of theory and

conceptual frameworks. This early focus allowed concentration and isolation of relevant data for

comparison in subsequent rounds of analysis.

Post interview, open coding was applied to examine the transcriptions and identify themes

and specific words or phrases that repeated with a level of frequency in the data. Inductive codes

were data-driven and emerged from the semi-structured, ethnographical interviews. Inductive

codes were critical to the development of the codebook because they indicated a point of

departure from the original understanding and predisposition of the deductive codes. As codes

were developed both inductively and deductively, it was possible to discern how the data

developed and evolved throughout the codebook development phases. Open coding, as a

secondary tactic, enabled a more thorough examination of the data and facilitated the emergence

of ideas, themes, core categories, and sub-categories to be further developed.

This stage of coding enabled the confirmation of code fit and relevance in the analysis

through the emergence of categories that had a clear relation to the patterns observed. The codes

identified in this stage had a strong relationship to one another, aligning with the interview

responses and patterns of data emergence. The codes that occurred inductively throughout the

interview process, and the relationships among them, formed the patterns and themes to inform

theory and final codebook development.

The final phase of codebook development involved building a coding team of three to

validate the codes and definitions. For the purpose of this study, investigator triangulation (more

than one evaluator was involved in the process of collecting, analyzing, and interpreting data to assess the extent to which the investigators reach similar conclusions) was used. Much of the literature on triangulation focused on convergence and the claims of credibility that could be made when multiple methods and sources provide consistent information (Erzberger & Prein, 1997; Flick, 1992; Moran-Ellis et al., 2006; Morse, 2015). With this in mind, a multi-tiered triangulation process was employed. Each set of coders met separately to evaluate and discuss each code, its definition and a set of examples from the data. Discussion and debate took place until each set of raters agreed on the definitions and selected samples from the interviews for the codebook. In the final round, all raters met together and agreed the finalization of codes.

In the final phase, 150 utterances were selected for coding inductively by each of the three coders to establish a codebook. The process of coding was iterative and involved numerous conversations among the coders. Agreements and disagreements between coders were tallied for the test set by directly comparing the codes applied to the same data segments. The coding of the test set was an initial step towards establishing IRR between coders by allowing each coder to compare their work to the established definitions. The goal of this process was to develop a codebook that could be used reliably by all members of the research team to consistently analyze the remaining semi-structured interview transcripts and to eliminate inconsistencies due to who was coding. In the initial round, the IRR was found to be 40%–60%. The large amount of disagreement was due to varying interpretations of the codebook. Before continuing, the coders went back and reexamined the codebook. Extending the triangulation strategy, code definitions were narrowed, and new codes were added with specific definitions to ensure the use of the codes would be consistent.

The coded datasets were combined in pairings and analyzed using ReCal2, an online utility that computes inter-rater reliability coefficients for nominal data rated by two coders. ReCal2 calculates four of the most used reliability coefficients for nominal data (percent agreement, Scott's Pi, Cohen's Kappa, and Krippendorff's Alpha).

Table 5

Coder Triangulation and IRR

Coder Combinations	IRR For 13 Variables
Coder 1/2	.68 - .95
Coder 2/3	.69 - .88
Coder 1/3	.71 - .89

IRR was established using Cohen's kappa (κ) to assess the agreement between three raters, factoring out how often raters agreed by chance (Kaliisa et al., 2021). When the three coders conducted a final check for coding consistency, it was found that Cohen's kappa was at an acceptable level of >.65 (Table 5) for all rater pairings, representing the degree of accuracy and reliability necessary in a statistical classification.

Cohen's kappa was chosen to measure the agreement between raters because it is adjusted for the proportion of cases the raters would agree by chance alone. As it is unlikely to know the true value of chance, the marginal probabilities from the observed data are used to estimate a surrogate for chance (Hsu & Field, 2003). The definition of κ is:

$$\kappa = \frac{p_o - p_e}{1 - p_e} = 1 - \frac{1 - p_o}{1 - p_e},$$

where p_o is the relative observed agreement of raters, and 0 indicated that any agreement among raters, and p_e is the hypothetical probability of chance agreement, using the observed data to

calculate the probabilities of each observer randomly seeing each category. If the raters are in complete agreement then $\kappa = 1$. If there is no agreement among the raters other than what would be expected by chance (as given by p_e), $\kappa = 0$. An acceptable $\kappa = > 0$. For this study, κ greater than .65, with the Cohen's κ for all three pairings of raters, established IRR to be moderate to high. Coding consistency was considered reliable.

Codes were used to model and identify significant patterns that may indicate the malleability of sociocultural constructs (Zörgő et al., 2021) through the development of cultural integration to improve business outcomes in global teams. This enabled the interpretation, organization, and structuring of data into meaningful theories for the remaining 17 interviews. Once all interviews were coded, the 18 spreadsheets for each of the three coders were combined into a master coding spreadsheet in preparation for ENA.

Figure 4

Inter-Rater Reliability Process
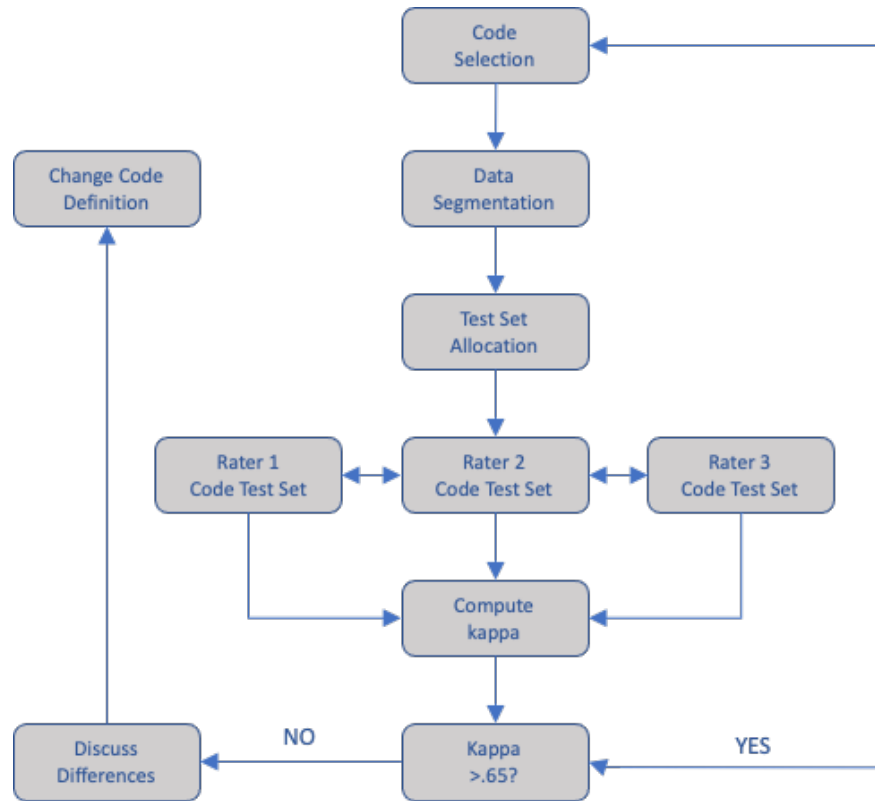
Note. Adapted from Quantitative Ethnography (Shaffer, 2017).

The process of coding leading to the test for IRR was iterative and involved numerous conversations among the coders (Figure 4). Agreements and disagreements between coders were each tallied for the test set by directly comparing the codes applied to data segments. The goal of this process was to finalize a codebook that could be used reliably by all members of the research team to consistently analyze the remaining semi-structured interview transcripts and eliminate inconsistencies in the coding process.

Demographic Questionnaire

A questionnaire was developed in Qualtrics to collect demographic data. The survey was initiated prior to interviews through an anonymous link to enable the collection of background information on Leaders (Appendix D). The questions provide context for the collected survey data, allowing enhanced context and analysis of data. The survey sought data, including gender, education level, professional status, age, location, years of professional experience, country of origin, and work location for each leader in the study.

Semi-Structured Interviews

Study participants were executives and global/regional team leaders from two organizations operating across multiple regions worldwide. Executives and leaders were interviewed (Appendix E) regarding their lived experience in the global team environment.

Semi-structured interviews were conducted via video-conferencing software and involved 45–90 minute in-depth interviews. Leaders were encouraged to freely share their narratives in alignment with the interview questions. Participants were informed the interview was voluntary, conducted for research purposes, and would be recorded. They were also informed that they could withdraw from the study at any time. Each subject was provided an informed consent explaining the study's purpose and procedures, and each person was required to give verbal consent via audio or video recording prior to the initiation of the interview. Further, the researcher confirmed with study participants that all information gathered was anonymous with no identifying information available to readers. Each Leader had access to the researcher's contact information.

At each point in the interview protocol, the role of the researcher was to create a space of psychological safety and comfort in which all participants could feel free to express personal and professional views of global team leadership without fear of the narrative being subject to repercussion. Interviews were conducted using an ethnographical approach (Richards & Morse, 2012). Ethnography is known for its ability to gather rich and thick descriptive research data on the individual and collective group experience, promoting a research approach in which a relationship is developed between the researcher and leaders through interactive conversation and allowing for a smooth information gathering and easy analysis (Alase, 2017). Sparkes and Smith (2009) stated, "An ethnographical research interview is often described as a conversation with a purpose" (as cited in Alase, 2017, p. 15). Ethnography is deemed an interpretative data collection method, and interviews are meant to encourage leaders to discuss their lived experiences within the group, enabling exploration and analysis while permitting leaders to communicate in their own words (Alase, 2017). More importantly, Smith et al. (2014) stated that the "the interviewing [process] allows the researcher and leader to engage in a dialogue whereby initial questions are modified in light of leaders' responses, and the investigator can inquire after any other interesting areas" (as cited in Alase, 2017, p. 15).

Twenty interviews were conducted, with two being eliminated due to poor recording quality resulting in a total of 18 interviews being used. All interviews took place via video-conferencing software. To guide conversation during the interviews, broad, open-ended, nonleading questions that encouraged the Leaders to describe and reflect upon their experience without taking on an interrogative feel, as described by Charmaz (2006), were administered. To help uncover additional details and to keep the interviews moving, probing follow-up questions

were employed to learn more about the lived experiences of the interviewees as they answered

the questions. Additionally, questions were reformulated, as needed, to align and confirm

responses. Interviews were conversational in tone and flow, which allowed leaders to openly

share their feelings, opinions, intentions, and actions at length and in depth. The length of

interviews ranged from approximately 45-90 minutes. Interviews were recorded with permission

of the participants, resulting in audio files that were used to create 18 transcriptions. Detailed field

notes were also taken during each interview, followed by memos to capture thoughts and themes

to be considered in data analysis.

Interviews began with an overview of the topic and the research interest. An in-depth

definition of cultural integration, as defined for this study, was provided and an opportunity for

leaders to ask any questions for their own clarification was provided prior to beginning the

interview. Each leader was asked to describe themselves and their role. Interview questions were

used to guide the discussion, and adjustments were made as needed based on leader responses.

The approach to structuring the interview questions was intentional to facilitate leader

engagement in the research topic from their own unique perspective. Additionally, encouraging

leaders to speak freely was an important aspect of the research to understand unique

perspectives and mindsets regarding cultural integration and global teams. To uncover deeper

data, probing questions were asked during each interview. For example, when a participant would

communicate the various methods used to communicate with culturally diverse employees, follow

up questions were asked as to why they chose specific methods and the resulting outcomes. The

objective in asking probing questions was to understand to the best possible extent the thinking

and rationale behind participants' choices and behaviors. Asking probing questions often led to in-

the-moment reflections by participants, which offered additional insight and richer data. Asking

for clarification and examples opened conversations that further explored the experiences and

learnings the leaders referenced—both positive and negative—and how these informed their

current perception of the need for cultural integration to improve business outcomes.

Once interviews were complete, recordings were sent to a transcription service. When

returned, the transcript for each interview was edited for clarity and analyzed to identify themes

and categorizations in the patterns of responses (Alase, 2017). Once transcripts were separated

into manageable sections, data were organized and evaluated (Noble & Smith, 2013). Existing

deductive codes were evaluated for relevance as the data began to develop, while emerging

inductive codes were added to the dataset. The next stage of data analysis involved identifying

categories and organizing them into broader themes (Noble & Smith, 2013).

Data analysis was a critical part of the grounded theory process because this was how the

theory emerged from the data. Grounded theory uses a constant comparison approach, with data

continually being compared at each step of analysis. Data were analyzed after each interview and

transcription, field notes were taken to capture a summary of key takeaways, themes that

appeared, and questions that arose from the data. This approach enabled the identification of

categories and the ability to gather insights supporting the coding process (Figure 5).

Figure 5

Qualitative Analysis
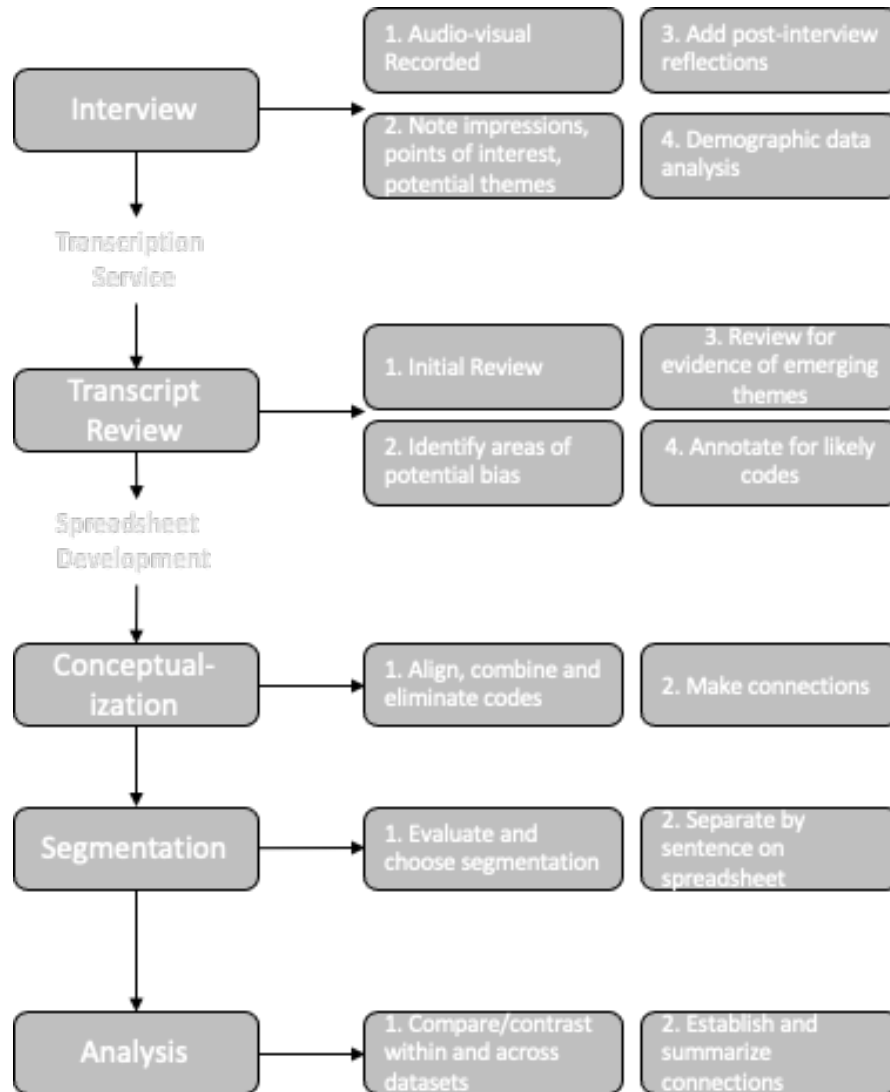
For this study, a content analysis of each leader's interview was categorized by code,

reflecting discourse patterns and how they evolved (Shaffer, 2018). The data themes and

connections indicated relationships between heterogeneous constructs, enabling bridge-building

capacity between different types of data in the analysis that provide a method for drawing

connections and making them visible (Eagan & Hamilton, 2018). Following the coding of the data

from interviews, a master spreadsheet combined eighteen interviews from three raters, with 16,702 utterances (lines of data). Coded data from the Master Dataset was used for both Thematic Content Analysis and Epistemic Network Analysis. After the qualitative analysis was complete, ENA was used to further explore the data and to interpret the code emergence to attach meaning and significance to the analysis (Taylor-Powell & Renner, 2003). As a final measure an interpretive loop was employed to compare and contrast the quantitative and qualitative data.

Transcription

Audio-video files were sent to an external transcription service. Subsequently, each video file of the interviews was reviewed alongside the transcription to ensure accuracy. Meticulous edits were made to the transcript to ensure the interviews were in exact alignment with what was communicated. Due to poor audio quality, two of the 20 audio-video files were not legibly transcribed and were excluded from the study. As each interview was edited and reviewed, further memos were taken to capture questions and ideas that arose. Key quotes from each participant who conveyed a strong point and provided clarity were recorded in a separate file by code. Writing additional memos was an opportunity to better understand and see alignment, and discourse was reflected throughout the process, with each interview building upon the previous one and reinforcing patterns as they began to emerge. The original interview questions were used as a reference for conducting the data analysis and findings, which facilitated the continuous review of the data and informed further data analysis. Referencing the questions also helped to process emerging thoughts and inclinations throughout the analysis.

Memos

Writing memos became an important part of the grounded theory research, as it provided

a way to capture immediate reactions, thoughts, and ideas as data collection took place. Memos

also facilitated an opportunity to compare data to inform subsequent interviews. For this study,

memos were written during and immediately following interviews as a part of the process, as well

as while editing the transcriptions. Key observations, ideas, questions, patterns, comparisons,

words or phrases, general impressions, and content that needed to be revisited or reconsidered

were noted within the memos. These memos consisted of written notes attached to (or filed with)

transcription data so it could easily be reviewed and integrated as needed. They were used

throughout the data collection and analysis process to locate key ideas, or to revisit pertinent

questions. Memos also served to identify and isolate personal feelings and potential bias

throughout data collection and analysis.

Epistemic Network Analysis (ENA)

In this study, Epistemic Network Analysis (Shaffer, 2017; Shaffer et al., 2016; Shaffer &

Ruis, 2017) was applied to the data using the ENA 1.7.0 (Marquart et al., 2021) Web Tool.

ENA is a tool that models and visualizes the relative frequency of co-occurrence

between unique pairs of codes within designated segments of data. These frequencies are

displayed as network graphs where nodes represent codes, and the thickness of edges

represents the strength of co-occurrence. A dataset that can be processed by ENA,

referred to as a qualitative data table (Table 6), typically contains information in three

major ontological domains: data, metadata, and codes.

Data: information analyzed in the study (e.g., transcribed audio-video, text)

Metadata: characteristics of the data itself (e.g., segmentation), the data providers (e.g.,

demographic data), or the data collection process (e.g., time of interview)

Codes: inductively or deductively developed, systematically applied constructs of interest.

Table 6

Qualitative Data Table Schematic

Participant Number	Question Number	Utterance	Code 1	Code 2
6	9	I think that would be amazing if we could develop teams to really leverage the different worldviews to further drive productivity and innovation from an organizational perspective.	1	1
6	9	But it will not happen naturally.	0	1
6	10	This is an enormously strategic question that has not really been addre	1	0
6	10	I think that's a huge area of opportunity, not only within our company, but in general.	0	0

Rows in a qualitative data table are constituted by the lowest level of segmentation

called "utterances" (Shaffer, 2017). Columns in the table represent the variables in the study

(metadata and codes). Rows are characterized by "evidentiary completeness" in that each row

contains values for all variables. Data is represented as one utterance per row (e.g., a sentence),

metadata are commonly represented in numerical or categorical form (e.g., interviewer,

interviewee), and codes are represented in binary form (0 if code is absent, 1 if code is present in

utterance). Table 5 illustrates a schematic version of a qualitative data table with one data

provider (interviewee), two metadata variables (Participant ID and Question number), and four

utterances coded with two codes.

Utterances, for the purpose of this study, are defined as a sentence. Coding is performed

on the level of utterance, the sentence. All higher forms of segmentation can be described as

groupings of one or more utterances, meaning utterances may be nested within higher levels of

segmentation that provide meaningful context to those utterances, which may be referred to as

relational context. Relational context is provided by two variables: stanza and conversation.

Conversations are groupings of lines that *can be* connected in a model, while stanzas are lines that

are related and connote recent temporal context (Shaffer, 2017) or proximity of any kind. In other

words, conversations constitute a wider, stanzas a narrower, context for specific utterances. For

example, while all utterances in an interview can be considered related, as they were all uttered

by the same data provider, not all lines in an interview are needed to provide relational context

(Zörgő, 2022). The main ontological components that contribute to segmentation in the ENA data

model are as follows:

- *Utterance* is the smallest codable segment (e.g., a sentence in an interview).

- *Stanza* is a set of one or more utterances (e.g., a topic within a response to an inter-
  view question).

- *Conversation* is a set of one or more stanzas (e.g., a question-response segment in an
  interview).

- *Unit* is the totality of utterances associated with a network within a model (e.g., all data
  from an interviewee); a model may consist of one or more networks in the same
  projection space.

Each level of segmentation in the ENA data model was crucial to network construction:

data were coded on the level of utterance, co-occurrences are computed on the level of stanza,

and co-occurrence frequencies are aggregated in a given conversation (and across conversations)

for each unit of analysis. These structures serve specific purposes in ENA modelling and are

operationalized relative to each other (Zörgő, 2022).

The key assumption of ENA was that the structure of connections in the data provide an important unit of analysis. As such, ENA is an appropriate technique for any context in which the structure of connections is meaningful (Shaffer, 2017). ENA was a useful technique for evaluating the perceived need for cultural integration within an interdisciplinary framework because it modelled relationships as they occurred within the parameters of the semi-structured interviews. ENA was used to identify and quantify axial connections that were present in coded data and represented them in dynamic network models. This method of analysis appeared ideal to analyze and evaluate the perceived need for cultural integration in global teams because it was originally developed to model cognitive networks—the patterns of association between knowledge, skills, values, habits of mind, and other elements that characterize communities of practice (Shaffer et al., 2016). ENA demonstrated axial co-occurrences associated to cultural integration were significantly weighted amongst leaders.

ENA was designed to highlight connections between people, ideas, concepts, events, and behaviors, within a system. As such, ENA is a newer, promising method to effectively analyze datasets that capture the co-occurrence of codes relating to cultural integration in semi-structured interviews for the purpose of discerning to what extent there was a perceived need for cultural integration in global organizations and what leaders may consider necessary to achieve a significant level of integration within global teams. This was especially salient, as this method of analysis has not been used in a corporate environment previously.

As a new methodology being deployed in a new environment for the first time, Epistemic Network Analysis (ENA) was challenging due to the highly dynamic and interdependent nature of the variables relative to cultural integration. ENA, although new for the purposes of this study, was

a strong choice in method because it is based, in part, on social network analytic models (Shaffer, et al., 2016). ENA extends social network analysis by focusing on the patterns of relations among discourse elements and present it as networks of interrelationships. ENA networks are characterized by a relatively small number of nodes in contrast with the very large networks that techniques from social network analysis were designed to analyze. In ENA networks, the weights of the connections between nodes (i.e., the association structures between elements) and the dynamic changes in the weights and relative weighting of the links between different nodes are particularly important, as are the positioning of the codes and the clustering of the participants in the study (Aristoopour et al., 2015).

Networks were visualized using network graphs where nodes correspond to codes, and edges reflect the relative frequency of co-occurrence, or connection, between two codes. The result was two coordinated representations for each unit of analysis: a plotted point, which represents the location of that unit's network in the low-dimensional projected space, and a weighted network graph. The positions of the network graph nodes (codes) are fixed, and those positions are determined by an optimization routine that minimizes the difference between the plotted points and their corresponding network centroids. Because of this co-registration of network graphs and projected space, the positions of the nodes—and the connections they define—were used to interpret the dimensions of the projected space and explain the positions of plotted points in the space. This model had co-registration correlations of 0.98 (Pearson) and 0.97 (Spearman) for the first dimension and co-registration correlations of 0.99 (Pearson) and 0.99 (Spearman) for the second. These measures indicated that there was a strong goodness of fit between the visualizations and the original model.

Codes are constructs associated to cultural integration, as depicted in the Chapter 2 Literature Review, as well as those that emerged through data collection and the coding process. The purpose in conducting ENA in this study was to make visible the critical connections pertaining to the perceived need for cultural integration and better understanding the constructs that may be malleable in creating stronger global business outcomes. However, there is further value in the exploration of the malleability of epistemic frames to impact business outcomes when considering and identifying strong edges that may impact the evaluation of the constructs that need to be incapsulated in a framework for effective cultural integration.

ENA was utilized to analyze the following codes: Cultural Integration, Partnership, Collaboration, Communication, Motivation, Awareness, Customer, Effective Teams, Business Outcomes, Decision Making, Solutions/Innovation, Different Perspectives, Empathy and Risk.

For the purpose of this study, co-occurrence of two codes is equivalent to the strength of edge represented by the designated codes. For any two codes, the strength of their association in a network was computed based on the frequency of their co-occurrence in the data.

$$A_{\mathrm{p,si,j}} = 1 \text{ if } f_i \text{ and } f_j \text{ are both in } D^{\mathrm{p,s}}$$

Each coded segment's adjacency matrix, $A^{p,s}_{i,j}$ was then converted into an adjacency vector and summed into a single cumulative adjacency vector for each dyad p for each unit of analysis.

$$U^{p,s} = \Sigma A^{\mathrm{p,s}}$$

For each dyad, p, and each reference-action sequence, s, the cumulative adjacency vector, $U^{p,s}$, was used to define the location of the segments in a high dimensional vector space defined by the intersections of each of the codes. Cumulative adjacency vectors were then

normalized to a unit hypersphere to control for the variation in vector length, representing

frequencies of co-occurring code pairs, by dividing each value by the square root of the sum of

squares of the vector.

$$nU^{p,s} = U^{p,s} / \sqrt{\Sigma\ (U^{p,s})^2}$$

A singular value decomposition (SVD) was then performed to explore the structure of the

code co-occurrences in the dataset. The normalized cumulative adjacency vectors were first

projected into a high dimensional space such that similar patterns of co-occurrences between

coded elements would be positioned proximately. The SVD analysis then decomposed the

structure of the data in a high dimensional space into a set of uncorrelated components, fewer in

number than the number of dimensions that still account for as much of the variance in the data

as possible, such that each accumulated adjacency vector, i, had a set of coordinates, P_i, on the

reduced set of dimensions.

$$\Sigma\ (P_i - C_i)^2$$

The resulting networks were then visualized by locating the original frame elements, i.e., the

network nodes, using an optimization routine that minimized where P_i was the projection of the

point under SVD, and C_i was the centroid of the network graph under the node positioning being

tested. This operation produced a distribution of nodes in the network graph determined by the

loading vectors that contained them in the space of adjacency vectors. Links were then

constructed between the positioned network nodes according to the adjacency matrix (Andrist et

al., 2016).

The mean network for a group of networks was calculated by computing the mean values

of each edge weight in the networks. A t-test was performed between groups of networks to

determine if one group's networks (Company X) are statistically different from a second group's networks (Company Z). The t-test operated on the distribution of the centroids of each group on one dimension. For example, we determined if Company X was statistically different from Company Z on the x-axis by calculating the means of each companies centroid projected to the x-axis and conducted a t-test with a standard alpha level of 0.05. The ENA model normalized the networks for all units of analysis before they were subjected to a dimensional reduction, which accounted for the fact that different units of analysis had different amounts of coded lines in the data. For the dimensional reduction, a single value decomposition was used to produce orthogonal dimensions that maximized the variance explained by each dimension (Shaffer et al., 2016).

Surveys

In addition to the semi-structured interviews, 173 surveys were completed across two global organizations, one in the supply chain management industry and the other in the technology industry. Surveys were targeted at global teams representing leaders participating in interviews. Demographic information on survey Leaders was collected within the survey. Data collection and analysis was conducted using Qualtrics. Survey participants were selected using convenience and snowball sampling. Participants were derived from a request during the interview process, asking each leader to send a survey link to the global teams under his/her responsibility. Those who received the survey link from their leader had the ability to self-select by agreeing to complete the survey.

Surveys are a valuable research tool for studying the knowledge, attitudes, and behavior of a study population and are consistently used to measure the knowledge, attitudes, and behavior

of subjects. For this study, surveys were used to gauge global team perception of the perceived need for cultural integration to improve the malleability of socio-cultural constructs in global teams to improve business outcomes, as well as to measure the cultural diversity across the global teams and how cultural orientations may vary in line with cultural preferences (Appendix H). An important self-report, psychometric instrument, this aspect of the research primarily leveraged a 5-point Likert scale to evaluate and assimilate global team member attitudes and opinions in regard to cultural integration and worldviews on culturally diverse teams in global organizations.

Survey data analyses was straightforward and transparent (Allen & Seaman, 2007). For this study, surveys were analyzed using ordinal data because the survey reflects attitudes and behaviors that do not have correct or incorrect answers, as the survey was designed to elicit participant feelings and behaviors regarding cultural integration and business outcomes. The goal of the survey (Appendix H) was to provide insight into the perceived need for cultural integration in diverse teams, while better understanding how diverse individuals may have differing preferences as to how work gets done within the global team environment. After the informed consent statement, there were 13 demographic questions, followed by 22 Likert scale questions regarding cultural integration and cultural orientations, and three open ended questions focused on the number of cultures within the team, the frequency of interactions and inquiring as to any final comments.

Human Subjects Considerations

This research was performed in accordance with and in compliance with Pepperdine University's IRB regulations and the U.S. Code of Federal Regulations, Department of Health and Human Services (DHHS; CFR), Title 45 Part 46 (45 CFR 46), entitled Protection of Human Subjects ,

and Parts 160 and 164, entitled Standards for Privacy of Individually Identifiable Health Information and the California Protection of Human Subjects in Medical Experimentation Act (Code Sections 24170 24179.5). This research study used human subjects, and as such it was necessary to obtain IRB approval.

All leaders who agreed to participate in this quantitative ethnographical research study were provided with an Informed Consent for Participation in Research Studies (Appendix D). The participants were informed that information obtained throughout the experiment would be used only for research purposes.

The risk to leaders and survey participants in the study was minimized in the following manner: no specific identifying information was used or reported in any part of the study, participants were informed identities would only be known to the researcher, and any identifying information would be destroyed at the completion of the study. In addition, an informed consent was obtained to ensure that (a) participation was voluntary, (b) participants had the right to withdraw at any part of the interview or research process, (c) there were no known risks to the leaders or survey participants, (d) confidentiality would be maintained, and (e) the results of the study would be available for review upon completion of the study.

Surveys and interviews were conducted using remote meeting services and were audio-video recorded digitally. Content was transcribed after the fact for coding purposes. Data were recorded in such a way that subjects could be identified by a name or a code in the initial data set. However, all company and individual information was deidentified prior to coding. All names were replaced by a generic title (i.e., Leader 10 or Participant 3) and reference to the organizations

were addressed as Company X and Company Z. The only indication of the actual name of each leader or participant was on a data sheet available only to the researcher.

Study Validity

This study was designed to ensure all leaders had the same interview protocol (executives and team leaders) or survey data (global team members) administered in the same way. Necessary steps were taken to minimize variables that may change the results or outcomes. For instance, each executive and global/regional leader was provided the exact same interview protocol as other interview participants. The independent variables for this study (codes, interview protocol, and surveys), remained consistent across the research study. Each step of the study was carefully designed to ensure that discussions and instructions that could have altered the outcome were removed, and all conditions were kept constant. Purposive sampling supported study validity due to the selection of best-fit Leaders from a small, geographically dispersed population to enable a systematic investigation, which led to results highly relevant to the research proposed. In addition, purposive sampling lowered the margin of error in the data because the data sources are a close fit with the research context. This was a grounded theory study. The measure to assess the perceived need for cultural integration to improve the malleability of sociocultural constructs in global teams to improve business outcomes was ethnographic, semi-structured interviews with executives and team leaders in global organizations. The measure to assess the perceived need for cultural integration to improve the malleability of sociocultural constructs in global teams to improve business outcomes in the global teams was structured, Likert-scale surveys.

Conclusion

Chapter 3 outlined the research methodology, as well as the research design, utilized in the evaluation of the framework for this study. A grounded theory, quantitative ethnographical approach provided the analytical tools to evaluate the perceived need for cultural integration to improve the malleability of sociocultural constructs in global teams to improve business outcomes. By combining methods for testing statistical significance with techniques to create deeper understanding, this study both qualified and quantified the effects of cultural integration that impact the sociocultural malleability within global teams. Through the evaluation of the perceived need for a dedicated framework to facilitate cultural integration, this research illuminated a new path forward in developing effective global teams that drive successful business outcomes for international organizations.

Chapter 4: Findings

Statistics indicate there is a substantial, ongoing challenge working across cultures that frequently results in profoundly suboptimal outcomes for the individual, the team, and the company (Table 1). Globalization and cultural diversity in all business operations dictate the need to achieve increasingly better outcomes, which requires global teams to become culturally unified (Alizadeh & Chavan, 2016). This study sought to explore the perceived need for cultural integration that impacts the sociocultural malleability in global teams at the group level to improve business outcomes. This research also sought to explore whether there is a need for a dedicated framework for amalgamating cultural integration in global organizations.

The purpose of this grounded theory, quantitative ethnographic study was to understand the extent of the perceived need to develop a conceptual framework for cultural integration in global organizations. Individual leaders (n = 18) across two companies (representing two separate industries) were interviewed in a semi-structured format that included open-ended questions prepared in advance (Appendix E). Each interview lasted 45 to 90 minutes, depending on the depth of responses and the need to probe for deeper insight. An initial synthesis of the interview transcripts was used to analyze the ethnographic data that emerged to develop potential codes for ENA analysis and interpretive qualitative findings, from which a detailed thematic analysis was conducted to develop the qualitative data. The purpose of the thematic analysis was code development via categories that surfaced from the analysis of the data taken from the transcripts of the 18 individual interviews conducted with senior executives and global leaders in the designated global organizations. An outside transcription service was used to transcribe the data; however, all interviews were hand-coded as outlined in Chapter 3. Prior to final coding, interrater

reliability was established at an acceptable level of >.65 using Cohen's kappa, with all three coder pairings achieving κ, well above the moderate threshold.

In addition, surveys (Appendix H) were administered to members of global teams ($n = 173$) representing both organizations. The purpose of the surveys was to evaluate (a) whether there is a perceived need for cultural integration in global teams and (b) whether diverse individuals have differing preferences as to how work gets done within the global team environment. Surveys were completed via an anonymized link in Qualtrics. Analysis of the data was also conducted within Qualtrics.

Upon data collection and evaluation of both semi-structured interviews and surveys, the data were integrated for a comprehensive analysis on the extent to which there is a perceived need for cultural integration in global organizations. The intent was to examine three levels of organization—senior executives, global/regional leaders, and global team members—to explore how different levels of organization view cultural integration and what they perceive is important to improving overall business effectiveness on global teams. The final synthesis indicated not only the extent of the need for cultural integration in global organizations, but also the extent to which sociocultural epistemic frames were perceived as malleable to facilitate improved business outcomes.

In the interest of evaluating cultural integration as an important construct in global organizations, this research leveraged both semi-structured interviews and surveys to address the following research questions:

- RQ1. To what extent is there a perceived need for cultural integration in global organizations?

- RQ2. To what extent is cultural integration relevant to business outcomes in global

  organizations?

- RQ3. To what extent do leaders perceive sociocultural epistemic frames are malleable at

  the group level?

- RQ4. To what extent is there a perceived need for a dedicated framework to develop

  cultural integration to shift sociocultural epistemic frames in global teams?

Chapter 4 begins with a brief description of study participants and presents the findings

based on both the semi-structured interviews (*n* = 18) and surveys (*n* = 173) used in data

collection. A demographic analysis is presented, followed by a thematic analysis informed by code

relationships and qualitative data, and concludes with epistemic network analysis of all

participants, executive/leader, and key code analysis. The chapter concludes with the integration

of the findings to answer the research questions.

Overview

Global organizations spend a lot of time and energy developing strategic initiatives to grow

and expand their business. Employees at all levels of the organization play an important role in

achieving these strategies for growth. Daily, people establish and maintain connections that, by

their very nature, are multicultural and impact the organization's ability to succeed. If there are

barriers to cultural integration in the global work environment the effectiveness of the workforce

is likely to drop exponentially due to obstacles to task realization. By contrast, effective

multicultural interactions contribute to employees' learning and creativity, improve

communications, and increase the satisfaction level of personnel worldwide (Holden, 2002). This

indicates that employees who are culturally diverse and geographically dispersed must have the

capacity to learn and grow together to achieve strategic global objectives. Building an organization primed to access, understand, integrate, and leverage multicultural skills and knowledge enables the global organization to not only achieve significantly improved business results, but also fosters global innovation that springs from the cultural diversity of the workforce. Cultural integration enables global teams to work better together and thrive in the complex, changing, and ambiguous conditions that prevail across global organizations - thus creating the capacity to intentionally leverage multicultural environments as strategic assets.

This study is significant because it contributes to an understanding for the need for cultural integration in global organizations. In addition, sociocultural constructs that enable cultural integration (and how they can be shifted) for organizational success were explored by evaluating whether they serve as critical success factors to improve multicultural diversity and inclusion. Further development and validation of the need for cultural integration in global organizations will enable diverse global teams and their leaders to scaffold learning and development to build upon existing knowledge and experience (R. Brown & Hirst, 2007), resulting in unique competitive advantage.

This research integrated diverse perspectives through semi-structured interviews and surveys to provide a dynamic approach to evaluating the perceived need for cultural integration—leveraging global diversity and inclusion, introspective learning, and understanding of others to explore how cultural integration was viewed across two separate industries, spanning three levels of organization. This framework provided the foundational evidence to promote the amalgamation of diverse cultural perspectives to provide a window into an intersubjective approach to creating cultural unification. By conducting interviews that explored culture through a

strategic lens, it was possible to determine whether there was a perception that cultural integration positively impacts the growth and development of the team and the organization. Significantly, this research explored to what extent sociocultural constructs are malleable through cultural integration to develop unification in culturally diverse, global ecosystems that have the capacity to impact global business outcomes.

Leaders and Demographics

The leaders interviewed held various leadership positions within the global organization and had been in the positions for varied lengths of time (Table 7). Criteria for participation in this study and how leaders were selected for the study are detailed in Chapter 3. The professional experience of leaders ranged both in the number of years at their current organization and the number of years in which they had managed employees who reported to them directly on a global basis. Leaders were from two companies operating across two different industry sectors to provide a level of cross-reference for the need for cultural integration across two independent industries. Although all leaders engage in global work, the industry-specific markets and customer base are quite different and provided a unique level of insight and perspective on the need for cultural integration at different levels of organization, as well as across more than one industry. All leaders have held multiple leadership positions throughout their professional careers leading culturally diverse teams; however, data were not included for positions with companies outside the boundary of this study, with the exception of comparison examples. To maintain confidentiality, all leaders were de-identified for this study. A leader number was allocated based on the order in which the interviews were coded.

Table 7

Leader Demographics

Position	Title	Origin	Location	Years in Role	Company	Industry
Director	Head of APAC, Digital Acceleration	Japan	Japan	4	Company Z	Technology
SrDir	Global Partner Growth Acceleration	Columbia	USA	8	Company Z	Technology
SVP	HR Americas, Express	Brazil	USA	4	Company X	Supply Chain Management
VP	Head, Certified Learning and Global Engagement	South Africa	Germany	14	Company X	Supply Chain Management
VP	Head of EMEAR, Global Innovation	UK	UK	8	Company Z	Technology
EVP	Head of Global Human Resources	Germany	Germany	5	Company X	Supply Chain Management
SVP	Global Innovation Officer	USA	USA	9	Company Z	Technology
SVP	Global Head of Bus.Devt and Innovation, Global Fwding	USA	UK	14	Company X	Supply Chain Management
VP	Sector Head: Automotive, Global Forwarding	Germany	Germany	8	Company X	Supply Chain Management
VP	Chief Marketing Officer, Cisco Security	USA	USA	2	Company Z	Technology
Sr Expert	Sr. Expert, Global Business Development Strategy	Azerbaijan	Germany	4	Company X	Supply Chain Management
VP	Sector Head: Chemicals, Global Forwarding	USA	USA	9	Company X	Supply Chain Management
SrDir	Head of Logistics Strategy & Sourcing	USA	USA	12	Company Z	Technology
VP	Sector Head: Consumer & Retail, Global Forwarding	Germany	Germany	10	Company X	Supply Chain Management
Chief of Staff	Chief of Staff, Global Innovation	Armenia	USA	4	Company Z	Technology
Head	Head of International HR	Finland	USA	5	Company Z	Technology
Head	Head of People & Communities, Japan and APAC	Japan	Japan	7	Company Z	Technology
VP	Sector Head: Life Science & Healthcare, Global Forwarding	South Africa	Germany	3	Company X	Supply Chain Management
VP	Sector Head: Technology, Global Forwarding	China	Singapore	7	Company X	Supply Chain Management
VP	Sector Head: Engineering & Manufacturing, Global Forwarding	USA	USA	11	Company X	Supply Chain Management

During each interview, leaders provided details about their experience with (and perspective on) global teams. Many leaders chose to speak from experience, providing salient examples. Several leaders described encounters at their current organization, as well as in previous leadership positions.

Participants in the survey were members of the global teams of leaders who were interviewed. At the conclusion of each interview, the global/regional leaders were asked to provide an anonymized link to their direct reports in support of this study. Every leader agreed to do so and requested their reports complete the survey. There was no formal invitation or incentive to participate. The purpose of the survey was to provide insight into the perceived need for cultural integration in multicultural teams, while seeking to empirically understand whether culturally diverse individuals have differing preferences as to how work gets done within the global team environment. The survey was initiated with an informed consent statement, followed by 22 questions using a Likert scale of 1–5 to evaluate global team perceptions and opinions, and finished with three open-ended questions pertaining to the number of cultures represented on the global team, the frequency of global teamwork, and any final comments or suggestions. In total there were 173 responses. As per the requirement for participation in the study, global team members were geographically dispersed and from all corners of the world, as represented in Figure 6. The original experimental study design required global teams to be geographically dispersed across a minimum of three regions of the world. However, by adapting to a grounded theory foundation for this study, using surveys to collect data across two companies from two different industries, it was possible to leverage a much wider data set, leading to a more diverse perspective on global teams and the cultural diversity inherent to the construct.

Figure 6

Location Demographics
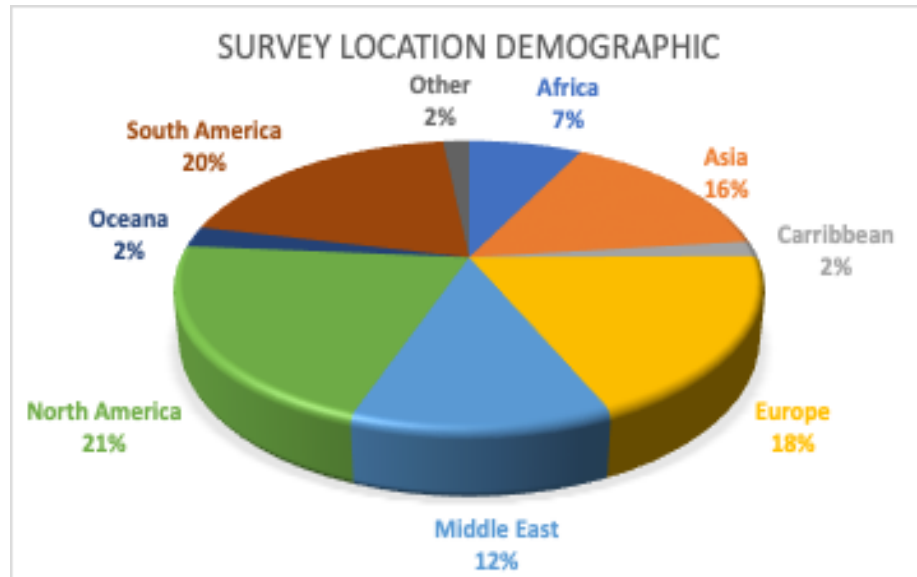
Company X Overview

Just months after the first landing on the moon, Company X began operating the first

international door-to-door express delivery service in the world. When the founders

established Company X, they simultaneously invented the international air express industry.

Throughout the years, Company X has been an innovator with a strong reputation for growth and

development in unexpected markets. As the international marketplace has changed, so has

Company X. With its foundations firmly set in the international air express channel, Company X

has transformed itself to become a global leader in express logistics and supply chain

management. Today, Company X is owned and operated by an international corporation

headquartered in Europe. The combined corporate brands offer a portfolio of supply chain and

communication services second to none. Company X has over 600,000 employees across 220+

countries who consistently work across both geographical boundaries and functional operations. Company X generated over 60 billion euros in 2019.

Initially, teams were assembled in regional headquarter locations, transmitting information on an "as needed" basis but primarily focused within a given region. However, as the commercial landscape has changed and Company X has become increasingly integrated from a supply chain and communications perspective, operations have been tasked to work across boundaries and borders to ensure seamless interactions globally—internally and externally. Culturally diverse team members located around the world are assigned to global teams and are required to interact frequently with goals and objectives that are globally interconnected and customer driven. Team members and their leaders often travel across multiple regions conducting site visits and quarterly business reviews to ensure strong global customer outcomes. For this study, the focus was on global executives and leaders, as well as global teams residing across diverse regions around the world.

Company Z Overview

Company Z, a technology company operating globally, is best known for its innovation and reputation as a top computer networking company. Company Z is one of the earliest multinationals to engage in providing networking equipment globally and has remained a mainstay in both business and consumer markets for over 30 years. The company is currently headquartered in the United States, but operates worldwide. Company Z first made history by designing routing software for a well-known private university. Today, Company Z offers an industry-leading portfolio of technology innovations, focusing on networking, cybersecurity, collaboration, cloud management, and more. Company Z securely connects industries and

communities worldwide, supporting those who are using technology to solve the world's greatest

challenges, such as hunger, economic inequality, and lack of access to education.

Company Z has more than 80,000 employees in 80+ countries, who consistently work

across both geographical boundaries and functional operations. Company Z is known for its ability

to work with leaders worldwide to bring technology and education to the unconnected. Company

Z is one of the world's largest enterprise technology companies, generating over $50 billion in

revenue in 2019.

Company Z is organized by region and focuses on local delivery with global support. The

corporate culture is extremely strong, with employees worldwide committed to the overall

messaging and delivery of a highly integrated corporate culture. Globally, everyone is tasked to

work across boundaries and borders to ensure seamless interactions. For this study, the focus was

on global executives and leaders, as well as global teams residing across multiple regions globally.

Analysis and Findings

For this study, three comparative analyses were conducted:

- combined leader analysis (all participant)

- comparative analysis of senior executives and global/regional leaders (split level analysis)

- comparative analysis of senior executives, global/regional leaders (via interview data), and global teams (via survey data)

The comparison of the supply chain and technology industries is outside the scope of this research

and may be integrated in later research for further analysis.

The analysis was conducted using the ENA webtool to create visualizations and

quantitative data; however, qualtitative analysis informed the research by providing rich context

and interpretation to the overall thematic discussion. A combination of these two methods provides a more complete view of the data set.

When considering ENA as an analytical tool, it is important to note that it offers two coordinated representations of the data:

- plotted points, or the position of each network in the two-dimensional space
- network graphs per unit in which the nodes represent the codes and the edges depict how the relative frequency with which each pair of codes co-occurs within the specified segments of data

The coordination of network graphs and plotted points indicates the positions of the nodes can be used to interpret the dimensions forming the constructed space and to explain the positions of plotted points. The *x* axis represents the singular value decomposition (SVD) dimension that explains the most variation in the co-occurrences, while the *y* axis represents the SVD dimension that explains the most variance in the co-occurrences after the variance explained by the first dimension has been parceled out. Networks were also compared using network difference graphs (comparison plots). These graphs were calculated by subtracting the weight of each connection in one network from the corresponding connections in another (Shaffer, 2017).

Critical to the operationalization of these aspects of ENA is the segmentation of the data. This study leveraged the whole conversation stanza window, indicating the co-occurrence of codes (Table 8) exists in the lines contributed by a given unit in a conversation, then aggregated across all conversations in the data set. This approach equates conversation with stanza—thus, codes can co-occur anywhere in the conversation. Each question within the interview data is considered a conversation. This method was chosen to reflect the monologic nature of the data

and importance of the entire response to each question. Sentences served as the smallest codable

segments in this data set because the developed codes were most applicable to sentences (as

opposed to e.g., smaller prosodic phrases or larger turns-of-talk). Further, the intent was to

present a concise amount of text on a level of granularity that would enable a fair number of co-

occurrences to take place. While each sentence was considered an utterance, the segmentation

reflects the gravity of the entire response to each question. Utterances in the monologic data

were coded within the same code set. Co-occurrences of codes were then aggregated per unit for

each unique pair of codes. Lastly, network models were generated manually to illustrate the

strength of co-occurrences between codes and to inspect the differences in models produced for

"all participants" versus "global/regional leaders" and "senior executives" separately.

Table 8

Code Key

| CODE	ABB
Cultural Integration	CI
Awareness/Worldviews/Global diversity	AWG
Motivation	M
Customer Satisfaction	CS
Effective Teams	ET
Business Outcomes	BO
Partnership/Collaboration	PC
Communications	COM
Decision-making	DM
Solutions/Innovation	SI
Perspective/Diversity of thought	DOT
Empathy	EM
Risk Mitigation	RM

Qualitative, thematic analysis was also conducted to mine rich contextual meaning from

the data, while ENA was deployed to invoke strong visualization and statistical validity. Both

methods were valuable as individual contributors to this body of research, but value increased

exponentially as there was a distinct capability to pivot between the raw data, coded data,

statistical models, and visualizations to identify preliminary assumptions, alternative or rival

interpretations, and contextualized code interactions, thus closing the interpretive loop (Shaffer,

2017; Figure 7).

Figure 7

Interpretive Loop
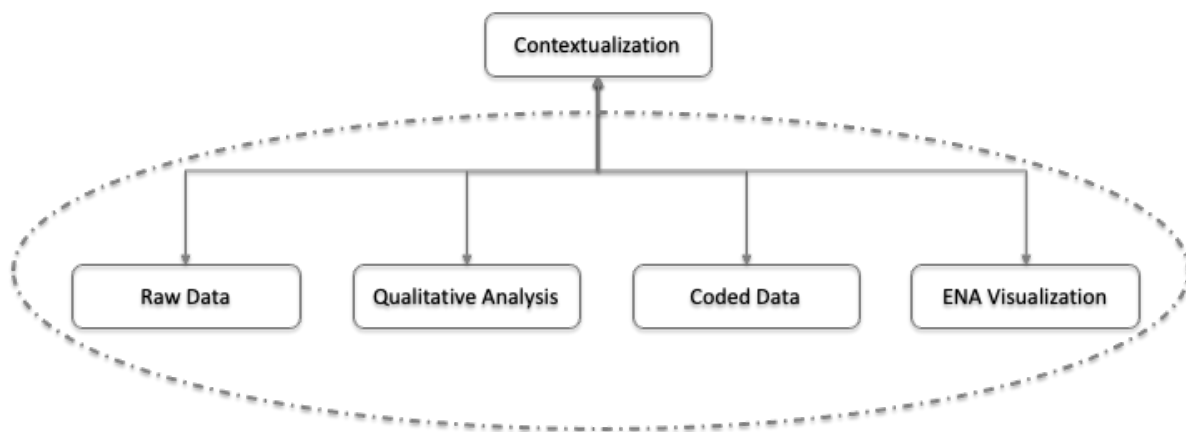
Cultural integration, as the focus of this study, was a core construct from which all other

codes were addressed. It became clear that cultural integration is a complex concept with many

important linkages across the network. As such, each construct was evaluated as a subcategory

linked to cultural integration. An overview is presented regarding the overall impressions and

outcomes relative to the core construct of this study, and subsequent sections reflect the

relationship between cultural integration and the associated codes, as determined by weight and

density in the ENA model.

Cultural Integration

Cultural integration, as communicated to leaders, is a group phenomenon that enables

culturally diverse teams to work better together despite perceived differences. It equates to

having the capacity to communicate effectively amongst diverse colleagues and encompasses less

obvious capabilities such as (a) seeing and understanding alternative perspectives within the

group; (b) comprehending and valuing culturally diverse values, beliefs and assumptions amongst

colleagues; (c) integrating different cultural perspectives to create new solutions that build upon

multicultural worldviews; and (d) resolving group conflicts in culturally appropriate, productive

ways (Johnson et al., 2006).

Answering the interview questions, considering the definition of cultural integration,

provided leaders from both Company X and Company Z the opportunity to explore the concept

and build on their initial understanding. As cultural integration was not a term leaders were

familiar with, they were highly interested in the construct. As the interviews progressed, it became

apparent that cultural integration was a new concept—one they had not considered in relation to

organizational opportunities, nor challenges. It was informative to hear from Leader 4:

> The supply chains are huge and touch all manner of team across the organization. We
> absolutely have to be able to work together well. We didn't know it, but cultural
> integration presents a whole next level of the capacity to be successful together. The
> necessity to work cross-border and work with people that help to deliver services are
> critical to our success. If we can't culturally integrate within a specific team, how can we
> work well together across the organization to get things done? It makes total sense. We
> work every day with people who are culturally completely different, while our customers
> are also extremely diverse in, potentially, completely different ways again. We absolutely
> need to have cultural integration because it's the base of our business, global service
> delivery, and we need to embrace cultural integration to be successful.

Global leaders across both Company X and Company Z, as they answered the interview

questions, became increasingly attuned to a different way of looking at existing challenges (Figure

8). The initial ENA visualization of all leaders indicated that while some edges may appear stronger than others, there are indisputable links to cultural integration within every code (Table 7). Despite an unfamiliarity with cultural integration, there was an immediate connection point where leaders perceived this construct as an important component to success. There was keen awareness of cultural integration as a complex topic. Figure 8 demonstrates the complexity of the network of constructs surrounding cultural integration, as reflected in interviews. It is important to note that while all nodes connect back to cultural integration, the co-occurrence of codes linking alternative codes strongly suggests that leaders are keenly interested in cultural integration as a mechanism to impact additional constructs, such as awareness of worldviews, business outcomes, effective teams, partnership and collaboration, and diversity of thought. However, a key limitation in the ENA software is that it currently does not have the ability to hypergraph to evaluate co-occurrences that span multiple codes simultaneously, limiting multi-construct connectivity. However, in closing the interpretive loop (Figure 7), we can discern that cultural integration may serve as key mechanism to improve overall results for the organization.

Figure 8

Normative Sphere of Cultural Integration
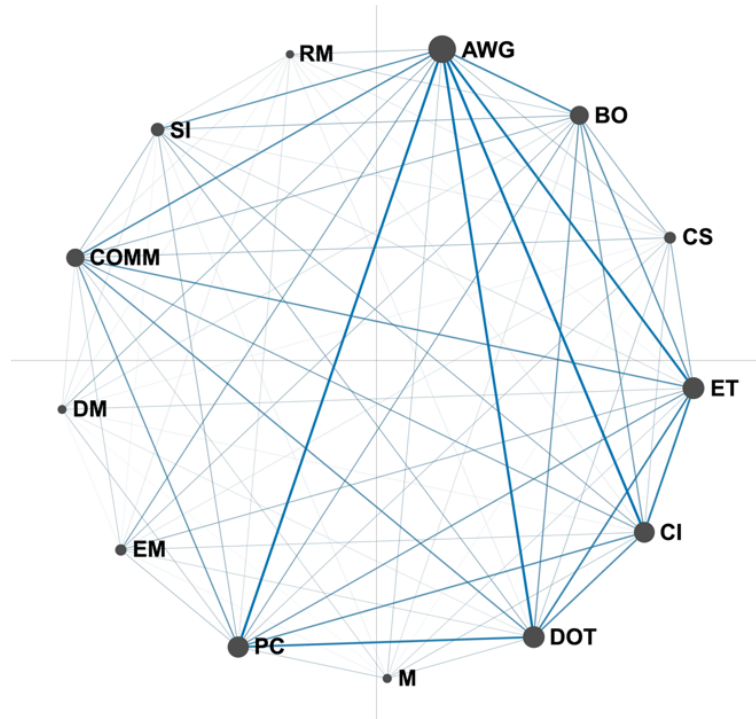
In consideration of cultural integration, leaders evaluated current challenges and made a strong connection between exhibited work methods, behaviors, and communications as demonstrated deficits to cultural integration. Multiple leaders spoke of having to "fill the gap" when working across cultures, equating accommodation to inadequate cultural integration to both time and money. They indicated frequent miscommunication and misalignment from team members having very different worldviews. The amalgamation of differing worldviews manifested through the exhibition of differing behaviors, patterns of speech, and work methods. These types of differences were repeatedly reported as causing incidents with varied levels of impact, such as minor frustrations or disagreements, missed deadlines, customer dissatisfaction, and even the loss of business. Leader 1 described his experience:

There's additional workload to fill the gap because we often lack a sense of alignment and coordination across the regions. The diversity of the group can be a very dividing characteristic. There is good and bad in managing such a diverse team, but the potential for success, if we can get it right, is very promising. It [cultural integration] is a critical factor for the entire employee body to get this right, which I now see clearly.

Despite the challenges, leaders also considered the future and indicated a potential for cultural integration to improve team effectiveness. While they understood that currently there is not a lot of preparation for working with people who have very different cultural backgrounds in either company, there was also a fundamental understanding that cultural integration has the capacity to change global team dynamics and provide a mechanism for teams to work together better. Leader 8 was optimistic in his assessment:

The reality of it is that cultural integration could really change team cohesiveness, but it could also be a great recruitment and retention tool. The team itself would benefit by understanding and connecting better, which leads to doing things better, faster, and cheaper. It could be a real enabler to increase productivity, but also to get people talking about their different ways so we can look for something like third, or fourth, or fifth best ways of doing things that lead to innovation. They stand to gain a lot.

There was clear recognition of the complex challenges faced daily when working across boundaries and borders, reflected in both the qualitative analysis and the visualization of the data set. Both Company X and Company Z leaders were aligned in their view that team members with differing worldviews often clash as a result of not understanding that (a) there are real cultural differences, (b) people from diverse cultures often do things differently, and (c) there are real business implications for not having cultural integration in the organization. Responses were consistent in communicating the perspective that the more cultural diversity is incorporated, the less varying cultural innuendos are understood and the more misunderstanding and inefficiency are incurred. These misalignments and miscommunications were perceived as being costly to the organization but also regarded as the cost of doing business. Leader 16 offered this perspective:

We are working across hundreds of countries and customers. When it is that broad and that deep, working across so many geographic locations, but also across such a vast cultural variety of people, one misinterpretation or miscommunication can cost hundreds of thousands of dollars, sometimes per hour, if you consider lost time, downed operations, fines, etc. When our global teams are not ticking like clockwork, we have serious consequences. Today, it is just a cost of doing business.

The thematic construct analysis highlighted the lack of cultural integration did have a negative association to organizational effectiveness, specifically in the areas of business outcomes, team effectiveness, partnerships, and communications. However, participants also demonstrated a keen interest in cultural integration to improve organizational effectiveness, as well as offered the perspective that it is strategically relevant to competitive advantage. The challenge, according to participating leaders, is to find a clear method to implement cultural integration within their organizations. Most leaders, while interested, also expressed concern over not knowing how to achieve cultural integration within the global teams.

Overall, there was strong consensus that there are a lot of moving parts between global teams, regional teams, local teams, partners, and customers in global organizations. As a result, it was perceived as a critical success factor to ensure the ability to work with culturally diverse people in today's globalized world. As leaders began to explicitly self-identify the implications of not having cultural integration in their business, they reported that cultural integration is one of the most critical aspects of working in a global organization and a key mechanism to improving global team interactions (Table 9).
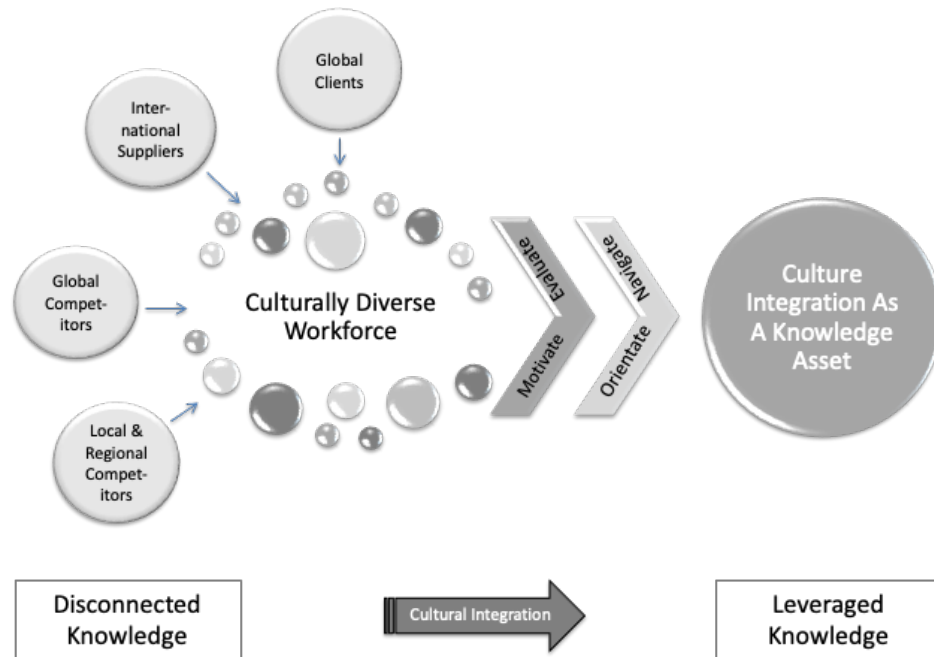
Table 9

All-Participant Code Utterances

Leader	Cultural Integration	Awareness	Motivation	Customer Satisfaction	Effective Teams	Business Outcomes	Partnership/ Collaboration	Communication	Decision-making	Solution/ Innovation	Perspective/DOT	Empathy	Risk Mitigation
1	77	64	10	14	25	34	41	27	13	16	56	16	1
2	54	32	9	15	16	38	55	26	3	8	88	10	2
3	73	45	4	3	21	39	58	23	5	17	84	8	0
4	105	47	9	7	33	36	70	26	1	7	79	11	1
5	100	61	8	6	31	32	65	46	14	20	71	8	0
6	82	56	6	10	20	29	57	21	5	17	94	13	0
7	33	55	8	0	7	11	38	19	6	12	16	17	7
8	48	51	7	8	10	17	30	22	2	11	29	12	9
9	45	43	7	13	4	5	23	18	7	6	19	10	3
10	66	66	6	10	11	8	35	22	6	8	31	10	15
11	38	35	4	5	5	7	18	16	0	6	13	9	5
12	51	51	13	5	12	12	17	23	9	5	24	4	4
13	60	38	5	11	33	30	12	27	3	16	79	4	4
14	31	35	8	14	31	21	15	18	3	14	56	6	1
15	59	34	6	8	25	31	14	26	6	17	52	6	3
16	68	49	7	7	29	25	15	28	3	7	48	4	2
17	68	46	11	8	22	27	14	23	1	17	57	4	4
18	81	46	14	7	29	24	8	21	5	11	26	8	9
Total	1139	854	142	151	364	426	585	432	92	215	922	160	70

Most leaders (72%) spoke of cultural integration from three different perspectives:

1. What they perceived as important when considering the development of cultural integration as an overarching concept for the global organization. Leaders elaborated on what they believed might be important in developing the concept to improve organizational effectiveness. Codes such awareness of worldviews, motivation, communication, and perspective emerged as constructs for framework development.

2. Leaders spoke extensively of the current state of (and the challenges inherent within) global teams. Cultural integration emerged in a solution capacity to help global teams work together better to overcome challenges in daily business. Codes such as motivation, empathy, awareness, effective teams, and communications surfaced frequently.

3. At the same time, leaders spoke of cultural integration from the perspective of what it might bring them in the future if it was implemented as a knowledge asset (Figure 9). Leaders spoke of risk mitigation, solutions, innovation, customer satisfaction, partnership and collaboration.

Figure 9

Cultural Integration as a knowledge Asset

As interviews progressed, and leaders became more comfortable with this new concept, it

became apparent they could see inadequate cultural integration as one of their most painful

challenges, but at the same time they spoke of cultural integration as one of their most significant

opportunities for the future. Many leaders began to focus on cultural integration as being "a key

strategic initiative" and "essential to competitive advantage." Leader 13 said:

> It's [cultural integration] really important because it's the only way that we can truly
> effectively function and work as a global team to accomplish global goals. Our goals are
> predicated on strong business outcomes. In a world where it sometimes seems like
> competitive advantage has been wrung dry, I believe that teams steeped in cultural
> diversity that can be culturally integrated, could make all the difference.

To further evaluate the interviews, leader data was segmented into two categories: senior

executive (SrE) and global/regional leaders (GRL). In the SrE category there were four leaders

representing ranks from the board of directors to heads of divisions, while the remaining 14

leaders represented leaders managing global or regional teams directly, ranking from director to

vice president. The focus on this split-level analysis (Figure 10) was to explore the two levels of

leaders' perceptions regarding cultural integration and if there was variation in code pairings that

could inform both the malleability of sociocultural epistemic frames and the perceived focus for

the development of a dedicated framework for cultural integration in global organizations. ENA

for split level analysis indicated that senior executives and global/regional leaders both indicated

the need for cultural integration, but for different reasons.

Figure 10

Split Level Analysis for Cultural Integration
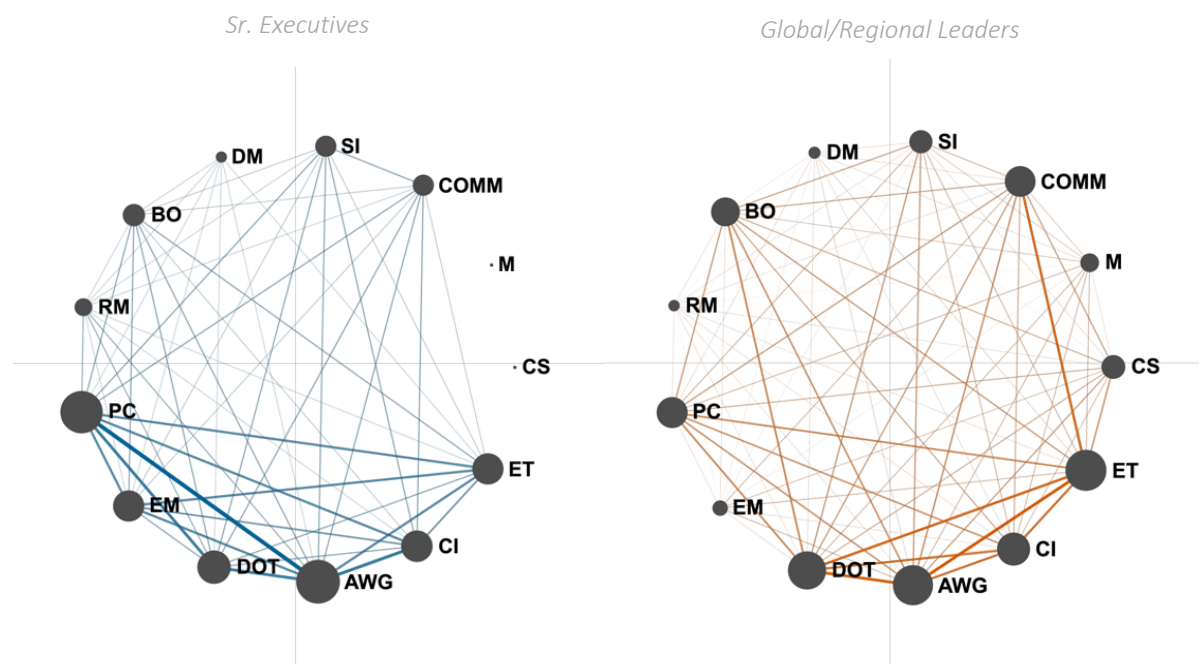
Senior Executives appear to have an affinity for the psychological constructs of cultural

integration, focusing more on awareness of worldviews, diversity of thought, partnerships, and

empathy (Figure 10). While effective teams and business outcomes were prevalent in the

qualitative data, there was also a sense of people being a high priority. This may have prompted

senior executives to speak about cultural integration in terms of the human component,

underlying the idea that by taking care of people, effective teams would emerge and result in

improved business outcomes. When referring to current geopolitical challenges, Leader 7

inquired:

> In the current situation, how do we expect things to get done when emotion is running high from multiple cultures and they have little empathy for, or understanding of, one another? Can we leverage cultural integration to help people see each other clearly? If we can create awareness as to how others see the world, team members from different cultures, it could create trust and cohesiveness on the team to help people to see the value of individual team members as part of a bigger whole.
> Leader 6 reiterated the expectation for leaders, as well as the global and regional teams, to

work from a single location and manage multiple cultures at once, echoing the sentiment that

globalization affects leadership by increasing the complexity of task, environment, and decision

making (Mendenhall et al., 2018). Senior Executives had full comprehension of the complexity of

the business they expect global leaders to conduct, with global teams working across regions and

countries simultaneously, encapsulating very different cultures in each one. Leader 6 went on to

express how important the psychological constructs are by stating,

> People are expected to work across culture and geography. Without a level of awareness, trust, knowledge, and respect, it is very difficult to work across cultures. Cultural integration could be central to achieving global team cohesiveness.

It is also important to note that while ENA does not have the capacity to hypergraph,

acknowledging the complexity of relationships in the data enabled the ability to visually perceive

the notion that, for example, cultural integration is strongly aligned to partnership and

collaboration. Collaboration is strongly connected to codes (Table 7) such as solutions and

innovation, communications, and effective teams. From this data perspective, it is important to

infer further connections that implicate cultural integration in the overall network (Figure 10). This

was encapsulated by Leader 8:

> We have to ask ourselves, how can we leverage cultural integration for further success? Cultural integration on our global teams makes total sense not only for the business, but more importantly for our customer base, for our employees. So it all starts with the people, people from all over the world, making things better together.

While visual data can indicate certain predilections, as qualitative data were further

evaluated, it became clear that while code emergence is important, it might simply provide a

pathway to further analysis. In the above instance, Leader 8 was focused on people; however, he

clearly alluded to business outcomes and customer satisfaction as equally important constructs.

Comparatively, global/regional leaders appeared to have greater alignment with

behavioral and analytical constructs. While people were also a top priority for GRLs, they

appeared to adopt a broader, yet targeted, approach. The visual implication indicated strong

alignment between cultural integration and business outcomes, awareness of worldviews,

diversity of thought, and effective teams. This could indicate a view closer to the ground as

leaders of global and regional teams directly interface with global teams on a regular basis. These

leaders negotiate cultural challenges every day and perceived a direct need for cultural integration

to facilitate team effectiveness. Leader 2 was explicit in his evaluation:

> I see very different perspectives and solutions coming from my teams in, say, Norway, Egypt, and South Africa—just as I see differences and challenges coming from teams working in UK, Italy, and Spain. They often don't see eye-to-eye, and it frequently results in missed deadlines, customer delays, or late timelines.

While there is more variation in the visual data, it was important to note the GRLs were

very focused on the effectiveness of teams and business outcomes, understanding that is

achieved through the global teams. They appeared to have clarity that teams must have the

capacity to effectively work with colleagues and partners from multiple cultures and that poor cultural integration results in lost opportunities from a business perspective.

Similar to the Senior Executive data, it is also important to note the inference of pathways across codes. Upon evaluation of the raw data, it became clear that there was strong alignment to partnership/collaboration, diversity of thought, customer satisfaction, and communications. In the data models these additional codes were not accessible via cultural integration. Leader 18 underscored the importance of understanding the inference saying:

> Cultural integration could be a great tool to strategically position ourselves with customers and partners around the world. But to do that, we have to find ways to enable these global teams to see their own diversity as a strategic asset. If we can somehow manage that and provide the tools for these global teams to better understand and use each other's strengths and different worldviews to do things better, we will have found the golden ticket.

For this study, parametric statistics were used because the distribution of the population is known and is based on a fixed set of parameters. The author gratefully acknowledges the statistical write-up provided by the ENA webtool, "Along the X axis, a two-sample t test assuming unequal variance was conducted and showed GRL (mean = 0.53, SD = 0.50, N = 14) was statistically significantly different at the alpha = 0.05 level from SrE (mean = -1.71, SD = 0.80, N = 4; t[3.74] = 5.29, p = 0.01, Cohen's d = 3.92). Along the Y axis, a two-sample t test assuming unequal variance was conducted showed GRL (mean = 0.00, SD = 1.40, N = 14) was not statistically significantly different at the alpha=0.05 level from SrE (mean = 0.00, SD = 0.97, N = 4; t[7.38]= 0, p = 1.00, Cohen's d = 0.00)" (Marquart et al., 2021).

Key Code Analysis

After the initial analysis of all participant data and the split-level analysis, the data set was evaluated to determine the most prominent codes (Table 7) relative to this study for further

exploration. Cultural integration, as the core construct for this study, was paired with codes

determined to be the best fit in line with the visualization of key codes. To develop this model,

edges with a strength of less than .14 were eliminated from the visualization. The most prominent

codes were determined by two factors: (a) the strength of the edge between pairings and (b) the

size of the node relative to all codes. Upon close evaluation of the edges and nodes, it was

determined that the key codes for the purpose of further evaluation were closely aligned to the

purpose of this study. The following codes were selected to pair with cultural integration for

further exploration: awareness of worldviews, effective teams, and business outcomes (Figure 11).

Figure 11

Key Code Visualization
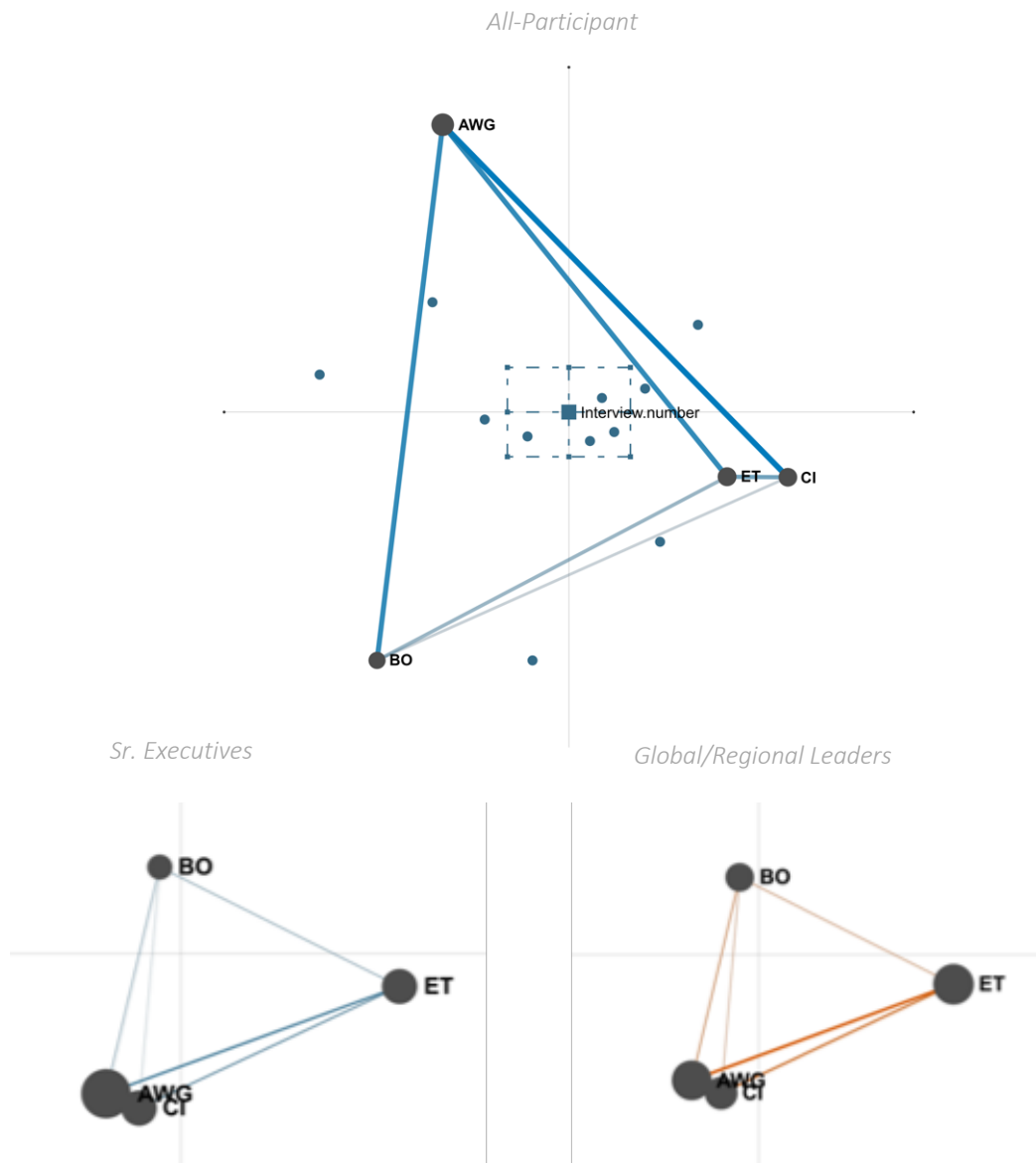
Cultural integration and Awareness of Worldview

Initially, awareness appeared to serve as an overall precursor to the ability to perceive

cultural integration, as was evidenced when leaders began to see their business through a

different lens. Although awareness is a code within the context of this study overall, findings

indicate that awareness is central to the perception of global organizations' ability to address the challenge of cultural integration. Awareness bridged the gap to understanding cultural integration as a central construct. However, once made aware, leaders exhibited a strong belief that a lack of cultural integration is a critical explanatory factor for many challenges facing geographically dispersed global teams.

The ENA findings for cultural integration indicate awareness is a construct that spans the knowledge gap for both companies (Figure 12), providing an initial starting point to help global teams work together effectively. The broad spectrum of code connections to awareness may imply that cultural integration is accomplished through boundary-spanning, aimed at facilitating capacity development and dedication among multicultural team members towards culturally diverse practices (Roberts & Beamish, 2017). However, the node size per code (Table 7) also indicates that there was a high concentration of responses indicating awareness of worldviews to be a central point of interest.

Figure 12

Awareness as a Bridge to Cultural Integration
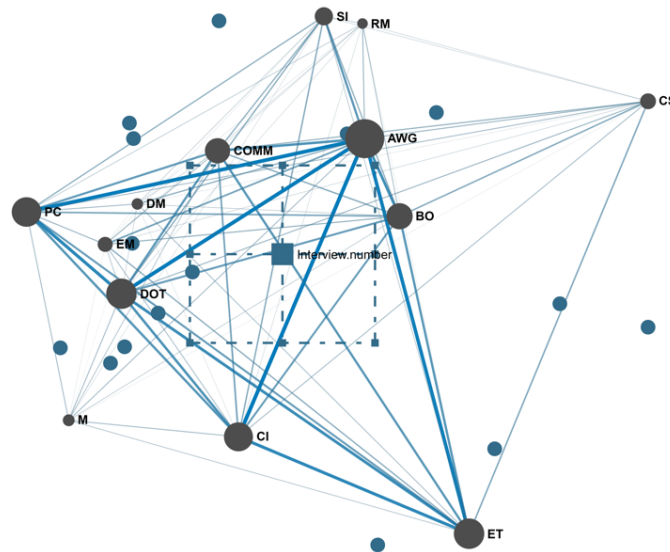
To acquire cultural integration on the global team, there must be broad-based awareness

that culturally diverse people have different worldviews (Rosinski, 2003). There was significant

evidence in the qualitative data that awareness was not explicit within either organization, which

was considered an indicator of the challenges inherent to the organizations. Many leaders spoke

about the challenges they experienced within the teams when people were not explicitly aware

that, from a cultural perspective, people from diverse backgrounds do not think, speak, or behave

in similar ways. There was extensive commentary on the miscommunications and misalignments

that occur due to team members not realizing that diverse colleague have very different

worldviews. Leader 7 explained his estimation:

> I think that cultural discord is reconcilable with awareness because it's going to come from
> open dialog and discussion and debate... The challenge is when these global teams do not
> understand the cultural norms of peers. I don't think there is malintent, but I do think
> there is a lack of knowledge, awareness. We need a very process-oriented approach to
> reaching the desired outcome.

Many leaders also considered awareness and cultural integration from the personal

perspective of not knowing how to understand diverse cultures or what to do when they find

themselves working with unfamiliar cultures. They inherently seemed to comprehend the team

struggle to work across cultures, but did not know how to address the challenge. Leader 5

provided an example from his own experience:

> Suddenly when I was working across EMEA and APAC, I really struggled with the APAC side
> of things. Culturally, I was just not prepared for the differences. It was more than just
> understanding culturally and connecting with people. I did not understand why they
> responded as they did, why they did not seem to respond… or why they seemed to just
> agree with everything I said, and then not take action. Yeah, I found that much more
> difficult than anticipated—I didn't know what to do.

> Despite the inability to hypergraph in the ENA webtool, the qualitative data suggests many

leaders had similar experiences when working across cultures. Upon reviewing the raw data, it

was found that 78% of leaders spoke about their own experience, or that of their teams, in not

understanding the real-world implications and challenges when working across cultures. Leader 3

suggested:

> Today, I do not think people are given information about how other people might see
> different things, or how other cultures might interpret their words or actions, but it is
> necessary to success.

> This perspective may explain the challenges in working within multicultural teams today.

Qualitative analysis of data indicated that, in general, leaders believe awareness of cultural

diversity and its implications are low and often results in unintended consequences. There was

strong belief that cultural integration is something that is not explicitly visible, and as a result, is

not addressed directly, costing companies both money and time. Leader 10 ascertained:

> They [the global teams] kind of pretend they don't see it [cultural diversity], until
> something blows up. Even then, I am not sure they see it for what it is, differing

worldviews. It tends to be one of those things that runs just below the surface, lurking and waiting to show its not so pleasant self. Typically, it manifests in overtaking a conversation, a disagreement over how we will get from point A to point B, or someone not participating because, from a cultural perspective, it is not appropriate or a sense it is not their place. It shows up in different ways all the time and can cause frustration not only between the people involved, but also for the rest of the teams who feels they are being delayed.

Leader 10's perception offers some insight into the challenges inherent to global teams' level of awareness when considering culturally diverse teammates. In addition, when considering the visualization data, an edge of the all-participant data was 0.40 between cultural integration and awareness, which indicates there are strong co-occurrences in the codes depicting a substantial relationship. In addition, the large nodes for both awareness and cultural integration, alongside the associated utterances, indicate a level of acknowledgement and urgency associated to Awareness and its ability to derail team outcomes. Split level analysis also indicated a strong relationship between awareness and cultural integration with both senior executives and global/regional leaders exhibiting a 0.48 weight in the edge. Interview responses indicate there is a gap in knowledge on global teams regarding consideration and comprehension of diverse worldviews as a leverage point for awareness that can reduce or eliminate miscommunications and misalignment. Hofstede's (1980) Cultural Orientations Theory highlights the diverse worldviews that may be present on global teams. If understood and applied properly, Cultural Dimensions Theory could provide an initial step—awareness—toward achieving cultural integration to reduce frustration levels, miscommunications, and misalignments across the global landscape. Cultural integration is positively impacted through the incorporation of cultural dimensions theory (Figure13).

Figure 13

Cultural Dimensions Theory
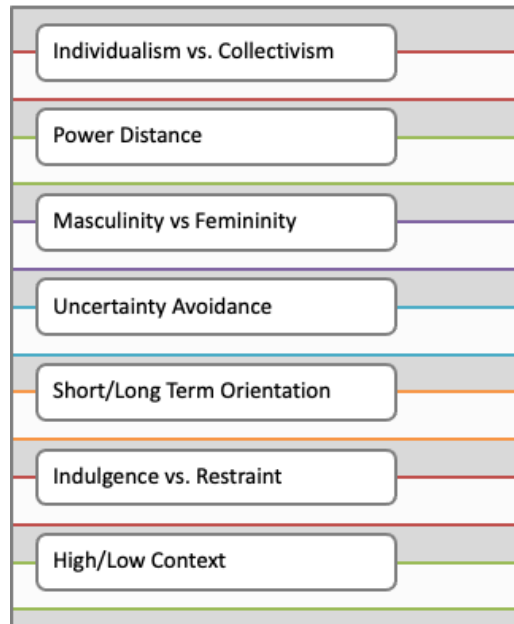
In summary, awareness was an important initial concept as leaders worked through understanding the construct of cultural integration. However, as comprehension settled in, the focus of awareness shifted, relative to the interview questions. As the process evolved, leaders spoke of the importance, even the criticality, of awareness of worldview and cultural diversity. Important in their own right, both raw and visual data indicated awareness was also seen as a bridge to the remaining codes in the data set. Finally, the vast majority of leaders indicated awareness, as a construct, as central to global team success. While cultural integration was perceived as the overarching construct warranting implementation, there was a strong disposition toward awareness as a central theme in a dedicated framework for cultural integration.

Cultural Integration to Effective Teams

Global teams are by their nature virtual. Team members are culturally diverse and interact primarily through technology, with occasional face-to-face interactions. Data indicated this was inherently challenging by virtue of leaders managing culturally diverse teams that are geographically dispersed worldwide. Reflecting on cultural integration and effective teams, leaders reported being tasked with the complexity of leading culturally diverse teams who see and experience the world in very different ways. Leaders believed that communication was a significant barrier within global teams. Leaders spoke repeatedly about the impact of miscommunication and misalignment when working with teams that are very different culturally and do not have the advantage of co-location. This has become common practice; however, leaders have ascertained that preparing people to work in a culturally diverse, geographically dispersed environment has not happened and has resulted in organizational challenges. Participant 14 provided this perspective:

> Most people are in different regions and working globally for quite a while, yet they do not see the differences when it becomes very obvious. As well, people from different places say things very differently which can also cause a miscommunication. A person from Australia might say something very directly that they believe has a certain meaning, but to me in Germany, it means quite something else. I see this kind of thing all the time. If it is not made clear, it can really cause a difficulty in the team.

As the edges and nodes for the pairing cultural integration and effective teams were examined, there was a heavily weighted edge, and the nodes were quite big, indicating how prevalent the code pairing was in the networked ENA model. Although the data reflected a strong instance of co-occurrence (0.30), the qualitative data provided more depth of information. Examining the split-level data, the edges were quite strong for both the SrEs (0.2) and the GRLs (0.32). As the nodes also indicated, there were many instances of global leaders highlighting the

challenges inherent to their global teams. However, it was clear they had great confidence in the teams and wanted teams to improve further. Leader 2 indicated there are indicators of challenges to effective teams on a global basis:

> These cultural things, they impact our organizational practices and it's a situation. We have no idea about each other, especially when we work on dispersed teams - people are easily offended, do not do what other people expect them to, and even do not deliver in a consistent way. This really does impact not only our internal operations, but our customers and partners, as well. It really is very important that global teams learn to get things done effectively together, to really understand the value of what each person or culture brings to the table. They need to know a bit about one another and learn how to solve tough challenges together. It's so important to team cohesion, and that will lead to better business outcomes.

Utterances were reviewed from the data set to explore a deeper context for explaining the challenges and opportunities regarding cultural integration and effective teams. It became clear that leaders were challenged in shifting their approach and disposition when moving between team members from diverse cultures. Leader 13 indicated it was necessary to adapt across cultures to manage culturally diverse teams:

> Something we're thinking on right now would be the ability to be able to flex between cultures. Not just the people that work with us, but again, the people that we are engaging. We're in global business and we are realizing we need to develop the capacity to switch our mindset so that it lets us move seamlessly between cultures. But that is a different level of understanding, a different skillset. How can we pivot over the course of the day in dealing with teams with vastly different cultures? Not only do we need to be equipped, we have to have teams that also have the ability to know, understand, and to recognize the importance of being able to pivot across cultures, both amongst themselves as well as with the global customer base.
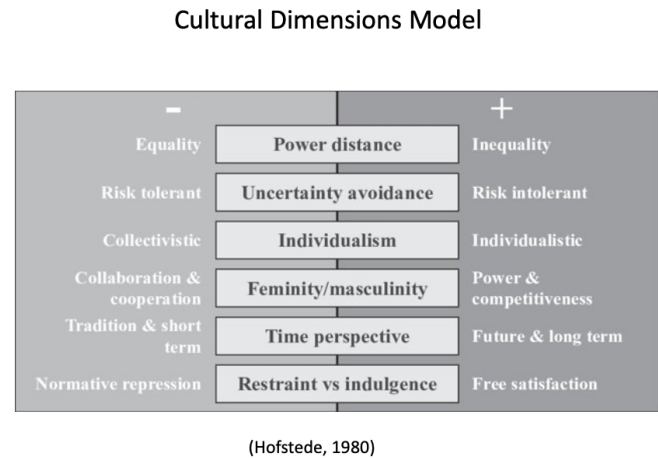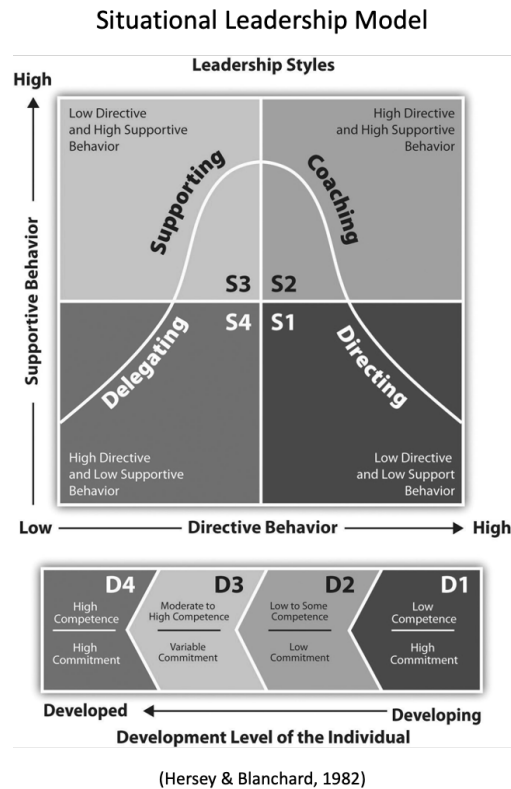
Leader 13's perception offered insight into the capacity for global teams to be effective, alluding back to Hersey et al.'s (1996) situational leadership model, alongside Hofstede's (1980) cultural dimensions theory. Hersey et al. found that communication and interaction style would need to change as interactions changed in terms of ability (task readiness) and willingness

(psychological readiness) to perform the required task (Hersey et al., 1982). However, in today's

globalized marketplace, the effective global team also is required to incorporate *cultural readiness*

into the situational leadership model, driven by the ability of the leader and the team to modify

communication style when working across multiple cultures simultaneously. This was reflected in

the perspective of Leader 8:

> If you think you're aligned all on the same topic, but that topic is then interpreted in one
> way which is totally different than intended, a lot can be put at risk. On global teams,
> conflict arises very quickly when things are interpreted differently. Tasks can be
> miscommunicated, people become frustrated or angry, deadlines missed, all which impact
> customer deliverables. Worst case, we lose business. Ultimately, misunderstandings cause
> misalignment that results in lost time and lost money.

When communication style and cultural dimensions were considered together (Figure 14),

it appeared cultural affiliation strongly affects *cultural readiness* and, according to Hofstede et al.'s

(2014) report on four prominent countries (Appendix K), does not change measurably according to

geographical location.

Figure 14

Situational Leadership and Cultural Dimension Alignment

(Hersey & Blanchard, 1982)

(Hofstede, 1980)

When considering the results of Hofstede et al.'s (2014) report, initial evaluation suggested that cultural integration significantly impacted global team effectiveness.

In summary, team effectiveness is a critical concept, in context of global business results, that is impacted by inadequate cultural integration. Leaders spoke of their teams as their most important asset and ascertained that cultural integration could be leveraged to maximize team effectiveness. They recognized the current challenges and commented on the absence of a mechanism to further integrate the global teams. Once again, both qualitative and visual data were utilized to evaluate team effectiveness. While there was a strong edge connection and node size attributed to the cultural integration to effective teams pairing, further analysis revealed that

both Company X and Company Z experience challenges in managing the cultural disparities on global teams. From the opposite perspective, leaders also indicated significant opportunity in the challenges, communicating the strength and potential of the teams to leverage cultural integration to capture a unique form of competitive advantage in the global marketplace.

Cultural integration to Business Outcomes

Closely aligned to effective teams is business outcomes. In turn, cultural integration is predicated on the global team's ability to work as a connected network, a system. When considering the relationship between cultural integration and business outcomes, it becomes important to understand the implications and the connecting nodes. If ENA is evaluated, the connection is significant between cultural integration and business outcomes for all-participant data (0.28). However, the strength of the edge becomes even heavier (0.36) when business outcomes are evaluated as a pairing with awareness. This is explained by the premise that early in the interview process, there was limited understanding of the term cultural integration. Awareness was used as the bridge to comprehend cultural integration as a construct. As interviews progressed and leaders gained better implicit understanding of cultural integration as the core construct, there was a shift toward awareness being used as it was intended, which was awareness of worldviews. The node size for business outcomes is significant, indicating a significant level of interest in the topic and a strong response to interview questions (Figure 11). When split level analysis of the visual data was done, there was a slight shift in the data, with senior executives (while highly interested) being slightly less focused on business outcomes (0.17) than the global/regional leaders (0.20). This was attributed to the distribution in the data set, as well as the GRLs having direct responsibility for global and regional teams on the ground.

However, business outcomes became even more significant upon reflection of qualitative

responses. With the integration of qualitative data, it became apparent that business outcomes

(internal and external) are significantly impacted by the integration of diverse global teams.

Leader 9 provided insight into the external consequence of not having culturally integrated teams:

> To me, not being integrated, not being aware of cultural differences, will just not unlock the full potential of business opportunities. Because you're not picking up all the insight from people of different cultures, you are automatically not taking full advantage of the opportunities that are available. In sales, when you are working with a big global customer, for example, you are selling to American, Asian, African, and European, all at the same time. Without strategically considering how to position that messaging and that value, we can lose business very quickly. Cultural integration could help us be better prepared and win business.

> In turn, Leader 5 highlighted the internal consequence of not having the capacity to

efficiently leverage resources:

> Efficiency of implementation can vary a lot across global teams and is often delayed due to cultural differences. We do struggle to get things done in an efficient way and I do believe it often relates to our differing cultural backgrounds. I do think there is a capacity to learn from one another, but I also do not think we leverage it well. It does impact our ability to achieve results on the level we would like to. Despite that we know there are different perspectives and attitudes from diverse people, we often do not know what to do with that. Our business suffers.

Business outcomes are the lifeblood of every business; without them the organization will

cease to exist. Culturally diverse teams reflect the reality of a culturally diverse marketplace. To

succeed in a dispersed, international environment, it is critical to leverage culture as a knowledge

asset (Appendix B) to ensure strong business outcomes—internally and externally. Internally,

businesses can be impacted by cultural characteristics that affect how work is done, how people

communicate, and how they behave. This becomes visible in missed deadlines, budget overruns,

delayed implementations, and the hoarding of information, to name just a few unproductive

outcomes. Leader 4 explained:

I think we have to face the reality that goes with the territory of global diversity, sometimes these huge misunderstandings and misalignments in terms of practice and protocol mean something for one person and not another. This can cause enormous team disruption, not to mention a poor business result.

Leader 13 believed similarly:

When these worldviews differ and there is no real way to come to understanding, it is inevitable, productivity must drop. Less work is getting done and goals are missed. In that case, if not properly aligned, these diverse teams end up with very poor results. But the opposite is also true, in my opinion. If global teams could learn to work well together, embracing differences and honoring the difference as value add to the team, the results could really be amazing.

Simultaneously, the decisions and actions taken within the figurative walls of a company

have a direct impact to the bottom line. When culturally diverse teams do not align and it

becomes visible to global customers, partners, and suppliers worldwide, there are very real

consequences. For Leader 2, there is a significant risk factor:

It's one thing to talk about operational implications regarding people not necessarily aligning across countries or regions, but it's a different ballgame when you stop and think about the strategic implications. if we cannot culturally adapt, pivot globally, in customer meetings that may have top logistics, customer service, and salespeople present from a variety of cultures, we are at risk. It is mission critical that we understand culturally, who is in the room, make sure we are addressing their concerns from a culturally sensitive position, still relevant to the other stakeholders in the room, and at the same time, foster sustainable long-term relationships across multiple cultures simultaneously, in multiple ways.

However, for some there are even more severe implications (Leader 2):

Knowing something about someone else's cultural background or preferences is always helpful. At the most basic level, if teams can avoid the frustration of causing or taking offense, we are ahead of the game. At its best, cultural difference can be an inhibitor to getting things done efficiently, but at a more critical level, in my case, we can lose an entire country or government contracts. In my opinion, making sure people are equipped to deal with the appropriate level of global interaction, or cultural diversity, within the organization, is an important cost of doing business and must be done.

What was made visible was the implication, from both Company X and Company Z, of business outcomes being at risk when operating within a culturally diverse internal network that spans the globe, but that the same ecosystem extends out to customers, partners, and suppliers worldwide, reverberating the realization of an even greater level of risk. It was recognized that it is critical to understand the global organization and that even the global teams within the wider corporation operate within an interconnected system (Figure 15).

Figure 15

Systems Application for Business Outcomes

Systems thinking (Senge, 2006) may be particularly useful in examining the complexities of global teams and the relationship to business outcomes. Because culturally diverse teams are complex adaptive systems that are continually evolving, a systems thinking orientation toward cultural integration could move teams toward social learning and adaptive management (Cundhill et al., 2012). A connected perspective, the synergistic approach, is concerned, amongst other things, with the behavior of people in international organizations—specifically, systemic

relationships (Herciu, 2014). This approach holds the assumption that multicultural interactions can and should be managed to help multinational organizations achieve strong business outcomes (N. J. Adler & Aycan, 2018). Both systems theory and synergistic theory may offer a path toward respecting and leveraging all cultures, while simultaneously operationalizing the capacity to optimize business outcomes by creating an intersubjective ecosystem through cultural integration.

In summary, it was found that there is a strong link between cultural integration and business outcome in global teams. The visualizations demonstrated wide edges, indicating the strength of relationship between the constructs, but the nodes also indicated there is a depth of interest and reference to both constructs as well. The raw data supported these findings, indicating that leaders perceived a strong connection between cultural integration and business outcomes from both an internal (teams) and an external (customers and partners) assessment.

Summary of Quantitative Ethnography Findings

This study examined the data from two separate perspectives, providing insight from a general leadership perspective, but also evaluating responses from a split-level angle, exploring the alignment between senior executives' and global/regional leaders' viewpoints and perceptions. In addition, data were analyzed through the lens of an interpretive loop to integrate the raw data and utterance of leaders to provide context to the visualizations. The overall analysis indicated strong support for cultural integration overall, with specific emphasis on awareness of worldviews, effective teams, and business outcomes. However, underlying each of these constructs, evidence suggests broad support for the additional coded constructs. This was powerfully reinforced in the individual utterances and was strengthened through network connections. The remaining coded constructs (motivation, customer satisfaction,

partnership/collaboration, communications, decision-making, solutions/innovation, perspective/diversity of thought, empathy and risk mitigation) not only emerged as connections in the original network models (Figure 8 and Figure 12) but were also discussed extensively throughout the interview process. The initial findings suggest:

1. Cultural integration is perceived as necessary in global organizations.

2. Cultural integration is highly relevant to business outcomes.

3. Leaders believe that sociocultural epistemic frames are malleable and can be shifted at the group level.

4. There is a perceived need for a dedicated framework to address cultural integration in global organizations.

As evidence, Leader 3 stated a robust position of support:

Cultural integration is really, really big—an enormous—opportunity no one has addressed. We have a challenge in that we really haven't realized how to facilitate success on our global teams in a sustainable manner and cultural integration may provide an answer. We are trying to move in that direction, but we don't know what to do. I think developing cultural integration is very strategic and something we need to become aware of.

In addition, when considering the overarching construct of cultural integration, there was a strong perception among leaders that cultural integration is an important strategic initiative for global organizations. Leader 4 indicated:

If we create a 21st Century Manager Program, we have a responsibility to our employees to include cultural integration in that program. We are a very global company and cultural integration should be a key concept in our pathway to success. We can't leave it to chance. Cultural integration needs to come from a framework and a process, a road map to how we're going to create competitive advantage through our cultural diversity. There is an opportunity to learn, understand, celebrate differences, while building on a core of similarity.

Cultural integration was a new concept for most leaders; however, there was an immediate recognition that it is something that is missing in global organizations today. Leaders repeatedly spoke of the concept as something that flows under the surface that greatly impacts organizations, but is not explicitly recognized. Once aware of the concept, leaders considered it a critical strategic imperative necessary to enabling a new approach to creating competitive advantage.

Survey Analysis

After securing informed consent via the survey mechanism, global team members were asked to complete the 14-question demographic portion of the survey. Once complete, 21 questions were posed to evaluate (a) whether there is a perceived need for cultural integration in global teams and (b) whether diverse individuals have differing preferences as to how work gets done within the global team environment. The main survey was structured using a 5-point Likert scale, and three open-ended questions. The survey (Appendix H) was administered through Qualtrics and distributed to members of global teams from both Company X and Company Z. The survey was administered via an anonymous link and was distributed by leaders who had completed the interview and were interested in further supporting the study to explore the need for developing cultural integration within global teams.

The questions were derived from the need to understand whether global teams perceived they regularly experienced challenges when working across cultures, while also trying to gain insight into how individuals working within global team environments espoused different worldviews in specified areas. Questions 3, 5, 8, 10, 13, 15, 17, 18, 19, and 20 were asked to determine the perceived need for cultural integration in global teams. Questions 1, 2, 4, 6, 7, 9,

11, 12, 14, and 16 were asked to determine how respondents viewed the world relative to select

cultural orientations derived from Hofstede et al.'s (2014) seminal writings on culture in

organizations. Questions 21–23 were open-ended, enabling leaders to state how many different

cultures they worth with regularly, the level of interaction, and any additional information leaders

chose to provide.

General Question Response Outcomes

The first set of questions was used to determine how global teams perceive the challenges

and opportunities of belonging to a global team. Based on 173 survey responses from Company X

and Company Z to the general questions reflecting global team perceptions of the work

environment (Figure 16):

- Q3. Seventy-nine percent of respondents answered *always/often/sometimes* to the

  statement, "I observe instances of misunderstanding in my cross-cultural teams that

  are a result of inadequate cross-cultural communications."

- Q5. Ninety-one percent of respondents answered *always/often/sometimes* to the

  statement, "I work with colleagues from cultures other than my own."

- Q8. Fifty-six percent of respondents answered *always/often/sometimes* to the

  statement, "My cross-cultural teams regularly meet their goals and objectives on time

  and on budget."

- Q10. Seventy-three percent of respondents answered *always/often/sometimes* to the

  statement, "Business results suffer due to cross-cultural miscommunication."

- Q13. Seventy percent of respondents answered *always/often/sometimes* to the

  statement, "Cross-cultural differences on my team(s) affect task completion."

- Q15. Eighty-six percent of respondents answered *always/often/sometimes* to the statement, "Team members from different cultures go about problem solving in different ways."

- Q17. Eighty-eight percent of respondents answered *always/often/sometimes* to the statement, "I prefer to learn new things through personal interactions in a group setting."

- Q18. Ninety-one percent of respondents answered *always/often/sometimes* to the statement, "I believe students should enter the workforce having been prepared for working in cross-cultural environments."

- Q19. Forty-three percent of respondents answered *always/often/sometimes* to the statement, "I am motivated to learn from culturally diverse colleagues."

- Q20. Sixty-two percent of respondents answered *always/often/sometimes* to the statement, "Culturally diverse teams need to be able to work together effectively."

Figure 16

Global Team Perceptions
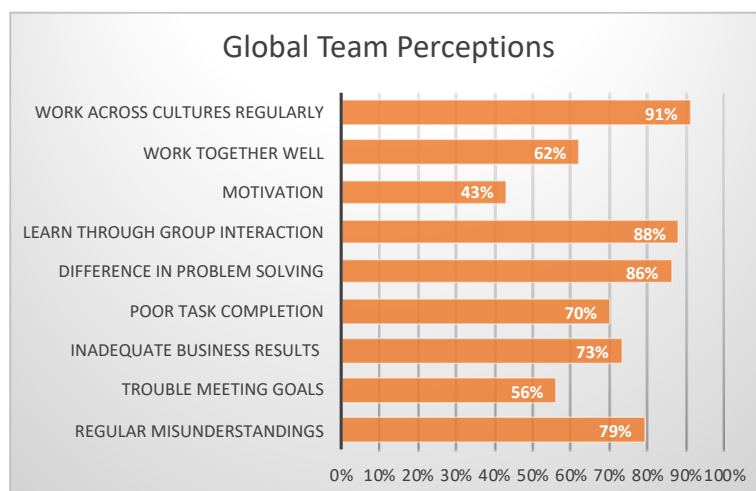
The first part of the survey indicated that there are significant challenges working on a global team. Ninety-one percent of geographically dispersed global teams reported working across cultures regularly, but they also reported they work together effectively only 62% of the time. Although a significant part of the population welcomed group interactions and perceived they learn better through group interactions, teams were not co-located and had limited ability to interact face-to-face. This may be a factor in some of the additional challenges found in the global ecosystem and may contribute to a relatively low motivation level (43%) when working with global colleagues.

Differences in problem solving indicate diversity of thought and may be a positive component of being on a global team but could also cause challenges when working across boundaries and borders. This survey did not clarify the implication, and as a result, the 86% rating reflecting *always/often/sometimes* cannot be interpreted for the purpose of this study. High response rates indicating *always/often/sometimes* for poor task completion, inadequate business results, trouble meeting goals, and regular misunderstandings indicate there is a substantial need for cultural integration in global teams.

The second set of questions was used to evaluate how global teams perceive the challenges and opportunities of belonging to a global team. Based on 173 survey responses from Company X and Company Z to the questions reflecting how respondents view the world relative to select cultural orientations (Figure 17), the data suggests that teams are divided as to how they see the world and prefer to do work.

Figure 17

Cultural Orientation Differences
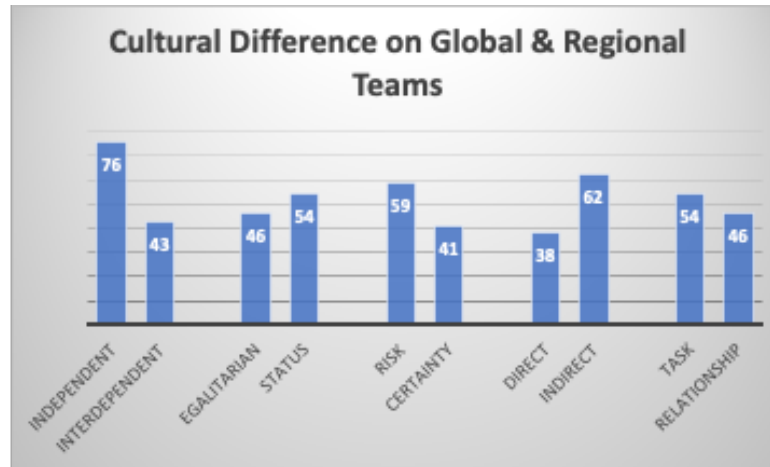
Questions 1 and 7 reflect the difference in cultural orientation between respondents in the subject area of independence vs. interdependence.

- ▪ Q1. 1a. Independence: 76% of respondents answered *always/often/sometimes* to the statement, "I prefer to make decisions and take actions on my own if given the choice."

- ▪ Q7. 1b. Interdependence: 43% of respondents answered *always/often/sometimes* to the statement, "I feel a sense of duty, obligation and loyalty to my team, regardless of how long I have been working with them."

Results indicate that 76% of leaders value independent decision making, while 43% of respondents value team inclusion. Responses may be skewed in context of location of respondent (and other factors) but demonstrate that team members see the world very differently regarding independence vs. interdependence.

Questions 2 and 9 reflect the difference in cultural orientation between respondents in the subject area of Task vs. Relationship.

- Q2. 5b. Relationship: 46% of respondents answered *always/often/sometimes* to the statement, "I view time building relationships as key to achieving good results."

- Q9. 5a. Task: 54% of respondents answered *always/often/sometimes* to the statement, "I prioritize reaching goals and objectives in a timely and efficient manner."

These results indicate that 46% of respondents have a strong disposition toward relationship building, while 54% of respondents value a task focus. Responses may be skewed in context of location of respondent (and other factors) but demonstrate that team members see the world very differently regarding relationship and task preferences.

Questions 4 and 12 reflect the difference in cultural orientation between respondents in the subject of egalitarianism (equality) vs. status (hierarchy).

- Q4. 2a. Equality: 42% of respondents answered *always/often/sometimes* to the statement, "I am comfortable challenging the views of those above me in the organization."

- Q12. 2b. Hierarchy: 58% of respondents answered *always/often/sometimes* to the statement, "I prefer not to challenge those above me."

These results indicate that 42% of respondents adopt a more egalitarian perspective in their work, while 58% of respondents do not feel comfortable challenging the hierarchy. Responses may be skewed in context of location of respondent (and other factors) but demonstrate that team members see the world very differently regarding equality and hierarchy preferences.

Questions 6 and 14 reflect the difference in cultural orientation between respondents in the subject of risk versus certainty.

- Q6. 3a. Risk: 59% of respondents answered *always/often/sometimes* to the statement,

  "I prefer rapid decision making and quick results."

- Q14. 3b. Certainty: 41% of respondents answered *always/often/sometimes* to the

  statement, "I spend significant time on background research."

These results indicate that 59% of respondents adopt a more egalitarian perspective in

their work, while 54% of respondents do not feel comfortable challenging the hierarchy.

Responses may be skewed in context of location of respondent (and other factors) but

demonstrates that team members see the world very differently regarding equality and hierarchy

preferences.

Questions 11 and 16 reflect the difference in cultural orientation between respondents in

the subject area of risk versus certainty.

- 11. 4b. Indirect: 62% of respondents answered *always/often/sometimes* to the

  statement, "I avoid asking questions directly in public."

- 16. 4a. Direct: 38% of respondents answered *always/often/sometimes* to the

  statement, "I am comfortable making requests, giving direction and disagreeing openly

  with others."

These results indicate that 62% of respondents prefer more indirect communication

methods, while 38% of respondents feel more comfortable challenging others directly. Responses

may be skewed in context of location of respondent (and other factors) but demonstrate that

team members see the world very differently regarding direct versus indirect communications.

This survey provided a snapshot of how global teams think about multicultural interactions

and how they were affected by them, while also highlighting that individuals on global teams think

and behave very differently, potentially due to their cultural differences, causing significant impact

to business outcomes.

Summary of Survey Findings

Although a very limited representation, this survey emphasized four key points:

- Global teams are inherently culturally diverse (Figure 6).

- Global team members want to learn and grow together (Figure 16).

- Global team members experience challenges working across the geographically

  dispersed, culturally diverse ecosystem (Figure 16).

- Individuals working within global teams have very different worldviews (Figure 17).

Survey data supported the perceived need for cultural integration and indicated a

dedicated framework to facilitate implementation would be beneficial.

Integration of Findings

The four research questions asked in this study were answered through data and

quantitative, ethnographical, and survey analysis. A summary is found under each.

RQ1: To what extent is there a perceived need for cultural integration in global organizations?

Surveys indicated members of global teams observed the challenges of working with

culturally diverse colleagues. They also reported having very different worldviews and orientations

within the teams that create challenges in achieving desired outcomes. The data and analysis

indicated that there was a perceived need for cultural integration. The visualizations supported

hypotheses. However, the rich data that were mined from a deeper analysis of the qualitative data

demonstrated that while leaders were very explicit about their challenges in leading global teams,

they were equally optimistic about the opportunity that cultural integration presents. The

perceived need for cultural integration in global organizations was summarized by Leader 13:

> If you interviewed 30 other senior leaders, they would all say the same thing. I'm not just telling this to you because I think you want to hear it, it's because we all know how important cultural integration is to our future success. We're actually living and breathing the challenges, trying to figure it out. If you can help us with that, we'd be really successful.

> The null hypothesis that there is not a perceived need for cultural integration is rejected.

RQ2: To what extent is cultural integration perceived as relevant to business outcomes in global

organizations?

The data and analysis indicate cultural integration is perceived relevant to business

outcomes. Surveys reflected the challenge of the difference in orientation on culturally diverse

teams, while also indicating a high percentage of agreement regarding the inherent challenges of

working on global teams. Both qualitative data and visualizations suggest that there is strong

alignment between cultural integration and business outcomes. However, the data also

demonstrated that an extended relationship exists between cultural integration, effective teams,

and business outcomes, intimating cultural integration engenders a definitive interrelationship

within organizations. Qualitative data indicated that leaders had strong comprehension that

cultural integration has significant impact on both internal and external business outcomes. They

spoke extensively about culturally induced miscommunications and misalignments that caused

internal delays, resulting in budget overruns, missed timelines, and team frustration. At the same

time, there was also considerable implication of the impact to customers, as an external business

outcome, when there is not strong cultural integration on global teams. Leader 14 summed it

nicely:

> Not only do we have team members that are culturally very different, our global customers also are very culturally diverse. If we cannot work effectively amongst ourselves, how should we think we are able to work effectively with customers or accounts that are spread throughout the world? This is a significant point because it can drastically impact our ability to limit our risk when something goes wrong while, at the same time, if we can work together effectively together through cultural integration it must have a good result on our customer satisfaction.

The null hypothesis that cultural integration is not relevant to business outcomes is rejected. RQ3: To what extent do leaders perceive sociocultural epistemic frames are malleable at the group level?

The data and analysis indicate that leaders do perceive that sociocultural epistemic frames are malleable at the group level through cultural integration. Leaders provided extensive commentary on awareness and how that was the initial entry point to enabling the shift in epistemic frames to facilitate cultural integration. There was widespread reiteration that global team members needed to be more aware of alternative worldviews and that it is essential to enabling global teams to shift as a group to facilitate the other constructs inherent to cultural integration (Table 7). As leaders considered, for the first time, the idea that cultural integration strategically aligns global teams for competitive advantage, malleability of the group became the perceived lever to enable the shift in sociocultural epistemic frames. Leaders were very clear it would not happen naturally, and a focused effort would be needed to enable the shift. Leader 8 acknowledged:

> Without preparation and training to problem solve from differing cultural perspectives, it can get dicey. However, a structured effort applied could move teams and the organization forward together. The purpose, in my mind, of cultural integration, is not to take people's preferences or cultures from them in favor of the team, it is for the team to accept and embrace that it is culturally diverse and leverage that to move everything forward.

Leader 2 was clear in his assessment of the capacity for global teams to develop an integrated

perspective through cultural integration:

> Teams certainly have the capacity to work together to achieve cultural integration if given
> the opportunity to do so. If global teams cannot leverage the opportunity to learn from
> one another to accelerate growth, what is the point? We cannot just go with our same way
> of thinking. We are, ultimately, a global company. To succeed we have to continue to find
> new ways to connect and leverage diverse knowledge. I think cultural integration as a
> strategic tool to move global teams forward is a really good idea.

The null hypothesis that leaders do not perceive that sociocultural epistemic frames are

malleable at the group level is rejected. RQ4: To what extent is there a perceived need for a

dedicated framework to develop cultural integration to shift sociocultural epistemic frames in

global teams?

An evaluation of the data suggested that leaders do believe that cultural integration is

important to the development of the organization, but they also communicate clearly that an

initiative to support cultural integration does not exist today in either Company X or Company Z.

Although cultural integration was a new concept to leaders, they immediately understood the

implication to the organization and indicated that cultural diversity of global teams is a previously

undetected mechanism for competitive advantage in the marketplace. However, the single most

dominant caveat was that they do not know how to achieve cultural integration, and there is

currently nothing in place to help diverse global teams work together better. Leader 13 indicated

a strong need for a dedicated framework to develop cultural integration across the organization:

> My final thoughts are that cultural integration is something we need not only to thrive,
> but, in the long run, to survive. We are working on it peripherally, but with no strong
> direction. Everyone knows it is extremely important. No one knows what to do about it. I
> really think this idea needs to rise to the top of our strategic initiative pile. I know it would
> be invaluable to my organization. I am really looking forward to what comes out of this.

Similarly, Leader 2 was clear that programs to help multicultural teams succeed together were not currently available, but also indicated an initiative focused on cultural integration would be very beneficial:

> Most teams are not specifically prepared to work across many cultures at once, even within their own team. There are not programs to help our teams leverage each other from a multiple culture perspective, but that would be very helpful and make doing business internally and externally much easier. We need a clear approach to helping our workforce work better with diverse teammates and customers. Maybe if people knew or had perspective on differing worldviews, perspectives and experiences, we would have better outcomes on a consistent basis.

Summary of Key Findings

This grounded theory, quantitative ethnographical study presents the findings from research conducted with 18 leaders and 173 global team members. All participants were from two global companies, with the supply chain management corporation being headquartered in Europe and the technology company headquartered in the United States. Global team members were located in different regions around the world, representing the global diversity of the study. The data set for the leaders was examined collectively, but was also considered by splitting the participant analysis between senior executives and global/regional leaders. Global team data were integrated using surveys to provide a three-tiered analysis of the data collected.

Surveys depicted a large disparity in worldviews across global teams, indicating teams do not have a cohesive view of the world and prefer to work in very different ways. Supporting this analysis, the survey also demonstrated the significant challenges team members experience working within the global team to achieve desired results.

Both qualitative data and visualizations demonstrated similar views between senior executives and global/regional leaders, indicating leaders at both levels perceived the need for

cultural integration. Both groups expressed a belief that team epistemic frames are malleable at

the group level and have the capacity to impact business outcomes. This study also highlighted the

need for the strategic implementation of a cultural integration framework due to the perceived

impacts to organizational effectiveness and the impression that there is not an existing framework

available today. Leader 6 was enthusiastic:

> I think that would be amazing if we could develop teams to really leverage the different
> worldviews to further drive productivity and innovation from an organizational
> perspective. But it will not happen naturally. These diverse team members will need to
> really understand they are different and those differences are their strengths.

For this study, a t test was used to compare the means of senior executives and

global/regional leaders. The purpose was to test the hypotheses to determine whether codes

influenced the population of interest, and whether the two groups are statistically different from

one another. The t test estimated the true difference between the two groups using the ratio of

the difference in group means over the pooled standard error of both groups. Because the

sample size was below 30 and the group came from two different populations (e.g., senior

executives and global/regional leaders), a two-sample t test was performed within the ENA

software.

The p value, or probability value, for this study indicated how likely it was that the data

occurred under the null hypothesis and whether the codes measured were statistically significant.

The common threshold of $p < 0.05$ was used to indicate the data was likely to occur less than 5%

of the time under the null hypotheses. A p-value below the chosen alpha value is considered

statistically significant.

While statistical significance indicates an effect exists in a study, practical

significance demonstrates the effect is large enough to be meaningful in the real world. Statistical

significance is denoted by the p-value, whereas practical significance is represented by effect size. For this study, Cohen's *d* was used to compare senior executive perceptions to those of global/regional leaders. It evaluated the difference between two means and expressed it in standard deviation units. Cohen's d indicated how many standard deviations lay between the two means.

This research utilized parametric statistics because the distribution of the population was known and was based on a fixed set of parameters. The ENA Webtool, as with most statistical software packages, includes a statistical function. This built-in utility used the raw data in this study and calculated the *t* value. It went on to compare it to the critical value, and calculated a p-value to determine if the two levels were statistically different, while also evaluating the effect size for practical significance. The author gratefully acknowledges the statistical write-up provided by the ENA webtool:

"A two-sample t test assuming unequal variance was conducted and showed GRL (mean = 0.53, SD = 0.50, *N* = 14) was statistically significantly different at the alpha = 0.05 level from SrE (mean = -1.71, SD = 0.80, *N* = 4); t(3.74) = 5.29, p = 0.01, Cohen's d = 3.92; (Marquart et al., 2021).

The larger t value of 5.29 indicated the difference between group mean was greater than the pooled standard error, indicating the two groups are statistically different from one another, while a p-value of .01 (with a critical α of 0.05) suggested evidence of statistical significance. While t test values indicated a significant difference in the study population outcomes between senior executives and global/regional leaders, a Cohen's d of 3.92 suggested an effect significant

enough to be meaningful in the real world. Based on the quantitative outcomes from this study, all null hypotheses were rejected.

In summary, there was a perceived need for cultural integration in global organizations. Additionally, leaders recognized that (a) cultural integration is relevant to business outcomes, (b) global team sociocultural epistemic frames are malleable at the group level, and (c) there is a clear need for a dedicated cultural integration framework.

In Chapter 5, a theoretical framework will be presented, alongside the summary of methods and key findings, and conclusions. This study will conclude with the implications for practice and a closing commentary.

In summary, there was a perceived need for cultural integration in global organizations. Additionally, leaders recognized that (a) cultural integration is relevant to business outcomes, (b) global team sociocultural epistemic frames are malleable at the group level, and (c) there is a clear need for a dedicated cultural integration framework. All null hypotheses are rejected.

In Chapter 5, a theoretical framework will be presented, alongside the summary of methods and key findings, and conclusions. This study will conclude with the implications for practice and a closing commentary.

Chapter 5: Implications and Conclusions

Overview

This chapter begins with Context, then offers findings, conclusions, implications, and recommendations for further research. In seeking to understand the perspective of senior executives, leaders, and teams in global organizations, this study utilized Quantitative Ethnography to explore the extent to which there is a perceived need for cultural integration that impacts socio-cultural malleability in global teams to improve business outcomes. If there is a perceived need for cultural integration, this research also evaluates if there is a cogent desire for a strategic framework to enable cultural integration in global organizations.

Specifically, this research engaged semi-structured expert interviews and surveys to cross-validate the perceptions of leaders representing two industries at three levels of organization, working with teams distributed around the world. In total eighteen interviews were conducted and one hundred seventy-three surveys were completed in support of this study. With the overarching purpose of exploring the extent to which leaders perceive the need for cultural integration in global organizations, this study concerned itself with collecting and evaluating data to confirm or deny the hypotheses and develop the foundation for further research in this subject area.

Context

Poor cross-cultural interactions often result in an inability to collaborate successfully across boundaries and borders. This frequently results in inconsistent global business results and poor financial performance (Soloman, 2016). The significance of this problem is confirmed by The Economist Intelligence Unit (2016), indicating that 90% of executives from 68 countries report

poor cross-cultural interactions to be a top issue in global operations. Asperion Global (2018)

provides additional confirmation in reporting that 75% of all global initiatives fail to produce

improved business results. The rapid pace of globalization and the growing number of

collaborative technology solutions has enabled virtual work practices to accelerate – while recent

current events, such as the COVID-19 pandemic, demand that organizations worldwide change the

way they engage (Ladika, 2020). No longer is it viable for teams in global corporations to work in a

central location and expect global objectives to be met. The demand for skills from around the

world has made working across boundaries and borders a necessity. However, cultural integration

(as a group phenomenon) in global environments is not intuitive. It's far more than dealing with

technology and time zones – cultural integration is about people and the value that collaboration

across diverse cultures can bring to the organization. This study is the first to research the

perceived need for cultural integration and how it impacts the socio-cultural malleability in global

teams to improve business outcomes, while at the same time exploring if there may be a need for

a dedicated framework to develop cultural integration in global organizations.

While historically, expatriate leaders were expected to integrate into a single host-nation

culture to be successful, new global leadership competency requirements have emerged. Global

leaders and their teams today are not only expected to succeed within the confines of a single

host nation, but are also expected to have the capacity to manage across multiple cultures

simultaneously (Mendenhall et al., 2018). Today's reality suggests global corporations operate

across many disparate cultures concurrently. Multicultural relationships are the day-to-day reality

that benchmark the efficiency of the multicultural workforce (Fink & Holden, 2007). Global leaders

and their teams need to understand the barriers to (and facilitators of) effective cross-cultural

relationships. Cultural integration ensures comprehension of those barriers, while simultaneously facilitating success in the global marketplace.

Theoretical Framework

What is missing in the International Business literature is a focus on multicultural relationships within and across the global corporations from an interrelated systems perspective (Cheng, 2007). Although the geocentric perspective concentrates on global organizations, it assumes that companies are beyond culture and therefore seek to explain which approaches best allow them to operate in many locations around the world without distinction (Fink & Holden, 2007).

This research was foundationally developed on the theory that global organizations are an interconnected network of culturally diverse people that must work together effectively, across cultures, to achieve the organizational outcomes necessary in today's hyper-competitive global marketplace. Thus, cultural integration is a critical construct to global organization's success. As such, the conceptual framework presented is based on the following theoretical constructs:

- Systems Theory

- Situational Leadership Theory

- Global Mindset Theory

- Cultural Dimensions Theory

These constructs arose from the literature review, and were further substantiated through the data that emerged from twenty semi-structured interviews conducted with top leaders across two industries (Supply Chain Management and Technology), as well as one hundred seventy-three surveys administered to geographically dispersed team members located around the world. Data

from the study confirmed the perception of the need for cultural integration on global teams to

impact the socio-cultural malleability of team members to facilitate improved business outcomes,

relating to research questions one to three. Research question four addressed the perceived need

for a dedicated framework to enable cultural integration in global organizations.

Systems Theory (Senge, 1997; Von Bertalanffy & Sutherland, 1974) offered insight into

global teams, who by their very nature, are virtual and interrelated through a complex system of

interaction. These teams, already present in many organizations, transcend organizational,

national and cultural boundaries. This evolving structure in organizations provides flexibility,

integration of globally dispersed skills and capabilities, as well as connectivity across geographical

and temporal boundaries, to name but a few advantages (Gibbs et al., 2017).

However, global teams also encounter multiple challenges that are characterized by

cultural miscommunication, power and control misalignment, cross-cultural conflict, and the

effective attainment of global goals and objectives (Abadir et al., 2019). Leader 1 indicated:

> We have to find a way to better understand differences, to communicate better knowing
> that we have these differences in the way we view and interact with the world. It costs us a
> lot of time and money trying to fill that gap.

These challenges with cultural integration are connected to a deficiency in systems

thinking focused on how different parts of a system interrelate and how culturally diverse teams

work within the context of the wider organization (Senge, 1997), also affecting the customer and

partnership ecosystem that is outside of the immediate company influence. Because global teams

are an interdependent network of culturally diverse people that rely upon the entirety of the

group (even the organization) to achieve goals and objectives linked to multiple levels of

organization (Herciu, 2014), they also must have the capacity to understand and leverage diverse worldviews.

Indeed, the breadth and depth of the global team as a system often, by definition, spans the globe and is culturally diverse in nature. System Theory (as it pertains to Systems Thinking) is a construct that may serve to integrate culturally diverse teams based on the belief that the component parts of a system will act differently when isolated from the system's environment or other parts of the system (Rubenstein-Montano, 2001). While systems thinking sets out to view the system in a holistic manner, it also examines the linkages and interactions between the global teams that comprise the whole of the networked system, providing an invisible (but foundational) component to a dedicated framework for cultural integration. This, in practice, encourages the exploration of inter-relationships, perspectives and boundaries (Amissah et al., 2020). Systems thinking may be particularly useful in examining the complexities of global teams. Moreover, because global teams are complex adaptive systems that are continually evolving, a systems thinking orientation toward cultural integration will move teams toward social learning and adaptive management (Cundhill et al., 2012).

A connected perspective, the synergistic approach, is concerned, amongst other things, with the behavior of people in international organizations – specifically, systemic relationships (Herciu, 2014). This approach holds the assumption that cross-cultural interactions can and should be managed to help multinational organizations earn profit from operations in diverse environments (N. J. Adler & Aycan, 2018), linking directly to leveraging cultural integration as a framework to improve business outcomes. Both Systems Theory (Senge, 2006; Von Bertalanffy & Sutherland, 1974) and Synergistic Theory (Herciu, 2014) provide a path toward respecting and

leveraging all cultures, while simultaneously operationalizing the capacity to optimize business outcomes by creating an intersubjective ecosystem through cultural integration.

While Systems Theory (Senge, 2006; Von Bertalanffy & Sutherland, 1974) and Synergistic Approach (Herciu, 2014) offer insight into the capacity for global teams to be effective, it is also important to consider how the respective systems connect with one another when each system is impacted by the need for culturally diverse teams to successfully interact to achieve the desired business outcomes. Alluding back to Hersey et al.'s (1996) Situational leadership model, it is critical to be able to adapt communication style with a change in audience. This becomes crucial when considering culturally diverse global teams. Hersey et al. (1996) found that communication and interaction style would need to change as interactions changed in terms of ability (Task Readiness) and willingness (Psychological Readiness) to perform required tasks (Hersey & Blanchard, 1982). However, what is not addressed is the need for global teams to incorporate *Cultural Readiness* into the Situational Leadership model, driven by the ability of the leader and the team to modify communication style when working across multiple cultures simultaneously. Although a term developed for this study, it is a critical component in context of cultural integration.

Geert Hofstede's Cultural Dimensions Theory (Hofstede, 1980) provides a foundational way to understand cultural difference amongst diverse teams. Cultural orientations provide the awareness necessary to prepare global teams to be more effective when interacting with colleagues from around the world. If understood and applied properly, Cultural Dimension Theory may provide an initial step toward cultural integration to reduce frustration levels, miscommunications and misalignments across the global landscape. Cultural integration is

positively impacted through the incorporation of Geert Hofstede's Cultural Dimensions Theory as a core component in the development of cultural integration in understanding and embracing cultural difference. Once there is a basic understanding of difference in multicultural orientations, it is then possible for those operating across diverse ecosystems to understand and embrace the need to have a global mindset (French, 2018). While basic orientations enable global teams to understand and communicate better, the implementation of Global Mindset Theory empowers deeper understanding and action in regard to the ability to absorb information, traditions, and cultural norms from around the world and be able to conceptualize how to make an impact in all environments. While much is known about how to globalize corporations via technology, logistics management and the like, Global Mindset Theory is an effective way to enable cultural integration in global teams to meet the challenges inherent in the global marketplace (Javidan & Bowen, 2015) to deliver successful, sustainable global outcomes.

Cultural integration addresses the potential mismatch of cultural ideals across organizations by promoting a dedicated framework to leverage strengths and minimize weaknesses across culturally diverse organizations. This research demonstrated evidence there is a perceived need for cultural integration as a construct to impact the socio-cultural malleability in global teams to improve business outcomes. This research provides a foundation from which to better understand cultural integration and presents a meaningful framework to facilitate cultural integration in global organizations.

Summary of Methods

Through a grounded theory, quantitative ethnographical study design, this research sought to understand the opportunities and challenges of those leading and participating in global team

environments. As global organizations evolve at a lightning-fast pace, what is missing in leadership literature is the changing perspective of a culturally diverse workforce and how it might inform new insights and frameworks for facilitating improved business outcomes. Twenty leaders from two industries steeped in global operations were interviewed in a semi-structured format that included open-ended questions prepared in advance to answer the following research questions:

- RQ1: To what extent is there a perceived need for cultural integration in global organizations?

- RQ2: To what extent is cultural integration relevant to business outcomes in global organizations?

- RQ3: To what extent do leaders perceive socio-cultural epistemic frames are malleable at the group level?

- RQ4: To what extent Is there a perceived need for a dedicated framework to develop cultural integration to shift socio-cultural epistemic frames in global teams?

To answer the research questions, twenty-two questions were posed to the interviewees. Responses were transcribed and coded. Confidentiality was maintained throughout the process according to the IRB protocol. Coding from the individual interviews resulted in thirteen codes. This research confirmed the hypothesis that there is a perceived need for cultural integration in global organizations to improve business outcomes. In addition, leaders also perceived socio-cultural constructs were malleable in the global team setting, but only with a specified framework applied. The findings revealed a significant emphasis for the need for a dedicated framework to facilitate cultural integration in global organizations.

In addition, one hundred seventy-three surveys were administered to culturally diverse team members geographically distributed worldwide and assigned, on a permanent basis, to global teams. The survey findings indicated global teams were very diverse in their worldviews and how they perceived business should be done. While ninety-one percent of participants confirmed regularly working across cultures, eighty-three percent of team members surveys indicated working across more than five cultures within their core team. One survey participant made a valid observation, "We don't just deal with our own team, but with many teams globally and they are all from different cultures. Even the 20% dealings we have locally are often from a different cultural background." While there was widespread acknowledgement of how diverse the global teams are, one participant reflected the survey responses indicating challenges working within the diverse cultural environment, "It can be difficult. We often don't see things the same way. I never know what some of the team is thinking and I don't feel like they are contributing. I wish I understood better."

Overall, although a very limited representation, the survey confirmed that global teams are inherently culturally diverse, team members do want to learn and grow together, participants do experience challenges working across the geographically dispersed, culturally diverse ecosystem, and individuals working within global teams do have very different worldviews. One participant described the experience of working on a global team this way, "We, as a team, experience cultural challenges as we try and get things done. I want to get things done fast and move on, but some team members have alternative views and are less interested in getting things done, while another is doing a million things at once. I feel like if we culturally understood each other better, we might achieve better results and build stronger working relationships so we could better

accommodate our differences." Survey data collection indicated global teams were challenged by the cultural diversity within the global ecosystem. Survey findings denoted there is a perceived need for cultural integration to promote the amalgamation of diverse worldviews and indicates a dedicated framework to facilitate the implementation of cultural integration would be beneficial.

Summary of Key Findings

Surveys depicted a large disparity in worldviews across global teams indicating teams do not have a cohesive view of the world and prefer to work in very different ways. Supporting this analysis, the survey also demonstrated the high level of challenge team members experience working within the global team to achieve the desired results. It was clear that survey participants were close to the ground and felt the impacts of not having culturally integrated teams more predominantly. While the leaders interviewed provided deep insight and rich data, survey participants provided a view into the challenges experienced in the regular work environment of global teams. The surveys illuminated the ongoing challenges in how work is done across the diverse global landscape, as well as ongoing communication and alignment trials.

Both qualitative data and visualizations demonstrated similar views between Senior Executives and Global/Regional Leaders, indicating leaders at both levels not only perceived the need for cultural integration, but also indicating a belief that team worldviews are malleable at the group level and have the capacity to impact business outcomes. This study also highlighted the need for the strategic implementation of a cultural integration framework due to the perceived impacts to organizational effectiveness and the impression that there is not an existing framework available today. Leader 10 was realistic:

> I think cultural integration, done the right way, can be a highly successful model. Without it, we may eventually find our way, but I would not put super high odds on it. Meaningful

cultural integration would have massive benefits. We live in a global, highly connected world. When you live in the environment we do, if you don't have awareness of cultural difference, diversity of thought, on the global teams, making decisions from a limited worldview, I think we will continue to be challenged in the long term. We may be getting away with it in the short term, but in the long term, I don't think we'll have the staying power. If we don't figure this out, our competitors will.

Overall, cultural integration was introduced as a new term that brought to light a root cause analysis of the challenges global teams experience that prevent exceptional performance on a global scale. This was highlighted by Leader 18 who indicated, "cultural integration may just be the biggest problem in the global organization that no one even knew was there." This statement indicated cultural integration should be incorporated into the foundation of global organizations.

Study Conclusions

In summary, there is the perception of a clear and pervasive need for cultural integration in global organizations. Leaders recognize that cultural integration is not only relevant, but critical, to business outcomes from both an external and internal perspective. In addition, leaders confirmed global team's socio-cultural epistemic frames are malleable at the group level, indicating that there is a strong disposition toward the need to bring culturally diverse teams together to impact organizational effectiveness. A key method for doing so was repeatedly identified as a dedicated cultural integration framework. As such, all null hypotheses were rejected.

Implications For Practice

The implication for global organizations is that cultural integration is perceived by both leaders and members of global teams as an important strategic initiative for the organization. As a new way of thinking, the key challenge for most leaders was how to achieve cultural integration in global teams. Leader 12's commentary was representative of the study population:

We're in global business and we are realizing we need to develop the capacity to switch our mindset so that it lets us move seamlessly between cultures. But that is a different level of understanding, a different skillset. How can we pivot over the course of the day in dealing with vastly different cultures? Not only do we need to be equipped, we have to have teams that have the ability to know, understand, and to recognize the importance of being able to pivot across cultures, both amongst themselves as well as with the global customer base.

Through the connections of the codes that surfaced through the quantitative ethnographical approach, visualizations provided evidence of the connections in the data, while the interviews and surveys enabled rich, deep data mining to provide a clear assessment of the need for cultural integration to improve business outcomes in global organizations. What emerged from the data collected was not only confirmation of need, but the requirement for a framework with the capacity to significantly shift the socio-cultural epistemic frames of the global team to achieve cultural integration. Through interweaving the data with the core theoretical foundations of Systems Theory, Situational Leadership Theory, Cultural Dimensions Theory and Global Mindset Theory, a framework is presented to address the need for cultural integration in global organizations (Figure 18).

Figure 18

Cultural Integration Framework
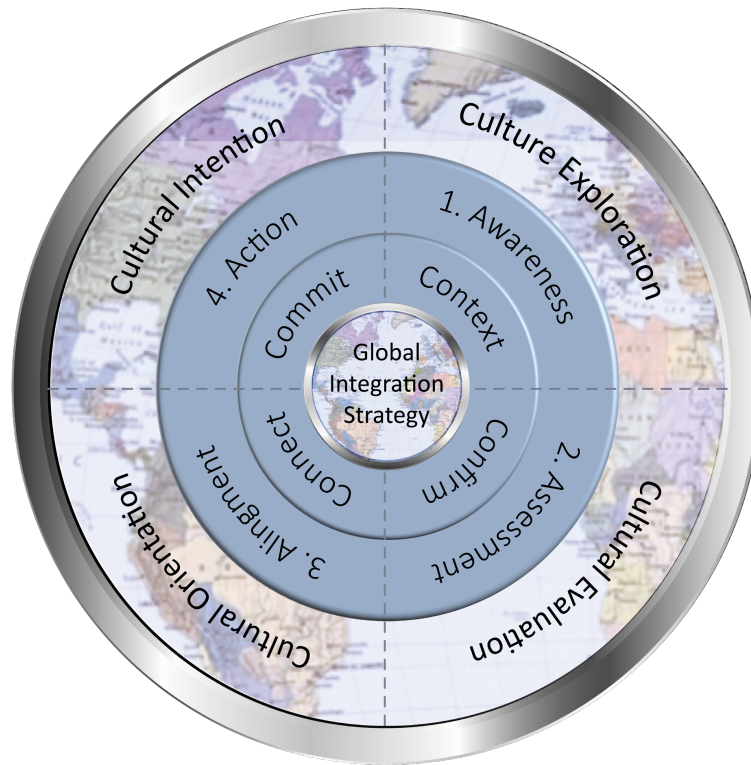
This research provided evidence for the need to integrate culturally diverse worldviews through a dedicated framework to enable a dynamic approach to cultural integration – empowering global diversity and inclusion, introspective learning, understanding of others and strategic tool deployment to improve business results in the global organization. The proposed framework promotes the unification of diverse cultural perspectives that provide an intersubjective approach to creating cultural amalgamation. By viewing culture through a strategic lens, it is possible to facilitate effective cultural integration that positively impacts the growth and development of the culturally diverse team, as well as the global organization.

The suggested approach is a practical method to strategically develop cultural integration in global teams to facilitate improved global business outcomes. The intent of the proposed framework is to address the need for global leaders and teams who work across multiple cultures simultaneously to develop the capacity to work as a single system that functions as a unified whole to enable innovation and growth. This research demonstrated the need for a comprehensive framework to enable understanding as to how team members from diverse cultures view the world and enable teams to work across complex cultural orientations in an effective manner. The recommended theoretical framework (Table 9) seeks to leverage an interdisciplinary approach to cultural integration that may provide a systematic method to assist culturally diverse teams in working together inclusively to generate exceptional business results. From a conceptual perspective, three levels of knowledge acquisition within each of the four modules may facilitate a sustained capacity to work across boundaries and borders.

Table 10

Theoretical Foundations of Framework

Module	Field	Theory	Theorist
Cultural Exploration Awareness & Context	Cultural Neuroscience	Default Mode Network	Lin and Telzer
	Interculturism	Cultural Relativism	Boaz
	Anthropology	Applied Anthropology	Mead et al.
	Psychology	Expectancy Theory	Vroom
	Psychology	Achievement Motivation Theory	McClelland
	Psychology	Goal Orientation Theory	Dweck
Cultural Evaluation, Assessment & Confirmation	Sociology	Social Learning Theory	Bandura
	Intercultural Psychometrics	Global Mindset Inventory	Javidan et al.
	Anthropology	Applied Anthropology	Mead et al.
	Psychometrics	Herrmann Brain Dominance Inventory	Herrmann & Herrmann
Cultural Orientation, Alignment & Connection	Anthropology/Sociology	Cultural Dimensions Theory	Hofstede
	Sociology	Social Learning Theory	Bandura
	Anthropology/Sociology	Cultural Attributes	House et al.
	Anthropology/Sociology	Global Mindset	House et al.
	Cultural Neuroscience	Herrmann Brain Dominance Model	Herrmann & Herrmann
	Cultural Anthropology Psychology/Sociology	Cultural Intelligence	Early & Ang
Cultural Intention, Action & Commitment	Philosophy	Action Learning	Revans
	Sociology	Social Learning	Bandura
	Psychology	Goal Orientation Theory	Dweck
	Neuroscience	Task Positive Network	Boyatzis et al.
	Neuroscience	HBDM	Herrmann & Herrmann

Cultural Exploration is the first step toward engaging participants and encouraging

Awareness that not everyone is the same and that people from diverse backgrounds have distinct

worldviews. Incorporating a cultural framework provides participants with a mechanism not only

to understand that diverse people see and observe the world differently, but also to acquire

context for differing perspectives that have an enormous impact on attitudes, beliefs, behaviors

and priorities… drastically affecting the global team ability to work together effectively. For this

reason, content in the first phase of the framework is rooted firmly in cultural relativism, applied

anthropology, motivation theory and goal orientation theory – while underpinning content with

cultural neuroscience that may inform how communication between cultures occurs and guide

andragogical approaches for maximum absorption. Cultural Exploration provides a deeper

understanding as to why individuals are different from their colleagues, but also identifies and

engages underlying motivators to assist in developing the desire to want to work with culturally

diverse people to achieve both implicit and explicit goals. The ability and desire to leverage the

intrinsic value and meaning of multicultural interactions significantly increases the likelihood

of success (Rosinski, 2003) in global operations. It is not enough to simply tell people about

diverse cultures – there must be a capacity for deeper understanding as to *why* people are

different from their colleagues and how this matters to the individual, as well as the group

(Hammer, 2012). Everyone benefits from internalizing the value and meaning of cultural

interactions, fully understanding what is to be gained by maximizing cultural diversity and what is

to be lost by not leveraging cultural understanding. Leader 8 explained why awareness is so

important:

> When we have diverse teams that span the world, it is easy to forget that and feel frustrated when things are not moving smoothly, which is more often than not. If we can get better at recognizing that frustration as the need to be aware and understand cultural difference, we can get much further, much faster. I do believe a program centered on cultural integration could be instrumental in helping us become an even greater company. However, if it's not part of the agenda at all, it will never happen. So making it part of the agenda is a big step in terms of making things better.

In summary, the first phase of the proposed intervention incorporates *Cultural Exploration* as a means to gaining *awareness*, which adds *context* and meaning to multicultural interactions (Figure 19). As global teams engage Cultural Exploration, they are preparing to expand their knowledge of self and others further, by engaging in Cultural Evaluation.

Figure 19

Phase One Cultural Integration
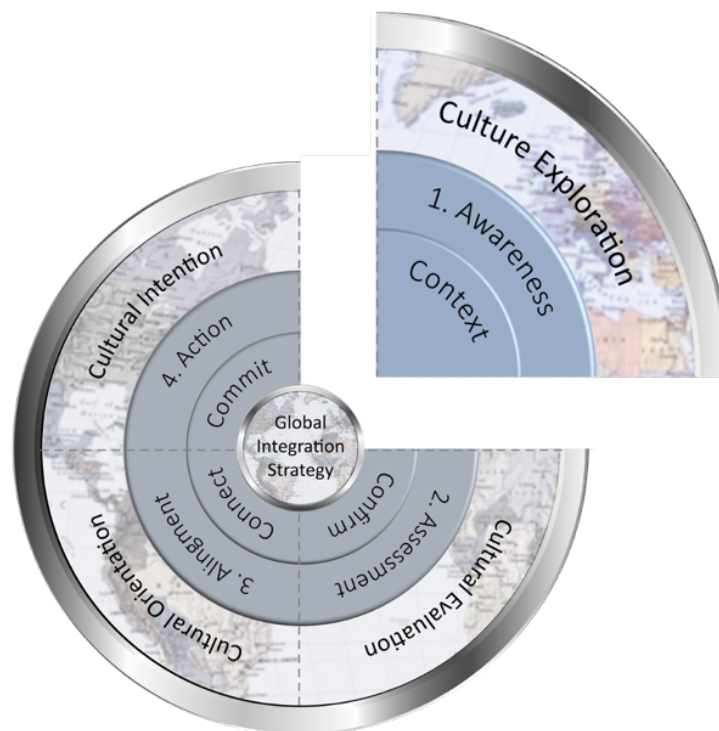
In phase two, Cultural Evaluation provides a mechanism to evaluate readiness, as well as the potential to acknowledge the current state and move toward cultural integration (Hammer, 2012). Once a leader and/or team internalizes and values why cultural integration is necessary, they may then begin to understand current versus future state – and the gap that resides between. Assessment, specifically, provides insight as to how best to interact with and leverage organizational diversity – but more importantly, it provides each individual with insight as to their

own specific norms and preferences, while also enabling the ability to identify colleagues' cultural

predilections. Leader 12 indicated how important self-assessment is to cultural integration:

> Self-examination is critical to understand what your motivators are and how that drives
> your perception of your diverse teammates. Often, we don't think that we, ourselves, may
> be at the root of a problem, or the instigator in an opportunity, for that matter. When
> there is an opportunity to discover more about yourself and your underlying perceptions,
> it is a chance to grow and develop. In the global team context, I think this may be an
> incredibly important concept to bring into the process. The idea of self-reflection for the
> benefit of the group could be very useful, but again, it would need to be applied carefully,
> given the different cultural dispositions of the group.

Assessment facilitates global team members ability to discover how to best communicate

and leverage one another for organizational success. As a subset of *Cultural Evaluation*,

Assessment is the tool leveraged to provide specific feedback and development that enables

individuals and teams to *confirm* where strengths, weaknesses, opportunities and threats may

apply to the individual, the team and the global organization (Figure 20). In Phase Two of the

framework, Cultural Evaluation provides a platform for psychometric assessment, leveraging the

Global Mindset Inventory (GMI). This instrument is administered to Assess and predict

performance in a global context. This process also confirms how individuals and teams perceive

the world, highlight different preferences in thinking and communication styles, and identify the

specific capacity to influence culturally diverse team members (Javidan & Teagarden, 2011). The

insight provoked through Assessment may to provide a designated path forward toward cultural

orientation and cultural intention. To culturally integrate, participants need to understand what is

enabling success or hindering progress from a holistic perspective. As such, Alignment becomes

the next essential component of understanding the self and others in the constructive process.

Figure 20

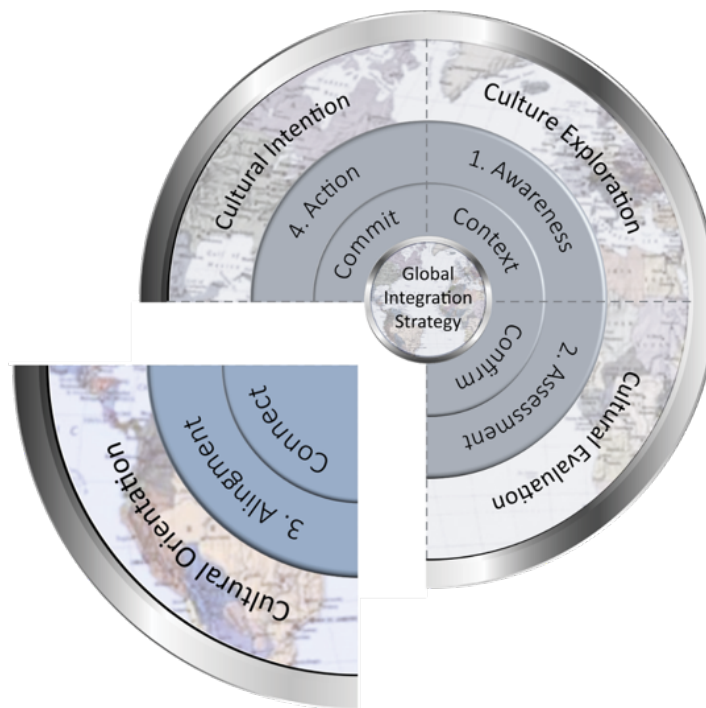*Phase Two Cultural Integration*

Cultural Orientation (phase three) provides a way to understand individual *and* colleagues'

perceptions and behaviors. Once team members begin to understand the components of culture

they perceive differently from colleagues, they gain the ability to identify specific thought patterns

and behavioral differences that may inhibit the ability to build bridges between perspectives... and

effectively problem solve to integrate across boundaries and borders. Leader 8 highlighted the

potential impact of cultural orientation:

> At Company X, we need to slow down, understand those different worldviews, and use
> them to our advantage. I don't really think this is being considered yet anywhere in the
> industry. If we can somehow tap into the fact that people do think differently, that there is
> value in that global diversity of thought, we have something very unique to capitalize on.

From a constructivist perspective, individuals can apply both existing and new knowledge, as well as empathy, to Align themselves with diverse colleagues. Through Alignment, teams begin to form an intersubjective ecosystem whereby each member has acquired awareness through Cultural Exploration (phase one). This process enables comprehension of the cultural continuum that impacts global inclusion and integration through Cultural Evaluation (Figure 20). Encouraging and facilitating an understanding of behavioral preferences and thought patterns of colleagues through *Cultural Orientation* (Figure 21), *alignment* occurs, and understanding forms further *connection*. Connection prepares team members to work toward Cultural Intention.

Figure 21

Cultural Integration Phase Three

In phase four, Cultural Intention provides a clear process for purposefully engaging global teams in interactions with colleagues from diverse cultures – and to develop skillsets to

strategically prepare for long-term integration (Fink & Holden, 2007). Leveraging Herrmann's Brain

Dominance Model (Herrmann & Herrmann-Nehdi, 2015), Action Learning (Revans, 2011) and Goal

Orientation Theory (Dweck, 1986), global teams develop and practice what they have learned,

while acquiring a clear understanding how they will maintain and leverage what has been gained

(Breyfogle, 2008) throughout the process. Simultaneously, an empirical, grounded approach is

used to facilitate team bonding with diverse teammates, while gaining deeper understanding

regarding different worldviews and problem-solving. *Cultural Intention* creates the *intention* to

connect multicultural teams to shared and inclusive experiences through *action*, which is a key

component to facilitating long-term learning and commitment (Holden, 2002). Exploring

alternative worldviews with relevant questions and support from global colleagues from diverse

cultures and functions (Revans, 2011) facilitates inclusion and equity in the global work

environment. Leader 14 supported an Action Learning approach:

> We have an opportunity to help people understand each other more, without changing
> who they are. If different cultures are not exposed to each other and shown how to
> appreciate and leverage differences, how do we evolve as people and become better? A
> healthy sense of debate, discussion, the continuous search for new and better ways,
> comes from culturally different people not only being exposed to one another in the sense
> of the global team, but also develops the capacity to shift views and build in new ideas
> together. It is something we need to do in a much more structured way.

Cultural Intention (Figure 22) delivers an immersive experience for participants to share

diverse perspectives and deliberately prepare for integrated Action with colleagues from

alternative cultures in real-time. Through interactive engagement and sharing, "muscle memory"

develops. The final phase of the intervention reinforces interdependent learning to develop a

commitment to diverse colleagues that may enable inclusion and collaboration, providing the

vehicle for achieving improved global business results.

Figure 22

Cultural Integration Phase Four

While the proposed framework facilitates global diversity and inclusion from a cultural

perspective that is critical to improving global business outcomes, it is also a constructivist tool

that can be leveraged repeatedly as team members change, regions grow and expand… and need

to recalibrate as global markets evolve. As such, the interdisciplinary framework suggested to

implement cultural integration is a cyclical, repeatable framework with the capacity to deepen

knowledge and insight within the global team over time.

An interdisciplinary framework to develop cultural integration has the capacity to shift

socio-cultural constructs and supports global teams and their leaders in achieving strong business

outcomes (Furusawa & Brewster, 2015). An interdisciplinary approach to cultural integration acts

in a boundary spanning capacity to enable and leverage the diversity of global teams' unique

make-up and abilities, as well as address the multicultural challenges that arise, to facilitate overall effectiveness in the global marketplace (Brannen & Garcia, 2010). This study established the need for cultural integration, however it also called for a dedicated framework to enable cultural integration. While the foundations of the framework presented are rooted deeply in theory, the conceptual framework itself evolved from the data collected. There is a strong need for cultural integration in the global marketplace, with an equally powerful requirement to provide a framework from which to develop cultural integration as a critical construct with the capacity to improve business outcomes.

Study Limitations

There were five primary limitations to this research: (a) small sample size, (b) limited industry exposure, (c) time allocation, (d) scheduling, and (e) the subjective nature of the data. A shift in method late in the process meant there was a need to adjust how data was collected. The original sample size for the treatment was one global team, indicating one global leader would agree to the global team participating in a weeklong quasi-experimental study. Moving to an interview and survey-based method indicated the recruitment of a statistically valid number of interviewees, as well as survey respondents. Establishing the interview number at 16 meant the active recruitment of a minimum of 16 senior executives and global/regional leaders. Twenty leaders from two selectively targeted companies agreed to be interviewed, while also agreeing to provide support for survey completion. Although the sample size was small, utilizing purposive sampling enabled a selection of best-fit participants from a small, geographically dispersed population to provide for a systematic investigation, leading to results highly relevant to the

research proposed. In addition, by using purposive sampling the margin of error was reduced because the data sources were a close fit with the research context.

This study focused on two industries, the supply chain management and technology sectors. Although both Company X and Company Z were both highly representative of their respective industries, this study did not provide a view into the wide expanse of industries available. The goal of this initial research was to demonstrate that, irrespective of industry, cultural integration was perceived as necessary in global organizations. While both industries did indicate the perceived need for cultural integration, it is not representative of a wide array of industries and further research must be done.

Time and scheduling were both limiting factors in this study. Due to initial delays in confirming industry leaders' availability and agreement to interview, time was of the essence to complete the study. Each interview was between 45-90 minutes, and each interview had to be transcribed, edited and coded prior to evaluation. Following the prescribed process, there was a significant limitation in time allocation to allow for significant analysis prior to the completion deadline. Scheduling was challenging from the perspective of working with top executives that were exceedingly busy. All leaders were exceptionally generous with their time and availability; however it did require a commitment of two months to get on each leader's schedule and execute the interviews.

Due to the qualitative aspects of the study method, all participant interviews were based on subjective information. Leaders did provide exemplary concrete examples to validate viewpoints, however a key limitation of this study was its subjective nature. One key note from several leaders was that cultural integration was hard to measure. Because the study did not

include the quasi-experimental component, the data was not collected to measure and validate outcomes based on financials, customer satisfaction of key performance deltas. Future studies should include objective data collection to support the ability to measure the construct of cultural integration.

Internal Study Validity

This study was based on the desire to empirically understand and address the perceived need for cultural integration in global organizations. This research was unique for three reasons:

- Cultural integration was a new construct for all leaders and most had not considered it as a source of strategic advantage in their global organizations.

- Quantitative Ethnography had not previously been used to evaluate a construct (cultural integration) in global organizations.

- Leaders from two top-tier global organizations, across two separate industries, were interviewed for their unique perspectives on global teams with the intent to understand the perceived need for cultural integration.

The voices of leaders, responsible for teams spanning the globe, provided deep insight into opportunities and challenges in the global organization. It was a unique opportunity to hear directly from leaders ranging from The Board of Directors to Senior Director at two of the most prominent, well-known companies in the world. Survey respondents raged from Director to Manager, representing a unique cohort based upon their global reach and impact on customer operations. The research questions, interview protocols, and survey questions were based on the Chapter 2 literature review, however also considered the study population under advisement in the formation of the questions.

The interview protocol was developed based upon a method congruent with procedures developed by Creswell and Creswell (2018) and Richards and Morse (2012). All participants in the semi-structured interviews were required to return a signed informed consent prior to the interview date. In addition, each leader was provided with the interview questions in advance, and were asked to follow a link to complete an anonymous demographic survey.

The codebook was developed by three raters utilizing guidelines provided by Shaffer (2017). Code development was iterative with all raters contributing to the discussion and debate of code definitions and examples. IRR was established, exceeding >0.65, using Cohen's kappa (κ) to assess the agreement between three raters coding a portion of a single transcript, factoring out how often raters agreed by chance (Kaliisa et al., 2021).

Final coding and theme development was completed in close collaboration between the three coders. Each rater coded six transcripts. Analysis was iterative, beginning with a broad thematic approach and progressing to an interpretive method to extract meaning from the data (Richards & Morse, 2012).

Surveys were designed following the protocol outlined in Creswell and Creswell (2018). Surveys were completed via anonymous link. Informed consent was required before starting the survey, and demographic information was collected prior to the core survey questions. The survey was developed, completed and analyzed via Qualtrics.

Recommendations for Future Research

Although all hypotheses were confirmed, cultural integration, as a group phenomenon, is a new construct and in its infancy. It will be important to extend this research beyond its current borders, to explore further industries and levels of organization. Many, if not most, spoke of

cultural integration as a strategic initiative that is one of the last great opportunities for competitive advantage in the global marketplace. As a new construct to global organizations, cultural integration needs to be deeply explored and evaluated. The core recommendation is to further research through the implementation of the cultural integration framework through a quasi-experimental research study to determine the effect of cultural integration as a construct that can shift the socio-cultural epistemic frames of global teams to improve business outcomes (Figure 17).

To further explore and evaluate the malleability of sociocultural constructs in global teams, a new approach to cultural integration is presented to bring together critical components that address the complex needs required to successfully function in a multicultural, global environment. Quasi-experimental treatment of sociocultural constructs through the cultural integration framework can serve an important role in moving this interdisciplinary scholarship forward by developing a unique approach to polycontextual research that produces insight for addressing real-world challenges and advancing scholarly knowledge (Javidan & Teagarden, 2011). With inadequate business outcomes pervasive in global organizations, it is important to continue to explore cultural integration to facilitate growth and innovation in global organizations, while limiting the competitive threats in the market. This research on cultural integration adds to both the organizational development and global leadership and change body of research by exploring the need for the development of cultural integration in global organizations to drive improved business outcomes.

Closing Comments

This study has been both unexpectedly enlightening and challenging. When research

methods had to be adjusted, it seemed the answer to the new research questions were self-

evident. This was not the case. There was a deep and rich well of data that arose from

interviewing global leaders in two of the top global organizations in the world. It was surprising to

hear leaders talk about cultural integration as something they had not considered, but something

that was clearly critical to operations. Leader 13 provided insight to the positive impact cultural

integration would have:

> The more diversity you have on a team, the more worldviews, the more input, the more
> constructive debate, the better the outcome will be. This is actually the foundation to the
> future success of business. We cannot look at things with a singular, monolithic
> perspective. We have to become aware global resources create competitive advantage; it
> is irresponsible not to use them accordingly. To answer the question, specifically, I believe
> two hundred percent that cultural integration is the way to the future for global teams.

It was surprising how quickly leaders came to perceive not only the need for cultural

integration, but the necessity. Although all interviews started with the definition of cultural

integration, most leader initially spoke about awareness. However, as the interviews continued,

understanding ramped up very quickly and the topic took on a life of its own. Leaders quickly

realized cultural integration was not something explicitly considered, but also a construct that

affected their business every day. Leader 4 reinforced the idea that cultural integration should be

a foundational component of operational engagement:

> I think we have a growing awareness that we are different. We do think differently, and we
> need to not only be aware of that, but we need to embrace that. It's really important that
> people are aware and thinking of that. It actually has to be built into the initiatives, the
> fabric, of the company. I would say, we do not address cultural integration directly, even
> though it is critical to our mission and our ability to work effectively around the world
> every day.

It was also initially unanticipated the degree to which leaders openly discussed their operational challenges and how they were impacted by the cultural diversity of the global teams. It became clear that there was not an existing initiative, program, or framework to support culturally diverse teams working better together, but there was clearly a substantial need. Leader 2 provided additional insight:

> Strategically we really haven't figured this out and we just don't have the collective knowledge of cultural integration to create the right toolbox. There is a lot of just learning by trial and error instead of preparing people to work in multicultural environments. We really don't have anything that relates to helping people better understand each other to work more effectively on a global basis. I don't think we do a lot to explain people's world views and backgrounds and it does cause challenges. I am not sure we do a great job of incorporating and leveraging cultural integration to drive improved results. It should be at the heart of everything we do.

This study was extremely rewarding in the sense that global leaders were remarkably open and honest, providing a glimpse inside their organization and enabling an exploration that otherwise would not have been possible. The validation of the perceived need for cultural integration was exceptionally gratifying, as a construct this researcher has been working with for some time. It was useful to see the interconnections via epistemic network analysis and observe how the constructs underlying cultural integration were tightly knit together, offering a cohesiveness between codes, with cultural integration as the core construct. However, the deep knowledge of the leaders and the excitement exhibited for cultural integration in the qualitative data was something that could not have been anticipated. While the original quasi-experimental approach may have been very useful, the ability to step back and empirically understand the perspectives of global leaders and their teams provided an excellent foundation from which to move forward.

This study offered a unique contribution to both organizational development and leadership literature in that it leveraged interviews of global leaders and surveys from global teams to discern cultural integration, as a group phenomenon, as an important area for further development. The study also made visible the connections between Cultural Integration, Situational Leadership Theory, Systems Theory, Cultural Dimensions Theory and Global Mindset Theory as critical components to the development of a dedicated framework (Figure 17).

The demand for skills from around the world has made working across boundaries and borders a necessity. However, collaborative teamwork in global environments is not intuitive. Leaders and their teams are frequently responsible for global customers, global projects, and global operations, often culturally diverse and geographically distributed around the world. The intent of this research study was to better understand the perceived need for global leaders and their teams (who work across multiple cultures simultaneously) to develop the capacity to work as a single system that functions as a unified whole to enable innovation and growth. For those working in the global marketplace, a comprehensive approach is needed to facilitate understanding as to how people from diverse cultures view the world and enable people to work across these complex cultural orientations in an effective manner. Cultural integration was perceived as a critical construct in achieving success in global organizations.

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APPENDIX A

Definitions

The following definitions add context to understanding of Cultural integration within the Global Virtual Team:

Boundary Spanning is the conciliation of knowledge and relationships across cultures and fields of practice (Roberts & Beamish, 2017).

Business Optimization, for the purpose of this study, is the process of improving the efficiency, productivity and performance of an organization to include introducing new methods, practices and systems that maximizes effectiveness and minimizes cost.

Business Outcomes, for the purpose of this study, are specific, measurable results deriving from tasks that are undertaken in response to a business requirement, goal or objective – specifically in the areas of team performance and financial reporting.

Culture, for the purpose of this study equates to the ideas, values, beliefs, and practices shared by a group of people (Chiao & Blizinski, 2010).

Cultural integration, for the purpose of this study, is a group phenomenon that enabled culturally diverse teams to work better together. It equates to not only having the capacity to communicate effectively amongst diverse colleagues, but also encompasses less obvious capabilities such as: 1) seeing and understanding alternative perspectives within the group 2) comprehending and valuing culturally diverse values, beliefs and assumptions amongst colleagues 3) integrating different cultural perspectives to create new solutions that builds upon multicultural worldviews and 4) resolving group conflicts in culturally appropriate, productive ways (Johnson, Lenartowicz & Apud, 2006).

Cultural Intelligence is defined as an individual's capability to function effectively in culturally diverse settings (Ang & Van Dyne, 2008; Earley & Ang, 2003)

Cultural Neuroscience is an emerging interdisciplinary field that combines theories and methods from cultural and social psychology, anthropology, and social and cognitive neuroscience to investigate the interactions between culture, psychological processes, brain, and genes (Chiao et al., 2013; Han et al., 2013; Kim & Sasaki, 2014).

Cultural Orientations are inclinations to think, feel or act in a culturally determined way, defining the basis of differences among cultures such self-identity, interpersonal relationships, communication, and resolving conflict (Hofstede, 2014).

Default Mode Network (DMN) is a set of interacting hubs and subsystems within the human brain that play an important role in "internal mentation"-the introspective and adaptive mental

activities in which humans spontaneously and deliberately engage in every day (Elton and Gao, 2015).

Global Identity, conveys a sense of belonging to the global work context (Erez & Gati, 2004; Shokef & Erez, 2006, 2008) and enables leaders to succinctly facilitate communication with team members of other cultures (Lisak & Erez, 2015)

Global Leaders, for the purpose of this study, are those leaders who manage virtual teams across multiple regions simultaneously from a single location.

Global Marketplace, for the purpose of this study, is a term used to describe the exchange of goods, ideas, and services uninhibited by geographic borders.

Global Team, for the purpose of this study, is a group of individuals who work across the boundaries of time, geography, language, and culture and who link successfully by technology and agreed common goals (Clausen & Keita, 2016; Dau, 2016; H. J. Hong, 2010). Also referred to as global team.

Integration, for the purpose of this study, is the act of combining or linking parts to make a unified whole or the act of amalgamating groups with single community (Merriam-Webster, 2023).

Intersubjective Ecosystem: For the purpose of this study, an interconnected system linked through the intersection between people's aligned cognitive perspectives.

Knowledge Asset refers to the accumulated intellectual resources of the organization. It is the knowledge possessed by the organization and its workforce in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities (Baldridge Glossary For Business, 2003).

Task Positive Network (TPN) is the part of the brain that is activated when actively paying attention, focusing on the task at hand, using short-term memory, and in the present moment (Lin and Telzer, 2018).

Translational research is aimed at translating (converting) results in basic research into results that directly benefit humans (Gunasekaran et al., 2017).
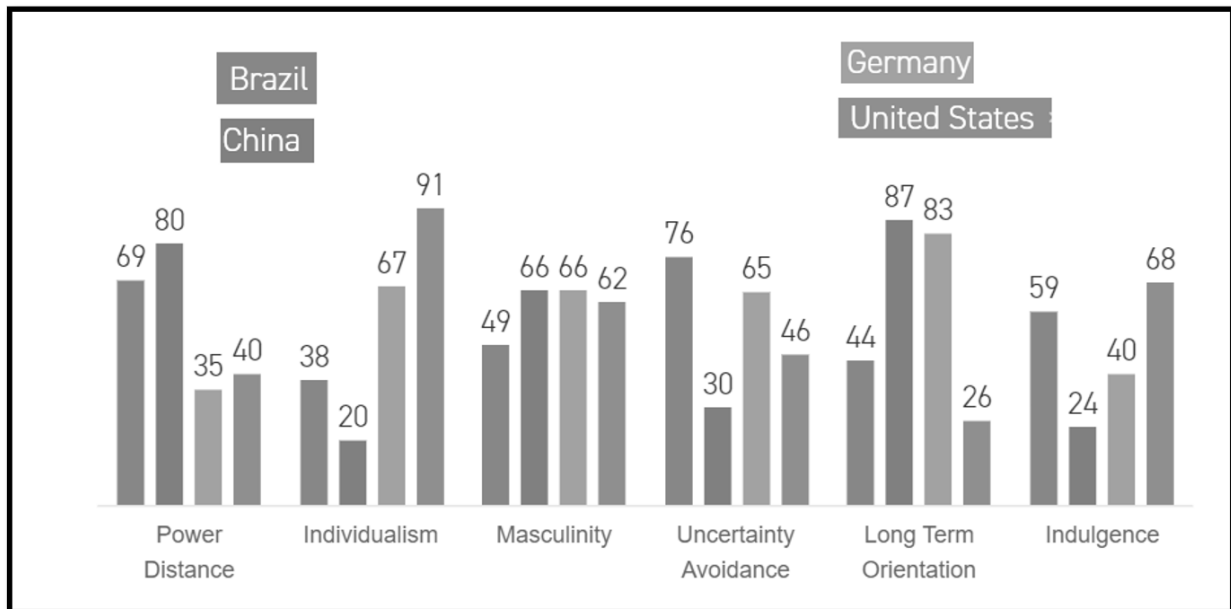
APPENDIX B

Culture as a Knowledge Asset
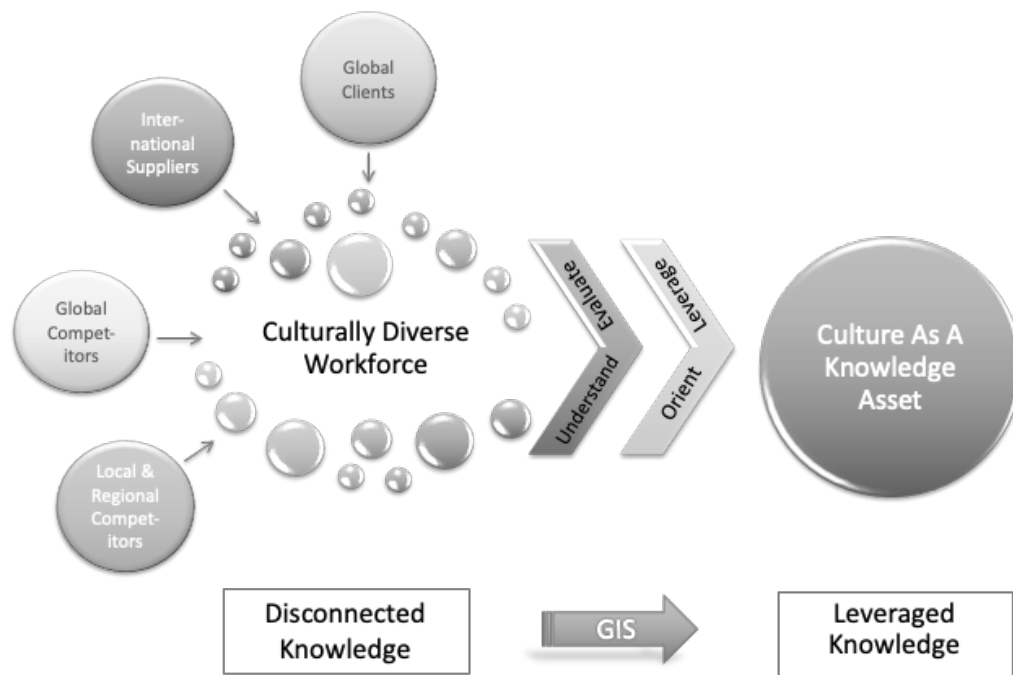
APPENDIX C

Country Analysis

Hofstede's cultural dimensions theory. Comparison of
4 countries: US, China, Germany and Brazil in all 6 dimensions of the model.
(Hofstede et al., 2014)

APPENDIX D

Informed Consent

PEPPERDINE
— UNIVERSITY —

Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

An Evaluation of the Malleability of Sociocultural Constructs

In Global Virtual Teams

You are invited to participate in a research study conducted by Sheri L. Mackey, PhD Candidate.

You have been carefully selected because of your exemplary practices and contributions to your

field. Your participation is voluntary. You should read the information below, and ask questions

about anything that you do not understand, before deciding whether to participate. Please take as

much time as you need to read the consent form. You may also decide to discuss participation

with your family or friends. If you decide to participate, you were asked to sign this form. You will

also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to evaluate if sociocultural constructs may shift with the

administration of a Cultural integration intervention in global virtual teams.

STUDY PROCEDURES

If you volunteer for this study, you were asked to participate in:

- Four eight-hour bespoke sessions over a period of one week

- Pre- and post-intervention surveys

Pre- and post-intervention interviews

Interview Protocol

Opening: Tell me a little about yourself and your professional experience as the ….

1. How would you describe your role in the global organization?

2. What unique opportunities does the global nature of Company X present?

    a. What are some key inhibitors to capturing those opportunities?

3. What do you believe are some of the core strengths of operating in a globalized environment?

4. What do you see as potential weaknesses?

5. How important is it for DHL team members to have the capacity to work with people very different from themselves?

6. Do you believe attitudes and perspectives can shift with Awareness of Cultural Differences on diverse teams?

7. Why do you believe globally dispersed (or culturally diverse) teams often struggle to obtain the results they should achieve?

8. Research consistently indicates cross-cultural challenges are the biggest hurdle to global team productivity.

    a. What are some examples of the challenges you face in helping your diverse teams work together more effectively?

9. How have you seen cross-cultural miscommunication and/or misunderstandings impact

business outcomes?

10. Does Cultural integration create challenges and/or opportunities in DHL as a global company?

11. Can you explain how culturally diverse teams may strategically impact business outcomes when working with colleagues, customers, partners and suppliers worldwide?

12. Do you think culturally diverse teams benefit from discovering more about themselves and how perceive culturally diverse teammate?

13. How does DHL prepare employees to work across cultures?

14. How are employees made a*ware* of the value and potential of leveraging different worldviews to facilitate innovation and growth?

15. How do you perceive knowing somethings about diverse worldviews changes the work environment, and perhaps business outcomes?

16. Does motivation to work across cultures matter or change performance at all?

17. How much do you believe diverse teams benefit from Cultural integration?

18. How do colleagues working across different cultures and regions partner with teammates that may see time, power, task orientation or even group dynamics differently?

19. How do you believe that different cultural worldviews impact productivity and task realization?

20. Do you believe culturally diverse people think differently?

21. As a leader in a global organization, how can Cultural integration be facilitated?

22. Do you believe Cultural integration may have significant potential for global, diverse teams to improve business outcomes? Why or why not?

23. What are your final thoughts on the need to help culturally diverse teams work together effectively in a global context?

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include are no more than minimum risks involved in day-to-day activities.

POTENTIAL BENEFITS TO LEADERS AND/OR TO SOCIETY

There are several anticipated benefits to the individual, the team, the organization, and society which may include:

1. The global team and its members developing Cultural integration that may facilitate effective work environments – avoiding miscommunications, misunderstandings and poor business outcomes on a global basis.

2. The global team developing the capacity to comprehend that people with different worldviews and different perspectives in cultural orientation can broaden and improve how work is done.

3. The team and the organization may derive improved business outcomes through the Cultural integration of the global virtual team.

4. The compilation of results of the study were beneficial to global organizations and academic institutions at large.

5. Findings of the study will shed light and inform scholars and practitioners on the impact of Cultural integration on global business results.

In addition, upon your request, a completed copy of this study were provided to you.

CONFIDENTIALITY

The researcher will keep records for this study *an*onymous or confidential as far as permitted by

law. However, if required to do so by law, personal information may be disclosed.

_____   I agree to permit the researchers to refer to me

(please initial)   only by a pseudonym from a "generic organization."

I understand my identity and the name of my organization were kept confidential at all times and

in all circumstances in regard to this research unless otherwise agreed to in writing by my

organization and myself. Data were stored on a password protected computer in the researchers

office and place of residence. The data were stored for five years, after which it were

permanently destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits

to which you are otherwise entitled. You may withdraw your consent at any time and discontinue

participation without penalty. You are not waiving any legal claims, rights or remedies because of

your participation in this research study

 ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating. Should you choose this

alternative, your relationship with your employer will not be affected whether you participate or

not in this study.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries concerning the research herein

described. I understand that I may contact Sheri Mackey at sheri.mackey@pepperdine.edu, or Dr.

Eric Hamilton (eric.hamilton@pepperdine.edu) if I have any questions or concerns about this research.

<u>RIGHTS OF RESEARCH LEADER – IRB CONTACT INFORMATION</u>

If you have questions, concerns or complaints about your rights as a research Leader or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional School Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH LEADER
DATE OF SIGNATURE

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

<u>AUDIO/VIDEO/PHOTOGRAPHS</u>

I also ask that we may make an audio-recording of the interview. If you agree to such recording, the audio file were destroyed within 3 weeks of recording, during which it were transcribed. Transcription will take place by the member of the research team who conducts the actual interview. Under no circumstances will the recording be released to a third party.

　□ *I agree to be audio-recorded.*

　□ *I do not want to be audio-recorded.*

_____

Name of Leader _____

Signature of Leader _____   Date _____

SIGNATURE OF INVESTIGATOR
DATE OF SIGNATURE

I have explained the research to the Leaders and answered all questions. In my judgment the

Leader is knowingly, willingly and intelligently agreeing to participate in this study. The above

person has the legal capacity to give informed consent to participate in this research study and all

the various components. This individual has also been informed participation is voluntarily and it

may be discontinued at any time, for any reason.

Name of Person Obtaining Consent _____ Date_____

Signature of Person Obtaining Consent _____ Date _____

APPENDIX E

Demographic Intake Questionnaire

https://pepperdine.qualtrics.com/jfe/form/SV_0eWVXParYkVtInY

Demographics Form

Q1. What is your age?

- o 21 - 30

31-40
- o 41 - 50

- o 51+

Q2. What is your gender?

- o Female

- o Male

- o Other

Q3. Which best describes you?

- o African
- o Asian
- o Caribbean
- o European

- o Middle Eastern
- o North American
- o Oceanian
- o South/Central American

Q4. Country of Origin: _____

Q5. Which region do you currently reside in?

- o Africa
- o Asia

- o The Caribbean
- o Europe

- o Middle East
- o Oceana
- o North America
- o South/Central America

Q6. Country of Residence: _____

Q7. What is your highest level of education?

- o Secondary school/High School or equivalent
- o Master's degree (e.g., MA, MS, MEd, MBA)
- o Some college, no degree
- o Doctoral degree or terminal professional degree (MD, DDS, JD, PhD, DBA, EDD)
- o Associate degree (e.g., AA, AS)
- o Bachelor's degree (e.g., BA, BSc)

Q8. What is your primary language spoken at home?

- o Arabic
- o Japanese
- o Chinese
- o Russian
- o English
- o Spanish
- o French
- o Norwegian
- o German
- o Other
- o Italian

Q9. What is your position in the organization?

- o Independent Contributor
- o Supervisor/Lead
- o Manager
- o Director
- o Vice President

Q10. How many years of experience do you have working on a global team?

- Less than one year

- 1-3 years

- 4-6 years

- 7-10 years

- 10+ years

Q11. What kind of work does your team perform most of the time?

- Consulting
- Administration
- Program Management
- Project Management
- Finance/Accounting
- Human Resource/Personnel
  Management
- Marketing

- Purchasing
- Research & Development/Innovation
- Sales
- Support Services
- Supply Chain
- Operations
- Manufacturing

Q12. What languages do you use at work? (Check all that apply)

- English
- French
- Spanish
- Arabic

- German
- Chinese
- Other

APPENDIX F

Interview Protocol

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— UNIVERSITY —

Expert Interview Questions: Title, Company X

Opening: Tell me a little about yourself and your professional experience. How would you describe your role in the global organization – both formal and informal?

1. What unique opportunities does the global nature of DHL present?
   a. What are some key inhibitors to capturing those opportunities?
2. What do you believe are some of the core strengths of operating in a globalized environment?
   a. What do you see as potential weaknesses?
3. How important is it for DHL team members to have the capacity to work with people very different from themselves?
4. Do you believe attitudes and perspectives can shift with awareness of cultural differences on diverse teams?
5. Why do you believe globally dispersed (or culturally diverse) teams often struggle to obtain the results they should achieve?
6. Research consistently indicates cross-cultural challenges are the biggest hurdle to global team productivity. What are some examples of the challenges you face in helping your diverse teams work together more effectively?
7. How have you seen cross-cultural miscommunication and/or misunderstandings impact business outcomes?
8. Does cultural integration create challenges and/or opportunities in DHL as a global company?
9. Can you explain how culturally diverse teams may strategically impact business outcomes when working with colleagues, customers, partners and suppliers worldwide?
10. Do you think culturally diverse teams benefit from discovering more about themselves and how to perceive culturally diverse teammates?
11. How does DHL prepare employees to work across cultures?
12. How are employees made a*ware* of the value and potential of leveraging different worldviews to facilitate innovation and growth?
13. How do you perceive knowing somethings about diverse worldviews changes the work environment, and perhaps business outcomes?
14. Does motivation to work across cultures matter or change performance at all?
15. How much do you believe diverse teams benefit from cultural integration?
16. How do colleagues working across different cultures and regions partner with
17. teammates that may see time, power, task orientation or even group dynamics differently?
18. How do you believe that different cultural worldviews impact productivity and task realization?
19. Do you believe culturally diverse people think differently?
20. As a leader in a global organization, how can cultural integration be facilitated?
21. Do you believe cultural integration may have significant potential for global, diverse teams to improve business outcomes? Why or why not?
22. What are your final thoughts on the need to help culturally diverse teams work together effectively in a global context?

APPENDIX G

QE Codebook

CODE	AB	DEFINITION	Example - Boundary In	Example - Boundary Edge
Cultural Integration	CI	Working better together despite cultural differences.	The purpose, in my mind, of cultural integration, is not to take people's preferences or cultures from them in favor of the team, it is for the team to accept that it is a culturally diverse team and value and respect everyone's contributions.	Companies are having to move faster than ever before, but they actually slow themselves down by not investing in cultural integration of global teams up front.
Awareness/Worldviews/Global diversity	AWG	Understands the differences between culturally diverse people, especially differences in attitudes and values. Sees and comprehends how different situations may impact team members around the world differently.	Would it actually work or is there a different way we need to communicate or implement to meet the specific cultural requirements of that country or region? So it's not simply replication, it could be more possible through leveraging and adapting to diversity together.	Leaders aren't trained to slow down and then aren't encouraged and rewarded to push for that awareness and appreciation for diversity of thought and practice, and I think it gets lost in the process.
Motivation	M	The process of inducing or stimulating an individual or team to act in certain manner. Motivation implies global team members are encouraged and have a strong desire to work with people culturally different from themselves to perform to the best of their collective capabilities to achieve the desired goals of the organization.	We need to help people be motivated, to want to know about and and be curious about diversity to learn and facilitate the business outcomes we want to achieve, to change people's outlook and perspectives.	Getting our diverse cultures together is expensive, but what is the cost of the lost opportunity? Our financial results? Our customer satisfaction? We need to go and spend some time investing in cultural integration.
Customer Satisfaction	CS	Measurable improvement in how well a company's products, services, and overall customer experience meet customer expectations on a worldwide level.	That has strategic validity in and of itself, but if we could learn how to mine that customer information, bring it back to the global team, discuss, debate, figure out how to use it to our advantage, how to use the same information with like customer, it could have an incredible impact not only to our global customer satisfaction, but to how we conduct business across different markets, different geographies.	I f we cannot work effectively amongst ourselves, how should we think we are able to work effectively with customers or accounts that are spread throughout the world?
Effective Teams	ET	The capacity of a group of people to work together to accomplish goals set out by team leaders of the organization; Having mutual respect between diverse members, valuing diverse contributions and skill sets, and leveraging culturally different strengths to work together for a greater outcome.	It really is very important that global teams learn to get things done effectively together, to really understand the value of what each person or culture brings to the table.	It gets worse over time and then, those people that are struggling to fit in, be heard, they don't want to bring their ideas and perspectives, and then the culture actually becomes less diverse, with the louder voices just taking over. That does not make for effective teams in any sense of the term, but especially not when we are talking about integrating a culturally diverse global team.
Business Outcomes	BO	Specific, measurable results deriving from tasks that are undertaken in response to a business requirement, goal or objective – specifically in the areas of global team performance. Tangible [concise, defined, and observable result or change in business performance], improvement in business results obtained from strategically deploying diverse global teams.	If we can accomplish cultural integration, it will change the environment, but it will also create stronger business outcomes.	I do think there is a capacity to learn from one another if we were presented with the opportunity, but I also do not think we leverage it well....not working well across the globe, it does impact our ability to achieve results on the level we would like to.
Partnership/Collaboration	PC	The ability to work effectively with others on a common task, facilitating the global team successfully working together on a goal or shared project.	It is necessary to produce innovative solutions and the only way to increase innovation is really to bring in collaboration to bring together different viewpoints.	I do also see partnerships come into jeopardy where there has been a miscommunication or a misinterpretation, and partners are so upset by the interaction they don't want to work together anymore over a cultural misstep.
Communications	COM	An increase in information exchange between individuals on a global team through a common system of symbols, signs, or behavior. Sending or receiving information, or exchanging facts, to facilitate knowledge or understanding.	But to continue to grow and remain as a industry leader, we will need maybe, to help these very global teams to learn about each other to make a better work environment, but also if people are working well together, there is open communication and less judgement.	It becomes difficult when trying to understand what someone from around the world is meaning in their communications.
Decision-making	DM	Making more deliberate, thoughtful decisions by organizing relevant information and defining alternatives based upon collaboration and inclusion of culturally diverse team members.	The more singular or the more from one angle the view is coming, the more it leads to bias, the more toward the risk of false or wrong decision making, groupthink, and self-similarity.	Maybe, with cultural integration, we could get in front of some of the challenges, avoid miscommunication, maybe avoid poor decisions resulting from groupthink, and protect better our share of customer.
Solutions/Innovation	SI	The ability to integrate multiple, diverse perspectives to develop better outcomes for the global team, the organization, or the customer; Creating business value through strategically integrating diverse perspectives and worldviews; Incremental improvement to existing products, the creation of entirely new products and services, or reducing cost to the organization.	If we can strategically leverage our cultural diversity, we multiply the percentage of likelihood of doing things better, creating new solutions and integrating viable ideas. At DHL we must be motivated and inspired by our cultural diversity, to learn and facilitate growth and innovation through the different worldviews, which is critical to the survival of today's organizations.	This idea of diversity of thought is good, but if the team members cannot see that their colleagues from around the world see things differently than they do, it is very difficult to use that diversity of thought for something like a business process improvement, or an innovation.
Perspective/Diversity of thought	DOT	Open and respectful recognition of differences that exist between diverse team members; Limits groupthink; The realization there is more than one way to think about something; Different perspectives being integrated into healthy discussion and debate.	There is a diversity of thought because we are so culturally different that enables us to take in different worldviews to evaluate the best solutions for our customers, or to improve how we operate.	Leaders aren't trained to slow down and then aren't encouraged and rewarded to push for that awareness and appreciation for diversity of thought and practice, and I think it gets lost in the process.
Empathy	EM	Understands and shares the feelings of diverse global team members or colleagues without necessarily having the same experience; the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling; Context for understanding the need for different approaches and outcomes.	I believe when we work with people from different backgrounds, with the right focus, we can develop the capacity for deeper listening and empathy for those we work with.	Honestly, I don't think people are taught to be open to difference, to have empathy for others.
Risk Mitigation	RM	Prioritizing, evaluating, and implementing the appropriate risk-reducing controls/countermeasures recommended from the risk management process. Reducing the risk associated to poor customer or team outcomes based on miscommunications, misalignment or mistrust.	It would make the difference in the level of awareness on teams, help them to be more effective together, it would affect our customer satisfaction and mitigate risk by protecting our business at a whole different level.	The more singular or the more from one angle the view is coming, the more it leads to bias, the more toward the risk of false or wrong decision making, groupthink, and self-similarity.

APPENDIX H

IRB Approval

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: August 03, 2022

Protocol Investigator Name: Sheri Mackey

Protocol #: 22-06-1867

Project Title: An Evaluation of the Malleability of Socio-cultural Constructs In Global Virtual Teams

School: Graduate School of Education and Psychology

Dear Sheri Mackey:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.
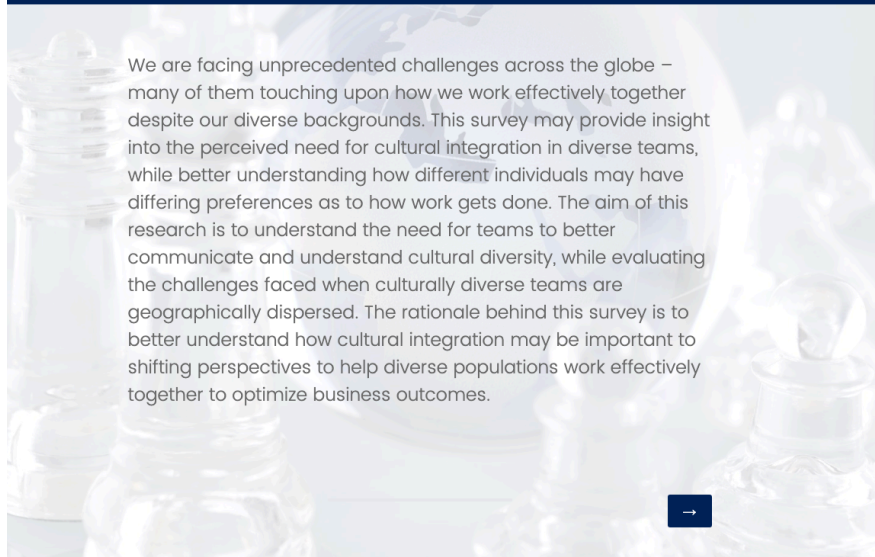
Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX I

Cultural integration Team Survey

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We are facing unprecedented challenges across the globe – many of them touching upon how we work effectively together despite our diverse backgrounds. This survey may provide insight into the perceived need for cultural integration in diverse teams, while better understanding how different individuals may have differing preferences as to how work gets done. The aim of this research is to understand the need for teams to better communicate and understand cultural diversity, while evaluating the challenges faced when culturally diverse teams are geographically dispersed. The rationale behind this survey is to better understand how cultural integration may be important to shifting perspectives to help diverse populations work effectively together to optimize business outcomes.

→

Welcome to the research study!

We are interested in understanding your views on the need for cultural integration. You will be presented with information relevant to cultural integration on global teams and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential.

The study should take you around fifteen minutes to complete and your participation in this research is voluntary. You have the right to withdraw at any point during the survey, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail sheri.mackey@pepperdine.edu.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

○ I consent, begin the survey

○ I do not consent, I do not wish to participate

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What is your age?

○ 21-30

○ 31-40

○ 41-50

○ 51+

What is your gender?

○ Male

○ Female

○ Other

Which Best Describes you?

○ African

○ Asian

○ Caribbean

○ European

○ Middle Eastern

○ North American

○ Oceanian

○ South/Central American

○ Other

Country of origin?

Which region do you currently reside in?

○ Africa

○ Asia

○ The Caribbean

○ Europe

○ Middle East

○ North America

○ Oceania

○ South/Central America

○ Other

→

Country of residence?

What is the highest level of education you have completed?

○ Secondary School/High School or equivalent

○ Some college, no degree

○ Associate degree (e.g. AA, AS)

○ Bachelor's degree (e.g. BA, BS)

○ Master's degree (e.g. MA, MS, MEd)

○ Doctorate or terminal professional degree (e.g. MD, DDS, JD, PhD, DBA, EDD)

What is your primary language spoken at home?

○ Arabic

○ Chinese

○ English

○ French

○ German

○ Italian

○ Japanese

○ Russian

○ Spanish

○ Norwegian

○ Other

What is your position within the organization?

○ Independent Contributor

○ Supervisor /Lead

○ Manager

○ Director

○ Vice President

○ Executive

How many years experience do you have working on a global team?

○ Less than one year

○ 1-3 years

○ 4-6 years

○ 7-10 years

○ 10+ years

I prefer to make decisions and take action on my own if given the choice

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I view time building relationships with diverse teammates as key to achieving good results

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I observe instances of misunderstanding in my global team that are a result of a lack of understanding and context

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I am comfortable challenging the views of those above me in the organization

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I work with colleagues from cultures other than my own

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

→

My culturally diverse team regularly meets their goals and objectives on time and on budget

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I prioritize reaching goals and objectives in a timely and efficient manner

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I prefer rapid decision making and quick results

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I feel a sense of duty, obligation and loyalty to my team, regardless of how long I have been working with them

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

Business results suffer due to cross-cultural miscommunication on my global team

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

→

I avoid asking questions directly in public

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I prefer not to challenge or question those above me

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

Team members from diverse cultures go about problem solving in different ways

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

→

Cross-cultural differences on my team affects task completion

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I spend significant time on background research and task preparation

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I am comfortable making requests, giving direction and disagreeing openly with my teammates

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I prefer to learn new things through personal interactions in a group setting

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I believe people should be better prepared for working in cross-cultural environment

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

I am motivated to learn from culturally diverse colleagues

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

Culturally diverse teams need to be able to work together effectively

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

→

Cultural integration on global teams is important to team success

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

Valuable ideas come from colleagues with different cultural backgrounds

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

How many team members on your global or regional team are from a culture other than your own

How often do you interact with diverse team members?

Please provide additional information or comments on working teammates from diverse cultural backgrounds

→

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We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix J

Inter-rater Reliability Results

File size: 13561 bytes
N columns: 26
N variables: 13
N coders per variable: 2

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha (nominal)	N Agreements	N Disagreements	N Cases	N Decisions
Variable 1 (cols 1 & 2)	94.1%	0.698	0.698	0.699	225	14	239	478
Variable 2 (cols 3 & 4)	91.2%	0.74	0.741	0.741	218	21	239	478
Variable 3 (cols 5 & 6)	97.1%	0.705	0.705	0.705	232	7	239	478
Variable 4 (cols 7 & 8)	97.9%	0.695	0.695	0.696	234	5	239	478
Variable 5 (cols 9 & 10)	96.7%	0.771	0.772	0.772	231	8	239	478
Variable 6 (cols 11 & 12)	96.7%	0.856	0.856	0.856	231	8	239	478
Variable 7 (cols 13 & 14)	95.8%	0.739	0.739	0.74	229	10	239	478
Variable 8 (cols 15 & 16)	97.1%	0.805	0.805	0.805	232	7	239	478
Variable 9 (cols 17 & 18)	99.6%	0.887	0.887	0.887	238	1	239	478
Variable 10 (cols 19 & 20)	96.7%	0.808	0.808	0.808	231	8	239	478
Variable 11 (cols 21 & 22)	95.4%	0.83	0.83	0.83	228	11	239	478
Variable 12 (cols 23 & 24)	96.7%	0.732	0.732	0.733	231	8	239	478
Variable 13 (cols 25 & 26)	97.9%	0.816	0.816	0.817	234	5	239	478

File size: 13576 bytes
N columns: 26
N variables: 13
N coders per variable: 2

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha (nominal)	N Agreements	N Disagreements	N Cases	N Decisions
Variable 1 (cols 1 & 2)	85.8%	0.676	0.683	0.677	205	34	239	478
Variable 2 (cols 3 & 4)	94.1%	0.857	0.858	0.858	225	14	239	478
Variable 3 (cols 5 & 6)	98.3%	0.825	0.825	0.825	235	4	239	478
Variable 4 (cols 7 & 8)	97.1%	0.772	0.773	0.773	232	7	239	478
Variable 5 (cols 9 & 10)	96.7%	0.833	0.833	0.833	231	8	239	478
Variable 6 (cols 11 & 12)	95.8%	0.833	0.833	0.833	229	10	239	478
Variable 7 (cols 13 & 14)	95.4%	0.804	0.804	0.805	228	11	239	478
Variable 8 (cols 15 & 16)	98.7%	0.942	0.942	0.942	236	3	239	478
Variable 9 (cols 17 & 18)	99.6%	0.95	0.95	0.95	238	1	239	478
Variable 10 (cols 19 & 20)	97.9%	0.886	0.886	0.887	234	5	239	478
Variable 11 (cols 21 & 22)	96.2%	0.861	0.861	0.861	230	9	239	478
Variable 12 (cols 23 & 24)	97.9%	0.877	0.877	0.878	234	5	239	478
Variable 13 (cols 25 & 26)	99.2%	0.945	0.945	0.946	237	2	239	478