Leadership in Multicultural Teams

Impact of Highly Educated & Multicultural Creative Teams on Leadership

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Abstract

With a rapidly changing work environment due to increased migration and ease of travel, organisations today is challenged by a multicultural setting of individuals in employment. Additionally there is an increase in the number of highly educated employees working in the same teams as lesser educated individuals. The purpose of this paper is to research how the leadership is influenced by the cultural and educational diversity in a team. The study is a comparison study between two demographically similar teams in the same organisation. The difference between teams is that one team comprises of highly educated individuals classified under creative class based on Richard Florida's (2002) workforce classification. The other team comprises of individuals with lower education and are classified under service class. This research has found that the leadership is influenced in a different way when the level of education is included in the multicultural teams. Thus, besides culture, education also plays a big part in how the leadership is impacted.

KEY WORD: Leadership, multicultural, social stratification, employee classification.
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May 23, 2017

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Word of dedication from the author:

“I would like to express my gratitude to my wife, Annika, to give me the opportunity to invest two years of valuable time that resulted in this project. As well as my son, Lauritz, who decided to arrive and support me in the last few months of writing.” Oscar Rosander
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1.0 Introduction

According to Friedman (2005), the world is changing due to globalization and that makes the world “flat” and smaller. Together with these changes, there are different challenges that businesses around the globe face due to the increased cultural diversity of the individuals. Globalization put the demand on companies to internationalize their operations across borders and nations. This strategic operation requires sometimes even more qualified employees. Therefore, companies experience the possibility of skilled migration as an advantage. As a result, a multicultural work environment is already a common reality for many international organizations. With an increasing number of businesses and individuals that move across countries and continents in search for new opportunities, engaging in work related activities in a foreign country might be challenging. At the same time, managerial level challenges may arise due to increased diversity (Loyd and Hartel, 2010) and greater number of educated employees to access.

Multiculturalism and diversity in the workplaces have been an increasing source of competitive advantage for firms (Cox & Blake, 1991). Respectively, many companies realize the importance of creating a diverse workforce and acknowledge the advantages of hiring employees with diverse cultural background due to a greater pool of knowledge (Cox & Blake, 1991). However, Friedman’s idea that the world is flat is more appropriate when it is related to today’s competitive business environment in rapidly growing economies. Technology and labor migration, which often includes individuals with different levels of education, demands management to understand and adapt leadership styles according to the team composition. Livermore (2011) argues that the central issues of leadership are to foster communication skills as well as building trust. This challenges in the context of multicultural teams acquire a whole different level of complexity.

In times of increased migration between countries and continents, there is a growing difference
in educational levels among the workforce due to that the people transfer around. With several areas of the globe that are experiencing unrest and war, the populations are seeking themselves to safer countries with greater possibilities of securing the future for their families. This results in an increasing amount of both low-skilled and less-educated workforce as well as highly educated and with extensive work experience puts new demands on the leadership on the team level. A high-skilled migrant is more concerned with the long-term achievement compared to a low-skilled migrant that seem to adjust to the present situation and outcome (Bazillier & Boboc, 2016). Therefore, in a country like Sweden, that has enjoyed a homogenous workforce even with the previous labor-migration, a situation where technological advancement has brought a large influx of highly educated individuals, companies is now developing a heterogeneous workforce which in turn puts new demands on the leadership. Together with a continuous outsourcing of production to low-cost countries (Olhager, 2017) and a corresponding decreasing need for low-educated workforce the, according to Richard Florida (2002), creative class is growing. There is also an increasing number of migrant workforce belonging to this new class system. Thus the creative class is expected to contribute to organizational development while managers today are dealing with a new and unexplored workforce.

An extensive body of research exists about the challenges faced by employees and leadership of a multicultural team. Also, extensive research has been done to identify the impact of culture on leadership. The multi-phase, multi-method GLOBE project has 150 social scientists that are studying 61 different cultures impact on leadership. The study tries to figure out if it is possible to explain the universal and culture-specific attributes of leader behaviors, attributes and organizational practices in terms of an underlying theory that accounts for systematic differences across cultures (House, 2002). It aims to study if there are any universally accepted leader behaviors, attributes and organizational practices that transcend different cultures. The study also tries to understand if there are any of the aforementioned traits that are acceptable only in certain cultures. It also tries to understand if and how certain attributes of a society affects the behavior of the leaders.
1.1 Research problem

Nevertheless, research about the impact of the different cultures of team members in a cross-cultural team on leadership is sparse. This paper argues that there is a case to research, if and how the attributes and behavior of the leaders are influenced by the cultural background of the team members. The argument is based on the premise that the strong connection between leadership style and culture prevail as supported by House (2002), who cites several research studies on the topic to support the strong connection between the two. The literature points towards “a major divergence of views regarding the universality of leadership patterns” (House, 2002). Lammers and Hickson (1979) as cited in House (2002), has stated that “many researchers have argued for a direct impact of culture on leadership styles, arguing that specific cultural traditions, values, ideologies, and norms are bound to differentiate as much or even more than structural factors between societies.” The inference based on the above argument is that if the culture of the leader influences the leadership and management styles to such an extent, then there is a possibility that the culture of the subordinates might also influence the leadership styles. A study by Lena Zanders (1997) has shown a strong relation between employees’ preferences in regard to strong “interpersonal leadership” Zanders (1997) and dimensions of national culture. But Lena Zanders stated that there could be several other factors including employees levels of education as an influencing factor on the expectations on leaders. So this research focuses on the level of education variable and is also specifically interested in comparing the impact on leadership within teams that comprises of creative class and service class based on Florida’s workforce classification of.

1.2 Research Purpose

As stated in Zanders (1997) behaviors and attitudes are seen as cultural dimensions in work settings across countries. The situational and environmental analysis is considered a critical weakness of any research about leadership behavior effects. Zanders (1997) states that not all
attitudes and behaviors are associated to culture, instead, there might be other factors that influence individuals attitudes and behaviors such as differences individual’s level of education. Thus, this research aims to understand if the level of education impacts the leadership and also if there is a preferred leadership style that could be more suitable for teams with different educational levels.

Thus the study has the following research questions:

1. How the level of education and cultural background is impacting the way members of a team prefer to be led?
2. Are identified differences, if any, in subordinates preferences for the way they want to be lead according to their level of education and classifications class?

This study is done in the context of multicultural teams. In order to attempt answering the first research question, we will measure the impact made to the cultural dimensions mentioned in the GLOBE study that is presented in House et al. (2004) when ‘level of education’ variable is included. The second research question will be first approached by applying the Classification of Richard Florida (2002) and then we will try to deduce the preferred leadership style among the six leadership dimensions as specified in the GLOBE project based on the analysis.

As previously mentioned, this research focuses on the level of education variable and is also specifically interested in comparing the impact on leadership within teams that comprises of creative class and service class based on the workforce classification of Florida’s. The proposition is that beside culture, education plays a big role in the way the leadership is impacted. The reason for the proposition is based on the inference that if national culture influences the behavior of the leaders, then education should also play a bigger role in how the leadership attributes are influenced. As stated in the theory, educational level impacts the career
choice. People with higher education usually work in knowledge creation types of work (Florida, 2002).

2.0 Theoretical framework

In this chapter, we present the previous research on leadership and the relation to the leader and follower's culture, as well as the previous findings within social stratification. We came across the work of Richard Florida who is an American professor of urban studies that is focusing on social and economic studies (Martin Prosperity, 2017). He is the head of Martin Prosperity Institute at the University of Toronto and developed the theory of the creative class described in his book “The rise of the creative class” in 2002 following the dot-com boom between 1997 to 2001. Even though he has been criticized for his theory that is summarized in an article by Jamie Peck (2005) where the American establishment accuses Florida of, among other things, attacking the big-business oriented development strategies and the normative “family values”. However, we feel that with the developments after the dot-com boom, his theory is valid and reliable. As such, we will later in this chapter support Florida’s writings with renowned emeritus professor Bengt-Åke Lundvall findings in this field 2010. Although Florida focused on the American society whilst Lundvall based his studies on Europe thus does still cover similar topics why they correspond and support each other’s findings.

2.1 Leadership

In Barrow’s (1977) leadership review, it is stated that leadership phenomena are probably the most ”extensively researched social influence process known to the behavioral sciences.” Lord et al., (1986) presents leadership as a primary component of the “social fabric” of many organizations. “Any economic system, political system, business enterprise, or commonweal organization derives its continued existence from the successful guidance of human beings.” (Barrow, 1977) Even today a lot of effort and time is invested in order to conceptualize and ground characteristics, functionality, and methods associated with leadership effectiveness. Leadership effectiveness may depend on the leader’s behaviors and attributes being aligned with
the endorsed theories on the implicit leadership of followers. (House et al., 1999; Cronshaw and Lord, 1987).

Smircich and Morgan (1982) defines leadership as a process where individuals succeed in “attempting to frame and define the reality of others”. Usually, this type of leadership is noticed within a group that has no defined structure and where the leadership emerges in a natural and spontaneous way and individuals might frame their reality-based of the leader with following implications: either react positively or reject the created reality (Smircich and Morgan, 1982). This type of situations where power is involved may be the source of tension in leadership situations.

The emergence of leadership in unstructured situations thus points toward at least to four important aspects of leadership as a phenomena: (1) leadership is essentially a social process defined by interaction; (2) leadership comprises a way of defining the reality; (3) leadership comprise a dependency relationship that influence individuals to surrender their capabilities to view and define reality to others; (4) the development of “formal leadership roles represents an additional stage of institutionalization, in which rights and obligations to define the nature of experience and activity are recognized and formalized” (Smircich and Morgan, 1982).

The importance of leadership is still a valid question to ask especially in times of disorder and conflict. Leadership becomes a matter of life and death when things are not going right and conflicts arise. As Van Vugt et al (2008) in his work remarks that leadership is arguably one of the most researched problems in social sciences, thus it is difficult to avoid the topic related to leadership. Since many of the people are being involved in different occupations like work we pay special attention to the leadership implication related to at workplaces. Lord et al. (1986) concluded that humans have the capability to easily perceive someone’s leadership potential. Subsequently, De Cremer and Van Vugt (1999) states that when people are placed in ad-hoc groups the leader-follower structures quickly emerge.
Leadership seen as a phenomenon is not simply a “process of acting and behaving, but also a power based reality construction and needs to be understood in these terms” (Smirch and Morgan, 1982). Smirch and Morgan (1982) approached leadership as a phenomenon and the research provides a new concept of leadership based on interaction, dependency and sense making. In their case leadership is presented as a mean for understanding it as a phenomenon. Furthermore, the research is based on analyzing leadership as a social practice and its implications and consequences for organizations. The focus of their study was to analyze “leadership as management of meaning” (Smirch and Morgan, 1982). According to their analysis, a defining trait of leadership process is its role of power that obligates others in participating in sense-making activities as for instance the way people interpret the sense of different situations. This can be seen as a dependency created between the leader and the followers in which the leader prioritize self-sense making activities over the followers’ sense-making.

Later research has broadened the concept of leadership as a process of influence that occurs in organizations where the formal leader plays only a part (Day, 2000). Research done by Klein and Kozlowski (2000) established that other team members can provide informal leadership that can contribute significantly to team effectiveness.

Manager's’ role in developing of high-performance teams is critical. In Watson et al’s (1993) work it is suggested that team leaders/managers implications in this process is: (1) The selection of team member of both genders; (2) Selecting members that have similar lengths of work, educational, international experience and as well in terms of cultural differences; (3) Feedback must be given for the goal accomplishment on the base of individual and team performance; (4) Specification of clear team goals.
2.1.1 Leadership traits and culture

A lot of literature on explanation of leader behaviour regarding the influence of different cognitive structures such as implicit theories of leadership and cognitive prototype (Rush et al., 1977), as well as leader-follower (subordinate) relationships described in Engle and Lord (1997) and the leadership behaviours perceptions in organizational settings (Maurer and Lord, 1991), As named in Lord et al., (1982) the central unit of implicit leadership theories are the cognitive prototypes to which the leaders can to compared to. Furthermore, the cognitive prototypes may influence both the perceptions and reactions of leadership according to the evoked type of prototype (Lord et al., 1986). Moreover, Hollander (1992) names that given the mutual reciprocity of influence it is equally important to be aware of the followers’ expectations that may influence the leader-follower relationship. Thus, in line with Lord and Maher’s (1991) “recognition model” an essential element of recognizing an effective leader is the compliance between the follower’s (subordinate's) preexisting concept of the ideal characteristics of an effective leader.

2.1.2 Interpersonal leadership

As described in Zanders (1997) study the interpersonal leadership refers to the relationship between the manager and the employee or the leader and the follower. Lena Zanders (1997) study clearly supports the view that culture affects the employee's preferences for interpersonal leadership that are in form of empowering, coaching, directing, and communicating has a strong relationship to national cultural values and beliefs. Lena Zander’s (1997) early findings “suggest the importance of understanding the relationship between national culture and employees' preferences for interpersonal leadership as well as the importance of studying the subordinate's attitudes of how they want to be managed instead of asking managers how they think that subordinates want to be managed.” Furthermore, some
cultural characteristics may provide certain leadership styles and characteristics that are effective (House et al., 2004).

The study argues that there are different expectations on managers in terms of interpersonal leadership from one country to another because of the cultural differences or nation culture. The study points out other factors such as historical tradition, religion, political system, the level of education, the level of GNP and technological level that influences the expectations.

2.1.3 Implicit leadership theories & GLOBE’s culturally endorsed leadership theory

Implicit Leadership Theory (ILT) is an idea that was proposed by Lord & Maher (1991) which states that individuals preconceived notions that are created by their cognitive representation of the world are used to interpret their surroundings and manage their behaviors (Lord & Maher, 1991). Drawing on the study of Lena Zanders, ILT also says that the individuals in the teams make assumptions on the characteristics, traits, and qualities of a leader based on the individual's cultural background.

GLOBE study (House, 2004) has focussed on understanding the relationship between leadership attributes and national culture. One of the main key questions of the study was about how does the employee national culture influence the expected kinds of leadership behaviors in a society. The study included the following nine cultural dimensions: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance and uncertainty avoidance (House, 2004). The study also produced six global leadership dimensions as follows: charismatic, team-oriented, participative, humane-oriented, autonomous, self-protective leadership. These dimensions
comprise of 21 leadership attributes. The conclusion of the study is that there is a strong congruence between the leadership dimensions and national culture.

Offermann et al. (1994) identified dedication, tyranny, Sensitivity, Intelligence, Charisma, Strength, Attractiveness and Masculinity as the distinct factors of ILT's. Gender can also play a part in the above.

Epitropaki and Martin (2005) names that categorization of the leaders can happen based on the perceived match between the attributes of a preexisting leader prototype that the subordinates hold in their memory.

2.1.4 Swedish leadership

According to Holmberg (2006), there is considerable support for the inference that Swedish Leadership style is uncommon. A Lawrence and Spybey (1986) study portrayed “Swedish decision-making as participative, and reported it is normal for a Swedish manager to consult his or her subordinates, and not just to consult them cosmetically.” Bjerke (1999) states that “There is a strong desire to achieve consensus, to make decisions through democratic processes and cooperation.” Swedish leadership can also be described in terms of “social individualism” (Hampden-Turner and Trompenaars, 1993) or as “individualism strongly rooted in a collectivistic value-system” (Holmberg and Akerblom, 1998, p. 311) as cited in Holmberg 2006. Based on all the research mentioned it is sufficient to deduce that the notion of Swedish leadership is unique and is valid. Generally, Swedish leaders can be seen as non-assertive, democratic and their management style is based on consensus. GLOBE (Global Leadership and Organizational Behavior Effectiveness) study from 2004-2007, shows that Swedish Leadership Visualization ranks higher than average in categories such as Charismatic, Team Oriented and Participative and ranks at the bottom when it comes to Self-Protectiveness.
Holmberg (2006) has also analyzed this global questionnaire data from 17,310 (900 Swedish) middle-managers to conclude that the idea of Swedish leadership style is relevant and solid.
### 2.2 Culture

The ancient Greeks and the Roman Empire are the first societies associated with the term culture (Eagleton, 2000). However, in modern times, after the 19th century, social culture commonly corresponds to society and in practice society is referred to as the culture of a group of humans (Walker, 2001). The concept of culture can be presented as the software of the mind to enable the individuals in a group to distinguish themselves from other groups (Hofstede et al, 2010). This can be symbolized through Hofstede’s “Three levels uniqueness in mental programming” (figure 1).

![Figure 1: Three levels uniqueness in mental programming](image)

According to Hofstede et al.’s (2010) “Three levels of uniqueness in mental programming”, the culture defines the individual before the personality, but after the human nature. The culture is taught by our parents and their environment from very young age, and the culture forms a base for when the individual creates its personality. Human nature cannot be taught but is inherited through our genes from generations prior. By applying this model to individuals from diverse backgrounds, it is possible to distinguish different groups from one another based on their preferences in the use of symbols, practices, and values. If a team leader has an understanding of the individuals on his team he could easier apply different approaches to communication within the team. Therefore the leader must be culturally aware of his team due to that the surrounding has an impact on his leadership qualities (Jackson et al., 2015). However, to be able to diversify
cultures we are required to understand how and why individuals behave differently due to their cultural background.

Geert Hofstede (1980) presented a study aiming at dividing nationalities based on four dimensions; “power distance, individualism versus collectivism, uncertainty avoidance and masculinity versus femininity” (Hofstede, 1980). To create a cultural understanding we envisage to utilize Hofstede theory.

Wûrtz (2005) names variables that distinguish the high and low context cultures such as the collectivism and individualism dimensions, power distance Hofstede (1980) states that one of the fundamental difference between cultures is individualism and collectivism dimensions. He describes individualism as an emotional state where the individual is having emotional independence from other individuals and organizations. As Samovar & Porter (2000) refers to the fact that if humans are social animals there is a necessity to balance the involvement of other individuals with individualism cultural belief. In collectivistic cultures, the group well-being is prioritized over the individual goals. In low context cultures, however, it is put a significant importance on personal accomplishments rather than the group. Personal values in collectivistic culture incorporate “training, physical condition, and the use of skills” and in individualistic cultures, the values consists of freedom, challenge and personal time.

Power distance is another Hofstede’s dimension that is tied to the high-low context dimensions and at the same time to collectivism and individualism dimension (Wurtz, 2005). According to Marcus & Gould (2000) power distance refers to the degree of expectation and acceptance of unequal power distribution of the less powerful members of a group within a culture. This includes the hierarchical levels, authoritarian leadership, and acceptance of inequality of power distribution. This is characteristic of the high context cultures. On the opposite side, the low context cultures strive for egalitarianism, flat organization structures, participative or consultative management style (Wurtz, 2005).
2.2.1 Cultural intelligence

When the workforce has an increased multicultural background and diversity in the form on non-natives (Rosenauer et al., 2016), it demands new knowledge and leadership. Traditionally leaders are required to adjust their leadership style to fit the local circumstances (Ramsey et al., 2016) but in the current globalized situation, the leaders will find themselves having to adjust their leadership style in their domestic environment due to the multinational of their teams.
Therefore they end up in a cross-border situation (Rockstuhl et al., 2011) where they are required to work simultaneously with multiple cultures and adopt a multicultural perspective (Bartlett and Goshal, 1992). On an organizational level, the leadership can be directly related to the culture and has a profound impact on each other (Jackson et al., 2015). This means that if the leader has the ability to understand the social context of the environment he will adjust his leadership style.

When relating this to the Sternberg’s Triarchic Model (1985), figure 3, of intelligence, where he divided intelligence into three correlating boxes, there may be a correlation between CQ and the practical intelligence.

![Sternberg Triarchic Model](image)

Figure 3: Sternberg Triarchic Model

According to Sternberg (1985), the conventional (analytical) intelligence is the ability to solve academic problems and refers to the classic IQ-test. The creative intelligence is the ability to think freely and adjust its thinking to handle and solve novel situations. Practical intelligence, or “street smart” as Sternberg names it more commonly, allows the individual to adjust its behavior to become successful in any given situation.
2.3 Social stratification

An article by Kerckhoff (2001) presents a well-documented revision of the research done in previous years about the theory of the relationship between individual’s educational level and the stratification process in advanced societies. By definition social stratification refers to the fact that individuals coming from different communities are having certain characteristics that differentiate them into different strata. In this way the members of a community are stratified.

2.3.1 Education

The literature review states that education is the main factor to contribute to stratification process. As from a young age, individuals are exposed to a variety of educational programs that later on makes a large contribution to the individual’s adult life in terms of occupation and career choice. Spring (1976) describes the educational system as being a “sorting machine” because that is what is does – stratifies the population. Thus, “stratification refers to the degree to which systems have clearly differentiated kinds of schools whose curricula are defined as "higher" and "lower."” Kerckhoff (2001).

Collins (1971) mentions that education is controlled by a certain status group and it is also used to nurture control within work organizations. Thus the educational background of an individual settles different employment options one may have as for example to be recruited for elite positions. Respectively individuals with “lower level of education, to hire lower and middle employees who have acquired a general respect for these elite values and styles” (Collins, 1971). However, all levels of education are required in an organization due to the different challenges presented in the work why employment of skilled personnel is a resource (Wernerfelt, 1984) regardless of educational level. This will show the “importance of connecting competence management on the strategic level to how competence is handled on an individual level”
(Medina & Medina, 2014). Thus, is knowledge creation an individual activity that the firm then use through applying this into the production (Grant, 1996). Furthermore, an employee with a university degree that would prepare for managerial duties, may discover that his/her skills are not so effective compared to colleagues that had years of practical knowledge and experience (Mayhew, 2017).

Regarding communication competency, it is known that if the individual with a higher level of education is hired on the elite level, he/she is also responsible for creating a common language. A verbal common language is a fundamental mechanism for integration of individuals such as group problem solving and decision making (Grant, 1996). “Day-to-day communication among and within cultures requires education, training, and skill building” (McCain, 1996).

2.3.2 Creative class

According to Richard Florida (2002), the workforce may be divided into three class types according to the occupational background of the people- the Creative Class, Working Class and Service Class. The creative class is differentiated through knowledge and high level of creativity, the service class is occupied with the mainly routine type of work that does not require a high level of creativity and working (labor) class is mostly engaged in physical work. The main distinction about these class types is the creativity level of the individuals that allows them to bring a greater economic contribution to corporations. People that falls under the creative classification are considered to have a higher degree of education but also the ability to perform high creative jobs. In this way, creativity is the element that plays the most important part into the proposed classification since it is known to drive the innovation that organizations are striving for. Besides creativity, the people included in the creative class are characterized as having high autonomy in performing their jobs (Table 1) and often times come up with own ideas.
Table 1: Cluster analysis of types of workers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Creative Class</th>
<th>Constrained problem-solvers</th>
<th>Taylorised Workers</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving activities</td>
<td>96</td>
<td>87</td>
<td>37</td>
<td>79</td>
</tr>
<tr>
<td>Learning new things in work</td>
<td>87</td>
<td>84</td>
<td>16</td>
<td>68</td>
</tr>
<tr>
<td>Undertaking complex tasks</td>
<td>80</td>
<td>81</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>Using one's ideas in work</td>
<td>77</td>
<td>24</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Able to choose or change one's work methods</td>
<td>94</td>
<td>21</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>Able to choose or change the order of one's tasks</td>
<td>92</td>
<td>14</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>Total share of occupied persons</td>
<td>51</td>
<td>24</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Creativity was always valued highly and Richard Florida (2002) in his article is stating that organizations are valuing more and more the creativity for the added value that brings to the industries. Kanter (1988) points out that creativity is an uncertain process and it may come with some cost because of the high risk for failure. In the same time, individual’s creativity can also bring innovations related to the work performance and as well as finding new alternatives and novel procedures (Perry-Smith and Shalley 2003). Creative people are usually met with some degree of resistance due to the newness of their ideas or unknown approaches to deal with different tasks or situations.

Florida (2002) stated that the rise of creative class brings positive economic outcomes as for instance creative ideas that would lead to economic growth. The creative class is characterized by Florida as being a segment of highly educated people that are well paid and contribute to the increasing economic growth, nevertheless, contributes to corporate profits. According to Florida (2002) what differentiate the creative class from others is that its members “share a common ethos” that values highly the creativity and the merits and individuality.
The main characteristics of people from the creative class are the ability to engage in order to “create meaningful new forms” of designs as for instance the product's design or a strategy that could be applied numerous times (Florida, 2002). According to Florida, the creative class is engaged in knowledge-intensive industries where they have required a highly cognitive ability to think independently and in their turns to create their own bodies of knowledge that is applied to the sector they work in. This relates to the theory of the need of self-actualization by Maslow (1943). According to Maslow (1943), even when the human has all the basic needs cared for, he will still search for more input to satisfy itself. This is more apparent when a man does not do what he is fitted for or more precise: to use his full potential. In most people, this will thrive into a creative action such as painting or playing music. Even if this is not the case for every individual, if the individual does have a creative streak, it will present itself in this form in those individuals that are of the creative class. This will also show that for an intelligent person, the need to satisfy his curiosity, he is prepared to endanger his safety in terms of the basic needs; psychological, safety, belonging and esteem (Simons et al., 1987). Considering Maslow wrote this theory in 1943, the world looked large different from today. In Sweden 1942, less than one percent (8 500 individuals) of the population (6 500 000 citizens) was registered at any of the five universities or higher educational facilities operating at the time (SCB, 1943). This would mean that the creative class, based on the assumption that 9 in 10 of creative people have a university degree (Florida, 2002) was a small number of individuals with the ability to develop and change the society. When we compare the situation in 1942 with Sweden in 2015 we can see that the country has developed in a positive manner over the past 70 years. Sweden had in 2014 increased its number of citizens up to 9 650 000 and there was 415 000 registered students at 37 different universities and higher educational facilities in the country (SCB, 2014). This means on one hand that four percent of the population may be added to the creative class when their studies are finalized. In the same time, the opportunity to become a part of the creative class will be much greater today than 70 years ago.

A study by Lorenz and Lundvall (2010) analyzed the preconditions related to creative work like the people’s and organization’s characteristics as well as the national institutional context
support creative work. The results of their study support the so-called creative class defined by Florida (2002) that individuals engaged in creative work have a high educational level but also have a certain amount of work experience. Furthermore, it is more likely to perform a creative job under the conditions where “management support employees and where work is organized to promote knowledge diversity” (Lorenz and Lundvall, 2010). According to their study, Scandinavia is a place where the creative work tends to be found and developed. Lorentz and Lundvall (2010) work consisted of mapping the creativity at work for the European Union countries (table 2).

<table>
<thead>
<tr>
<th>Euro-Creativity Index</th>
<th>Creative Class Index</th>
<th>Human Capital Index</th>
<th>Scientific Talent Index</th>
<th>Innov. Index</th>
<th>High Tech Innov. Index</th>
<th>R&amp;D Index</th>
<th>Attitudes Index</th>
<th>Values Index</th>
<th>Self-Express Index</th>
</tr>
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<tbody>
<tr>
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<td>Score</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1. Sweden</td>
<td>0.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>0.73</td>
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<td>1</td>
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<td>6</td>
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<tr>
<td>4. Netherlands</td>
<td>0.67</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Denmark</td>
<td>0.68</td>
<td>9</td>
<td>16</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
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<tr>
<td>6. Germany</td>
<td>0.57</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>12</td>
<td>2</td>
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<tr>
<td>7. Belgium</td>
<td>0.53</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>13</td>
<td>8</td>
</tr>
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<td>8. UK*</td>
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<td>11</td>
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<td>6</td>
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<td>10. Austria</td>
<td>0.42</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>10</td>
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<td>11. Ireland</td>
<td>0.37</td>
<td>6</td>
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<td>9</td>
<td>11</td>
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<td>11</td>
<td>5</td>
<td>15</td>
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<td>12. Spain</td>
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<td>1</td>
<td>12</td>
</tr>
<tr>
<td>13. Italy</td>
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<td>13</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>14. Greece</td>
<td>0.31</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>15. Portugal</td>
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<td>13</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 2: The European Creativity Index
What is interesting to conclude is that the level of creative work is higher in countries where exists a “broad competence-based systems of education and training that place value on equality of access to lifelong learning opportunities and the continuing acquisition of job-related skills” (Lorenz and Lundvall, 2010) but also in countries where the level of labor mobility is relatively high.
### 2.4 Teamwork

In organizational science literature, there are publications that consist of reflections and theories about the nature of work and how it has changed during the past centuries and what are the organizational implications regarding the transformation of work from the industrial to the postindustrial economy. The changes that occurred in the nature of work finds its explanation in the research done by academia. Barney (2001) states that organizational changes in terms of work are happening mainly because of the new technology development and markets. Thus, the organizations either manage to adapt or become misaligned as an effect of their activities.

The Marxian theory states that vivid changes in society, especially in the nature of work that mainly led to the creation of new institutions and organizational forms. “The dynamics of work appear to be changing within occupational clusters” Barney (2001). Some type of occupations are eliminated due to the development of digital technologies and in turn, it creates another type of jobs (Adler, 1992). Furthermore, in order to characterize better, the post-bureaucratic organizations scholars like Byrne (1993), Powell (1990), Womack et al. (1990) proposed different concepts based on the observations of the business world. Some of the theories about new organizational forms like virtual, network organizations and lean structures generated a successful torrent of research.

“With respect to the firm’s internal structure, projects are a more salient structural feature for contractors than are the managerial hierarchies and functional departments that have played such a large role in organizational theorizing” (Barney 2001). Furthermore, projects play an influential role in the post-bureaucratic organizations and in such settings it is highlighted the elevated reliance on group work and teams. “Images of teamwork rooted in laboratory studies of group dynamics and decision making” (Barney 2001). A project can be defined as a temporary endeavor which aims to complete a specific objective or outcome, which can be a certain result, product, or service (PMI, 2013). A project has a defined beginning and end date, which is reached either when the objectives have been accomplished or in the case of termination (PMI,
In addition, a project is characterized by its novelty and uniqueness which result in a relatively high degree of uncertainty and delineate a project from a repeating or routine task.

Since in organizations the work form is being in the context of teams or groups it is important that the members of with an organization have experience of group work. Gassmann (2001) acknowledge that in multicultural teams it is paramount to build bring a clear sense of direction especially in the early stage of conceptualization phase in order to easier overcome the side effects of an eventual cultural shock related to differences in working styles, communication barriers, and decision-making. Furthermore, he emphasizes the importance of trust-building measures (Gassmann, 2001).

In terms of working styles, Mello (1993) states that significant amount of individuals working in groups prefer to work individually and want to be rewarded for sole achievement only. That creates challenges and implications for teams within organizations. Despite many benefits that teamwork has in terms of learning and knowledge sharing, as well as having possibilities to develop interpersonal skills groups work it may also create the platform for creating conflicts (Mello, 1993). In his study, Mello (1993) concludes that the conflicts that appear within the team may consist of interpersonal character but also there has been seen the tendency of some team members that are underperforming and rely on other members that are more productive. This creates a number of managerial dilemmas.

2.4.1 Homogeneous and heterogeneous teams

Watson et al. (1993) made a comparative study between homogeneous and culturally diverse groups showing the culturally diverse task groups have an impact on performance and interaction process. The results study show that in terms of overall performance both homogeneous and culturally diverse teams scored the same but the results showed that homogeneous groups were
better in identifying the problem and had a higher quality of solutions. On the other hand culturally diverse teams “scored significantly higher on a range of perspectives and alternatives generated” (Watson et al., 1993). Moreover, the study showed that a better process effectiveness was reported in heterogeneous groups only during the early stage of task period. The cultural diverse teams reported difficulties in working together and agreeing on prioritizing tasks. McCain (1996) affirms that the condition for multicultural teams in becoming high performing teams is when the team members are able to establish and settle performance goals. Furthermore, culturally diverse teams often consisted of members who tried to be controlling, that resulted in a lower contribution of other team members.

On hand heterogeneity supplies a wide range of experiences and increases the possibility of multiple solutions (Ancona & Caldwell, 1992). On the other hand, it makes group processes difficult due to communicative- and norm differences (Bettenhausen & Murnighan, 1985). Heterogeneity will also increase the possibility of conflict between team members (Jehn, 1999). However, a heterogenetic group may be producing better decisions due to a wider range of perspective and may be more critical in the analysis (Cox & Blake, 1991). This would lead us to believe that the greater the diversity in terms of gender, nationality, and education, the greater the innovative decision making. It has been discovered that companies with greater diversity that actively works with issues such as racism, sexism, and classism have developed into better innovators (Moss-Kanter, 1983).

2.4.2 Communication styles

It was mentioned earlier, a verbal common language is a fundamental mechanism for integration of individuals such as group problem solving and decision making (Gant, 1996).
“The assumption is that communication is a basic social process and that, as such, it is influenced by the philosophical foundations and value systems of the society in which it is found” (Samovar & Porter, 2000).

But communication differs between cultures. Particular cultures are better in certain kind of abilities like for instance the pragmatism of Japanese and Americans and the inventiveness of Americans (Gassmann, 2001). But according to Gassmann (2001) from all the “various cultural dimensions the context relating to the stimuli accompanying communication is the most significant” (Gassmann, 2001). The anthropologists Edward Hall (1976) proposed a framework that situates cultures by differences in communication styles with the help of high-context (HC) and low context (LC) parameters (figure 4). In high-context cultures like Japan and Arab countries communication result through the implicit statement in the speech and text and it includes the use of silence or body language. In low-cultures like Scandinavian and German-speaking countries communication occurs through explicit explanations in the message.

<table>
<thead>
<tr>
<th>High-Context Cultures</th>
<th>Low-Context Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td></td>
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<tr>
<td>Arab Countries</td>
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<tr>
<td>Greece</td>
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<td>Spain</td>
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<td>England</td>
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<td>France</td>
<td></td>
</tr>
<tr>
<td>North America</td>
<td></td>
</tr>
<tr>
<td>Scandinavian Countries</td>
<td></td>
</tr>
<tr>
<td>German-speaking Countries</td>
<td></td>
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</tbody>
</table>

Figure 4: high- low context by culture
Gudykunst et al. (1996) described high context communication to be reserved and indirect, ambiguous and maintain harmony. On the other hand low culture communication was described as open, direct and precise and based on sincere feelings and emotions.
3.0 Methodology

The research was conducted based on the theory which gave us a methodological approach to the abductive reasoning for empiric findings. Firstly a self-completion survey was conducted to identify the demographics of the two work teams we intended to interview. This survey was solely conducted to produce the solid base of statistical analysis of the ability to compare the two teams on the equal basis.

The data analysis of the demographic survey allowed us to identify the similarities in demographics in the two teams later interviewed in a structured way. Through the survey, we could establish a balanced team composition based on background and gender to establish that the result from the interviews should not be affected by great differences in cultural and educational background.

Secondly, a questionnaire was developed that were used in a structured interview environment. The questions were based on the literature review and the answers were used to analyze the situation at Universum.

3.1 Data collection

3.1.1 Survey

The first survey was conducted to collect quantitative data and identify correlations between the two teams that we interviewed and understand what type of individuals are working in those teams and relate the demographics of the team to their responses in the interviews. We decided to deliver the questionnaire online via email to the teams and thereby reduce costs of time and money whilst allowing for a faster administrative handling. Therefore is the questionnaire defined as a self-completion questionnaire (Bryman & Bell, 2015). The questionnaire was not developed to collect data in order to answer the research question. Thus it was constructed to enable correlating balance between the two teams in terms of gender, age and relevant
educational- and professional background. The questionnaire contained either six or eight question depending on the answer to the first question of nationality at birth. The questions included demographic variables and questions and were composed according to Shaughnessy et al. (2011) to achieve a valid measure. The survey was pretested externally.

Universum employs individuals from across the world irrelevant of their nationality. Therefore that corporate language is English. Through the author that is employed at Universum it was clear that each team intended to be part of the study had a mix of nationalities. The survey was developed in English to enable the authors to send the same survey to all individuals in the teams. All questions were composed as horizontally closed questions with some options for free answers (Bryman & Bell, 2015). The survey was kept short to increase the response rate of the survey (Bryman & Bell, 2015) and short and simple question with less than 20 words (Shaughnessy et al., 2011).

To enable easy access and freely allow for individual response time-frame the survey was distributed through e-mail to each individual of the focus teams. The questionnaire ran for a week between third of April 2017 until the ninth of April 2017.

3.1.2 Secondary data
Based on the literature research we discovered the rise of the creative class as an important factor of demographics in the teams. To enable to understand the background for the development of this phenomena, official statistics of education was retrieved from the Swedish Statistiska Centralbyrå (SCB, 1943 & 2015).
Facts and figures regarding the organization being the subject of the study were received by from the organization via the human resource manager.
3.1.3 Structured interview

Based on the literature research, a focus was on leadership, interpersonal relationships and creativity levels as the influential factors on the impact of leadership in multicultural teams. After we had established that the two teams could be compared with a limited amount of diversity we administered structured interviews with five members of each team. We sat down and conducted each interview individually with each member in time between 30 and 45 minutes aiming at 35 minutes as the maximum time-limit. A range of constructed questions was asked relating to team dynamics, leadership and cultural diversity. However, in some occasions the answers we received required follow-up questions that we felt were appropriate and related to the study. Questions were designed with a mix of open and closed questions (Bryman & Bell, 2015).

The structure of the questionnaire followed the same structure as the survey using Shaughnessy et al. (2011). Therefore it began by deciding on the information to be collected, then the composition of the questionnaire followed by an internal pre-testing and finally implementation through face- to face interviews. Again, questions were written in the simple and direct manner with less than 20 words (Shaughnessy et al., 2011).

The implementation was made through structured interviews with five pre-selected members from each of the two teams aiming to ensure an even spread in terms of gender, nationality, and responsibilities in the teams. This resulted in that respondents accounted for 39 % respective 42 % of the total employees in the teams. The interviews were conducted during all-day sessions on Monday 10th and Tuesday 11th April 2017 in the offices of Universum.

3.1.4 Interview respondents

Due to that, the questionnaire contained questions that would demand sensitive answers by the respondents, the identities of these individuals are kept confidential.
3.2 Data analysis

3.2.1 Survey

The goal of the survey was to identify the correlation between the team's demographic composition. Therefore it was designed to enable us to download into Excel and compile statistical diagrams to enable analysis of the teams. The survey had 100% response rate in both teams, in total 25 respondents. The answers were compiled into diagrams to simplify the balancing analysis and to ensure that any reader should be able to understand the results. The analyze showed that the teams could be compared based on the controlled variables.

3.2.2 Secondary data collection

To ensure that there is some evidence to Florida’s (2002) and Lorenz and Lundvall (2010) the use of governmental statistical data were used to support the two theses. The data retrieved was the number of university educated individuals that the authors believed could be an explanation to the change in society and its work force, particularly in Swedish. However, the development of a society is affected by numerous factors (such as politics and technological advancement) which are not considered in this study.

3.2.3 Structured interviews

The interviews were asked in person face-to-face during a pre-scheduled meeting. Since the interviews were conducted verbally, all interviews were digitally audio-recorded. Each respondent was informed and asked to give permission. Such permission was given under the condition that the interviews would remain confidential due to the sensitivity in the answers that some of the questions would demand.
Following the interviews, each audio recording was transcribed using the software “interviewTranscribe” (by Yanase Incorporated) to ensure that no information was lost in the transfer. The program enables the listener to playback in sections of the audio file at a preferred speed. Simultaneously the listener types the wording in a parallel text window. This enables the information to be as detailed possible to maintain the validity of the interviews (Saunders et al., 2009). Thus having the interviews in written form compared to in audio, enables a better and more accurate analysis of the material.

3.3 Limitations

3.3.1 Survey

Since the survey was distributed via e-mail with an attached link to an online questionnaire, the respondent had no ability to request help in case they had issues with understanding the questions (Bryman & Bell, 2015). There is also a limitation when sending out online surveys that there could be valuable data lost due to closed questions and the possibility to skip questions (Bryman & Bell, 2015). However, since there were only 25 respondents there was the great possibility to ensure each team member had answered the survey. Each question was constructed so that it was required to answer before you could move on to the next page of questions.

3.3.2 Secondary data

Secondary data may be harder to understand since it is developed and written by a third party. Therefore it has a potential complexity that may be difficult to fully comprehend (Bryman &
Bell, 2015). And considering that secondary data is difficult to control why there is a risk of invalid results.
The data utilized is focused on Sweden why it does not support any countries outside of Sweden.

3.3.3 Structured interview

Even with the composition of both closed and open questions, there are limitations due to the possibility of that the respondent is influenced by the interviewer (Bryman & Bell, 2015). In this study this influence could have been apparent due to that one of the researchers is employed part time in the organization. Therefore the respondent may answer according to perceived desirable responses based on the social code of the organization. (Bryman & Bell, 2015). However, being aware of the situation, the interviewers persisted to the respondent at the beginning of the interviews that each individual and its answers were to be treated confidentially and objectively.

It would be desirable to interview each member of the two teams to ensure a greater spread of responses and increased validity. However, due to time constraints in the project and the respondent's availability, the interviews were limited to ten individual team members. Even if the interview is structured, the addition of second or more interviewers does not add any additional value (Bechhofer et al., 1984) the choice was made to use two interviewers due to the employment status of one of the interviewers. A final limitation is that the questionnaire we used to gather data on group process may not have been well suited to collecting data in this particular situation. We selected the instrument because it was constructed and validated using data from a problem-solving group whose members worked together for an extended period of time (Watson & Michaelsen, 1988). The interviews did solely focus on the verbal interpretation and no observations were made considering gestures, symbols or tone of voice (Bryman & Bell, 2015).
4.0 Empirical findings

During our own brainstorming regarding what we would prefer to research and write about, the issues they may surround a multicultural team environment came to the surface. This seems like a sustainable and current issue in the modern organizational environment. With a before mention ever-changing cultural society due to the migration of different sorts, we would assume that leadership will be changing due to this and the leader of today are required to be agile and compliant toward his subordinates.

After contact with one of the author’s managers at Universum Global, we agreed on carrying out our research in this organization. During our initial dialog with the human resource department at Universum Global, we were informed that there have been indications within the company that the relationships between teams and their immediate managers are at a non-satisfactory level and whatever issues that are are not identified. This seemed as a challenging set-up for our intended study and what findings we envisaged.

4.1 Preparations

We decided to attempt a comparing study using two different teams in the organization. Each team had different duties and tasks based on their departmental belonging. After dialog with the human resource manager, we decided to develop our study around the consultancy team and the finance team. This due to that each team had different types of individuals working in them due to the different challenges the tasks contain. Prior to the interviews, we believed that team two would be more of a routinized work whilst team one would be the ad-hoc and creative style of tasks. However, to allow for a fair and accurate comprising we were required to establish the demographics of the two teams to decide on a balanced population in regards to gender, age, and background.
4.1.1 Team one - the creatives

This is the creative team, the consultants. The 13 consultants are doing the customer related tasks that are sold in by the sales team; creating research material and surveys, compiling the survey results and reporting to the client and developing new products for the market. They have clients around the globe why they are heavily dependent on their colleagues, both in Sweden and in other offices in other countries, to be agile and find solutions to issues risen in a rapid manner. The team manager is located in Germany and available through channels via the internet or telephone. He is seldom in the office in Stockholm why the team has an unofficial team leader in the office that has become the informal team leader due to his time worked in the team.

4.1.2 Team two - the routinised

This is the routinised team, the finance people. The majority of the 12 employees works with accounting and financial reports that work heavily regulated by laws and regulations with strict deadlines of reporting to both government tax offices and to the Universum board. There are a few people in the team working with financial analysis and process development why their tasks are not as stringent as the accounting employees. A team leader is a finance person spending a lot of time outside of the office. The team has an informal leader that has worked in the organization for 17 years and is regarded very skilled and wise in terms of both the profession and the workings of the office culture and politics.

4.2 Team demographics

To ensure that we have a balance between the teams which enables us to carry out the research, we developed a survey for each team member to fill in. The questions are simple and were designed to be quick to answer and give us the information we required (Appendix 1).
4.2.1 Age

The age is fairly balanced between the teams. The consultants are 75 % are aged between 31 and 40, whilst in the finance team 50 % are aged between 21 and 30 (figure 5). However, since the consultants has 25 % in the age bracket 41 - 50 and the finance with 17 % in the older bracket of 51 - 65, we consider the age being balanced.

Figure 5: Age of employees

4.2.2 Gender

Through the survey, we discovered that there is no gender gap between the two teams. Each team consists of 50 % females and 50 % males (figure 6).

Figure 6: Gender diversity
4.2.3 Education

We were given the information by the HR-manager prior to our survey that most of the consultants had a master's degree whilst in the finance department there was a greater spread of educational levels among the employees. Our findings show us just this (Figure 7). The consultants have 100 % master’s level degree whilst within the finance team, only one third can present a masters degree. The team is additionally diversified through a third of the members have completed a bachelor's degree whilst the other 33 % does not have a university degree at all but rather after high school vocational training. This shows us that there is an obvious difference in the educational levels between the two teams.

![Educational diversity](image)

Figure 7: Educational diversity

4.2.4 Nationality

Since Universum Global both operates in the international market but also employs individuals to Sweden from anywhere in the world, it is interesting to see how the cultural diversity holds up in the two teams (figure 8). There are 71 % versus 50 % foreign employees in the two teams. An interesting difference between the teams that may have an impact on the study is where the foreign employees originate from; within the consultancy, there are people from the United Kingdom, Portugal, France, Finland, and Germany. Within finance, the foreign born are from the
Philippines, Russia, Norway, and Germany. This could affect the leadership due to the diverse backgrounds of the foreign born in the teams.

Figure 8: Nationality

4.2.5 Time at Universum Communication

Employment time differs slightly between the two teams (Figure 9). The finance managers to keep their employees longer than the consultants, who seems to leave their employment at a more rapid speed than the routinised accountants.

Figure 9: Employment time
4.2.6 Time in profession

One aspect of diversity is the time factor of experience in the profession (figure 10). It seems that within consultancy the employees are “young” in the field of practice compared to the finance, which seems to spend the longer time in their profession. This may indeed affect the leadership between the two teams.

<table>
<thead>
<tr>
<th>Time worked in profession consultants</th>
<th>Time worked in profession finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% Less than 1 year</td>
<td>33.3% Less than 1 year</td>
</tr>
<tr>
<td>25% 1-3 years</td>
<td>33.3% 1-3 years</td>
</tr>
<tr>
<td>33.3% 4-6 years</td>
<td>33.3% 4-6 years</td>
</tr>
<tr>
<td>33.3% More than 6 years</td>
<td>33.3% More than 6 years</td>
</tr>
</tbody>
</table>

Figure 10: *Time in profession*

4.2.7 Time lived in Sweden

Since a certain amount if the employees in the teams are of foreign background to Sweden it is interesting to see the difference between the two teams (figure 11). The consultancy team has an average time living in Sweden of 4 - 6 years, whilst the finance team has an average of 7 - 10 years. This may show that the consultants stay in the country for a shorter time due to the staff turnover in the team, while the finance employees stay longer in the organization which is then reflected upon their time living in Sweden. Therefore there is a discrepancy between the two teams in this area.
4.2.8 Consequence

Through our survey, there is evidence that the two teams are comparable in this study. The diversity lies in a number of non-Swedes in the teams and educational levels. There is also a difference in time that the individuals have been working in the profession.

However, we see it fit that the two teams are comparable and balanced why we were able to continue and conduct interviews.

4.3 Interviews

After we had established that the two teams could be compared with a limited amount of diversity we administered structured interviews with five members of each team. We sat down and conducted each interview individually with each member in time between 30 and 45 minutes aiming at 35 minutes as the maximum time-limit. A range of pre-decided questions was asked relating to team dynamics, leadership and cultural diversity (Appendix 2). However, in some occasions the answers we received required follow-up questions that we felt were appropriate and related to the study.

4.3.1 The creative class team

This team is working on projects where the number of employees is based on the magnitude of the assignment. The consultants interviewed believed that projects are operated efficiently and
meet deadlines at 90 % of the time. If there are failures it is most often due to the client is failing to submit information or instructions. However, the team prides itself that they have such a high success rate but suffers from the pressure of having to work extra- and long hours during those occasions. According to one team member, the workload is increasing each year without more consultants getting employed in the team.

This may also pose a challenge since the junior consultants far outweigh the senior in lieu of high personnel turnover due to the workload and as stated "the inability to maintain a regular life outside of work (due to the workload)". This in combination with a sometimes chaotic work-environment where everyone is in charge of their own projects operating as individual entrepreneurs where the team leader is absent due to being located in another country, will in effect create a department culture that could become less favorable for the company. It is already recognized that the consultants that have been in the team for more than one year are beginning to lose faith in the job showing this by coming into work late and leave early. Thou, all interviewed agrees that the individual project ownership is great for their creativity and problem-solving. At the same time, they have the possibility to request support from their colleagues. In addition, the team coordinator on-site devotes 25 % of his time to different projects to be supportive and help meet deadlines. The planning within the department is done through agile methods utilizing a backlog with all important events during the past 6 months. By using this the team can easily operate according to plan.

4.3.2 Perspective on leadership

The individual team members have an idea how they want a leader to be and act. A major point is that the leader should be able to direct and support their team members. This is not through an authoritarian sense but rather creating the right conditions and ensure that the team can operate comfortable together and bring out the best in each individual and develop a team feeling where everyone feels that they are seen and included. He should be inspiring and knowledgeable, a person that you can ask for guidance and help. He needs to be emotionally strong and not show if
he has a bad day or feeling personally demotivated. Especially in challenging times, the leader needs to step up and ensure the team is protected and looked after so that they can produce in stressful times. He should, therefore, be a role model and show this through best practice and appropriate behavior through an empathic personality.

The consultants do as well wish for direct feedback, both positive and negative, to maintain the potential of the team. This is a problem in the current setup where the team leader is based in Germany and there are difficulties to know when he is available to be consulted. The team coordinator acts as the informal leader and with his extensive, comparable to the other team members, knowledge of the field he is the person that everyone turns to when needed. On the flip side, to have the team leader in another country allows you to be independent and take responsibility without being micromanaged. Additionally, company's management organizes after work events to create the bond between departments and ensure that work is not only connected with stress and heavy workloads.

4.3.3 Perspective on multiculturalism

In the team, everyone seems to agree that there are no challenges with the multicultural setting, rather possibilities. Since there are so many different nationalities with their individual cultural background, the environment is very open and understanding. Everyone feels free to shout out “Has anyone done this? Or do you know anyone who speaks this language?” and it is nothing strange. If you ask for help, the response is normally ”I am super busy now, can I get back to you in an hour or tomorrow?”. This creates a good team feeling where everyone owns their project but at the same time feel that they are always supported.

The whole dynamic of the team makes it more fun to work in and ideas come from far and left due to the diversity of the team. However, there is a feeling that non-Swedes do work slightly harder which may be due to their limitations of not speaking Swedish, even though the corporate language is English. The greatest challenge would be that the team works across the globe, doing projects in cooperation with consultants in Sweden, Shanghai, Singapore and the USA.
But, this also means that you as a team member are required to adopt and accept the cultural differences, and if you do not, you will not fit in the team.

4.3.4 The service class team

The finance team is divided into three areas: accounting, financial analytics, and development. The team is lead by a Chief Financial Officer but the person is not available on a daily basis why there are a accounts manager and a finance manager that have some sort of daily operational responsibility. During the past year, the staff turnover has been at 54 % which does, according to a few answers in the interviews, create pressure on the employees that then have been working here for longer. In our demographic study, we can notice that becoming a senior employee is reached fairly quick when more than 50 % of the people in the department has left during the past 12 months. The situation has made the team feeling reluctant to go to team meetings since there is a worry of who is going to leave the company next. However, the team works well together and especially the juniors maintains a healthy dialog during the work hours.

Since the company is agile and entrepreneurial, the finance team struggles to keep up with the other teams in the company. The accounting and finance are heavily ruled by governmental regulations, why there can be challenges in meeting deadlines and providing material for reports due to the constructed ”chaos” that the department considers rules in the rest of the organization. The finance department is very structured with manuals for all tasks that are required, whilst in the rest of the organization it is very ad-hoc and each employee is more or less free to find solutions. This is not the case with in finance why there is a constant search for processes that will enable the two worlds to meet. Additionally to this, the team struggles to find protocol on how to handle existing processes and develop manuals for the planning of work.
4.3.5 Perspective on leadership

Leadership should be strong and direct, not vain and weak. Especially when there is such structured work environment the leader must be knowledgeable of the field. It is important that the leader understands the team and can relate to them, and thereby assist with skills and direction. There is definitely a resource allocation task that the manager is required to do, and through this have the understanding of the workload in the group to enable allocation of tasks without weakening the individual's spirit or willingness to work. If there are ideas presented by the team, the leader is open to listening to those. However, since there is a person that has worked with the company for more than 10 years in the team, he will stop ideas that have been tested before if he sees fit to do so. This, nobody opposes them to.

4.3.6 Perspective on multiculturalism

Even though the team has a diverse cultural background, this does not seem to be an issue in the team. Rather that there is a greater spread between the age brackets and that type of cultural diversity. Messages can get lost in translation due to how the message is delivered and received. None of the respondents relates this to different nationalities. With the older people in the group, they seem to a bit more street smart than the younger employees. The younger group may not have the same approach to work and perhaps not pull the same weight as the older employees. On the positive side, it is experienced that the national diversity in the team supports an open forum and high ceiling when there are ideas presented. Then the cultural diversity is a strength with several ideas and feedback within the group. It also seems that a nationality with strong structural feeling is preferred as the leader and not the laissez-faire attitude currently being the leadership style in the team.
5.0 Analysis

Once we have transcribed the interviews we were able to analyze the situation at hand in the organization. We envisaged to find correlations between the creative class and service class and their impact on leadership. The creative class team consisted of members with a high level of education mainly with master degrees. The service class team consisted of members with a lower level of education on average, some with non-university education such as vocational training which could cover bookkeeping or other administrative tasks. The first phase of the analysis is done on cultural dimensions listed in the Globe study that is presented in House et al., (2004) to analyze the impact when ‘level of education’ is included. Secondly, we try to deduce the preferred leadership style among the leadership dimensions as specified in the globe project based on the analysis of the first phase.

This research focuses on the level of education variable and is also specifically interested in comparing the impact on leadership within teams that comprises of creative class and service class based on the workforce classification of Florida’s. The proposition is that beside culture, education plays a big role in the way the leadership is impacted. The reason for the proposition is based on the inference that if national culture influences the behavior of the leaders, then education should also play a bigger role in how the leadership attributes are influenced. As stated earlier in the theory, educational level impacts the career choice. People with higher education usually work in knowledge creation types of work (Florida, 2002).

5.1 Performance orientation

Globe project summarizes the definition of performance orientation (House, et al., 2004) as “the degree to which a collective encourages and rewards (and should encourage and reward) group members for performance improvement and excellence.” The analysis of the interviews shows that the creative class, the consultants, team members are more willing to recognize others
contributions and help. They are more prone to help others within the team when compared to the service class team. Also, group-based reward systems work well with creative class teams because they take more pride in teamwork and teams contribution as a whole. However, also the finance team shows some degree of team appreciation, thus it may be that the finance team’s members are affected by personalities within the team and leadership and therefore seems unwilling to appreciate group rewards.

5.1.1 Assertiveness

According to Globe project, assertiveness (House, et al., 2004) can be defined as “the degree to which individuals are (and should be) assertive, confrontational, and aggressive in their relationship with others.” The observations based on the interviews is that the service class team members tend to be more assertive or rather aggressive compared to the creative class. The creative class does not seem to have many conflicts in the first place. They seem to have a different perspective about confrontations. This could also be because of the nature of the work of creative teams. According to the observations made, the creative team members are more open to find and accept different solutions for the same end result. However, there may be individual points of view on the situation in the finance team, why to ensure a truly valid result would demand further time spent observing the teams and interviews with each member of each team. With the time-constraint in this study, this was not possible.

5.1.2 Humane orientation

It 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.” (Globe project as cited in House, et al., 2004). Both the team members of the creative class and service class have a similar attitude towards this attribute.
5.2 Culture

Both teams have multicultural diversity in regards of nationality among their employees. In our initial thinking, we believed that this would create challenges to the leadership. Jackson et al. (2015) discussed this and concluded that a leader in a multi cultural team must have awareness for the diversity in behavior due to nationality and adjust his communication to avoid impact on his leadership qualities. Since the leader for a multicultural team ends up in a cross-border situation, both in direct contact in the office but also through Universums overseas offices were team members are sometimes situated, he is required to adjust his leadership to the social context (Rockstuhl et al., 2011).

5.3 Social stratification

In lieu of the there we can acknowledge that the two teams in the study have a recognizable diversity in their thought process and how they discuss issues. This proves that the theory by Kerckhoff (2001) is valid. According to Collins (1971) difference levels education is a way to maintain control of certain groups and to enable different recruitment options for the individual. At Universum this shows in the diversity of level of education between the two teams; the creative consultants are all educated on master level whilst in the finance department there are duties that require lower levels of education among the employees. However, it is important to for the leadership at Universum to manage the competence on both teams- and individual level due to that the each level of competence is required for the company to succeed. There seems to be a glitch in the finance department to manage the personnel on this team which can be due to the inability to understand the diversity in educational background.

As we follow Richard Florida’s (2002) argumentation regarding that the creatives are highly educated we can see that in the consulting team everyone possesses a master’s degree whilst in the finance team has a range of educational levels. However, we do not know if the wages differs
between the teams due to their education. This would demand to receive confidential information which the circumstances does not permit for.

Florida also states that the creative class would have a greater influence on the organization's economy compared to the service class. However, considering that the service class is usually considered a cost centre and in turn is not expected to provide any profits to the organisation whilst the creative team is a profit centre and is expected to create revenue for the organisation (Merchant, 1998*), it would not be expected that the level of creativity in the service team is as high as in the creative team. The service team has a responsibility to maintain cost control and this may demand less creativity than to find sources and projects that create profit.

Subsequently, the consultants are required to understand the role of the finance department and its function. Since the finance department operates under the strict structure and must obey state regulatory bodies, the consultants must deliver the information the finance department request in a timely fashion and understand that the accounting is not a creative, profit center but rather a cost center that services the organization.

There may as well be a low understanding level between the teams due to that most creative individuals are found in the Scandinavian countries and at Universum, the teams are made up of a multitude of nationalities that are educated and fostered in the diverse cultural environment. However, this must be further studied to be a valid argument.

5.4 Institutional collectivism

According to Globe project, assertiveness (House, et al., 2004) can be summarized as “the degree to which organizational and societal institutional practices encourage and reward (and should encourage and reward) collective distribution of resources and collective action”. Swedish leadership and in the Swedish way of working in teams is unique to a certain extent (Lawrence & Spybey, 1986 and Bjerke,1999). So based on the observations on both the teams, it seems like the organization and management that is responsible for both types of teams encourage working together as a team and aim for the achievement of team goals and not just the individual goals.
However, the finance team seems to struggle with the collectivism which would demand further research in the team dynamics to find a solution. The firm even organizes numerous social events outside work for the betterment of team dynamics.

*K.A. Merchant describes the an organisation through its financial responsibility centres; revenue center - generates revenue (sales department), profit centre (ex. after sales and claims) - some profit (revenue less cost), cost center (internal service departments) - responsibility for cost and investment centres (research and development) - responsibility for return on investment.*
6.0 Conclusion

6.1 Proposed conclusion to research questions

In the following section we try to answer the above questions based on our analysis of the interviews of the two types of teams - the creative class team and the service class team. The research question;

1. How the level of education and cultural background is impacting the way members of a team prefer to be led?

In order to understand the analysis of both the teams interview results, we use the globe’s Culturally Endorsed Leadership Theory (CLT) and its classification of leadership types into six global dimensions. The six dimensions of leadership are: Charismatic, Team-oriented, Participative, Humane-Oriented, Autonomous and Self-protective Leadership. These six dimensions are associated with 21 primary leadership dimensions. Those 21 dimensions are listed as follows: “visionary, inspirational, self-sacrifice, integrity, decisive, performance oriented that are associated with charismatic leadership” (GLOBE). Collaborative team orientation, team integrator, diplomatic, malevolent (reverse scored), and administratively competent that are associated with Team-Oriented leadership. Non-participative and autocratic (both reverse scored) that are associated with Participative leadership. Modesty and humane orientation that are associated with Humane-oriented leadership. Self-centered, status conscious, conflict inducer, face saver, and procedural that are associated with Self-protective leadership.

Based on the analysis on the impact on nine cultural dimensions specified above when level of education is included in the study, we can notice that there is quite a difference between the creative class and service class when it comes to which primary leadership dimensions that are emphasized. The creative class seems to expect the leadership to be more participative because they have a future-oriented long term vision in their nature of work which in turn makes their
leadership expectations to be visionary and also performance-oriented. Also, the creative class places greater emphasize towards team participation and value in-group collectivism. So the team-oriented leadership dimension fits to the creative class teams. The service class on the other hand needs involvement from managerial team and are not independent like the creative class. So the autocratic primary leadership dimension suits well with the service class. Also, in the service class teams the status and hierarchy plays a bigger role and there appears to be confrontation because of statuses. All these points in the direction that service class leadership is also self-protective.

2. Are identified differences, if any, in subordinates preferences for the way they want to be lead according to their level of education and classifications class?

Based on the analysis of the interview results, the impact on leadership based on the expectations of the multicultural team members that belong to the creative class strongly correlates with Lena Zanders study on the influence of nation culture on leadership (1997). Zanders have classified the leadership types into 8 different country clusters that are based on the observations in her study. Table 3 shows the country cluster based on Focus and intensity variables in leadership. For example we have observed that our study correlates with the cluster where Denmark, Sweden and Norway belongs where the leaders are involved in the form of empowering coaching.
<table>
<thead>
<tr>
<th>Interpersonal Leadership: Intensity</th>
<th>Coaching</th>
<th>Directing</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>• USA and Canada (pep talk direction)</td>
<td>• Spain (Brazil) (pep talk directing)</td>
</tr>
<tr>
<td></td>
<td>• UK, Australia and the Nederlands (personal coaching)</td>
<td>• Austria (communicative directing)</td>
</tr>
<tr>
<td>Low</td>
<td>• Denmark, Norway and Sweden (empowering coaching)</td>
<td>• The Philippines (personal directing)</td>
</tr>
<tr>
<td></td>
<td>• Finland (silent coaching)</td>
<td>• Japan, Germany Switzerland, Belgium and France (empowering directive)</td>
</tr>
</tbody>
</table>

Table 3: interpersonal leadership: focus versus intensity
6.2 Theoretical implications

In this study employee’s preferences for how they want to be led is explored and whether education and class belonging plays a part. In previous comparative leadership studies clearly supports the fact that the employee’s preferences for how to be led is related to culture. A lot of academic effort was put into understanding the cause of the different expectations on leaders in terms of interpersonal leadership (Zanders, 1997) across countries but some other reasons that are not cultural related were excluded from previous studies. Therefore, this study includes the Education as a variable. Respectively, this study shows that it is possible to examine the differences in level of education as a variable and in what way the leadership is impacted, correspondingly the expectations on leadership in multicultural teams. The results of this study present some differences between the creative team and service team regarding their preferences to being led and we can say that an implication of this study is within the field of cross-cultural management and international business.

A second implication is the need to deeper understand the relationship between teams that belong to creative class and service class to the country clusters leadership classification or other classifications related to leadership attributes. When analysing the interviews it seems that nationality and cultural backgrounds are unimportant to both teamwork and the effect on the team leadership and therefore cultural intelligence is of lesser importance to successful leadership in this situation. On one hand, building clear direction in the early stages of a project will ease to overcome side effects of eventual cultural chock (Gassman, 2001). It seems that this is how the cultural diversity is dealt with at Universum. On the other hand, people belonging to the same multicultural organisation showed that the national cultural and mentality of employees became the independent variable and the corporate culture was the dependent variable. (Bryman & Bell, 2015).
6.3 Practical implications

The insights presented in this study can benefit managers or leaders working in international settings and are in charge of teams composed of individuals with different cultural and educational background. The results of this study is applicable in general. As mentioned previously in this study many companies around the world and in Sweden experience an increased workforce diversity. Based on the idea that creative team and the service team has different expectations on leadership it is needed to acknowledge the necessity to consider the manager/team-leader profile depending on the composition of the team. This could benefit companies to place a more suitable leader. The analysis also shows that the requirement of being a leader aware of cultural differences is not as important in a multi cultural organisation as the theoretical literature would imply, but rather the construction of corporate culture (Bryman & Bell, 2015). Therefore it is of greater importance to maintain a strong corporate cultural than trying to understand each individual’s cultural background.

We would also propose that for a manager, the educational levels in a team are very important to be aware of to be able to adjust his leadership according to the individual's knowledge.
7.0 Appendix

7.1 (1) Demographic survey

Where are you born?
Sweden
Other country than Sweden

In which country are you born?
Your answer

For how long have you lived in Sweden?
Less than 1 year
1 - 3 years
4 - 6 years
7 - 10 years
11 years or more

Are you woman or man?
Woman
Man

What is your age?
18-20
21-30
31-40
41-50
51-65
66 or more

What is your highest level of completed formal studies?
Elementary school, 1 - 7
Elementary school, 1 - 9
High School
After high school vocational training
Bachelor level (3 - 4 years)
Master level (5 - 6 years)
PHD/Doctor
I have no completed formal education
How long have you been working in your current employment?
Less than 1 year
1 - 3 years
More than 4 years

How long have you been working in your current profession?
Less than 1 year
1 - 3 years
4 - 6 years
More than 6 years

7.2 (2) Structured interview questions

How many years have you worked in the team?
Less than 1 year
1-2 years
2-4 years
4 or more years
Do you feel that the appointed team-leader is the leader of the team?
Yes/No
(If no) Which role does the person have that is the (informal) leader?
In a project, are you willing to be creative and search for unknown solutions? Yes/No
How does the team react to your actions and behaviour in a project?
What is leadership to you?
Do you support other team members when they initialise new ideas? Yes/No
Do you feel that your team leader understands you? No/Yes
Do you feel that you are allowed to solve challenges on your own? No/Yes
How are new ideas acknowledged by the team leader?
Negatively/Resistance-Positively/Compliance
What type of (resistance/compliance) do you experience when new ideas are presented in the team?
What makes you feel that you are less skilled than your team leader?
Do you feel that your knowledge is appropriately utilised within your team? Yes/No
What is it the makes you feel this way?
Do you feel that you can express your thoughts in front of the team? No/Yes
Does the management support new ideas?
Yes/No/Often/Not really that often
Do you feel that you are more skilled than your team leader? Yes/No
What makes you feel that you are more skilled than your team leader?
How do you feel when entering a meeting?
Does the team support each other when new ideas are presented? Yes/Sometimes/No
What situations creates negative response in the team related to new ideas?
Does the team discuss those situations attempting to learn from them? Yes/No
Who decides to discuss?
Team leader/Team member
Is every team member involved in the discussions?
Yes/No
Do you feel part of project work and development?
Yes/No
What makes you feel non-inclusive of the group?
Are there colleagues that may feel excluded in the work? Yes/No
What do you think is the reason behind that?
Are project deadlines met within the team?
Yes/No
What is the underlying reason for the success of the project?
Do you feel part of the success or more of a bystander?
What makes projects stall and fail to meet deadlines?
What is the issue in your opinion?
What would you like to happen in order to increase efficiency?
Do you experience any leadership issues?
Do you experience any issues due to the multicultural environment in the organisation?
Can you identify any particular cultural treats that may affect the team in any way - positive or negative?
8.0 Reference

8.1 Books


8.2 Journal articles


Barrow J. C., (1977.) *The Variables of Leadership: a review and conceptual framewor*, Academy of Management Review.


House, R.J., Javidan M., Hanges P., and Dorfman P. (2002). Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. Journal of World Business 37, 3-10


### 8.3 Internet sources


### 8.4 Organisational reports


8.5 Interviews

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1. Cluster analysis of types of workers
2. The European Creativity Index
3. Interpersonal leadership: focus versus intensity

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2. Hofstede cultural dimensions: Uncertainty avoidance index
3. Sternberg Triarchic Model
4. High- low context by culture
5. Age of employees
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