KNOWLEDGE DIMENSIONS ESSENTIAL FOR REDUCTION OF CROSS CULTURAL UNCERTAINTY IN GLOBAL PROJECT MANAGEMENT

THESIS

Submitted in partial fulfillment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY

By

Parthasarathy Srinivasan
(ID No. 2005 PHXF024)

Under the Supervision of
Dr. P.N. Sridharan

BIRLA INSTITUTE OF TECHNOLOGY AND SCIENCE
PILANI (RAJASTHAN) INDIA
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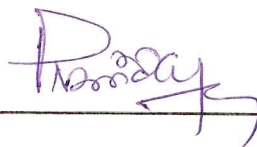**(ID No. 2005 PHXF024)**

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CERTIFICATE

This is to certify that the thesis entitled **"Knowledge Dimensions Essential for Reduction of Cross Cultural Uncertainty In Global Project Management"** and submitted by **Parthasarathy Srinivasan** ID No. 2005 PHX F 024 for award of Ph. D. Degree of the Institute embodies original work done by him/her under my supervision.

Signature in full of the Supervisor :

Name in Capital Block Letters : **DR. P.N. SRIDHARAN**

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Date: 22| Dec/2008

Acknowledgement

Parthasarathy Srinivasan

ABSTRACT

Global markets are increasingly taking advantage of the strength and economies of a diverse global workforce. It is common on international projects to find multi-cultural teams or organizations located in multiple countries. It is also common to find such projects handled by Project Managers and team members who come from different countries. Each of these teams in turn could again comprise of members from many different cultures/societal backgrounds. In addition, the pressure on the industry to increase productivity and reduce costs is unrelenting. This leads to flatter project structures, increasing the need for a sound management of the knowledge base essential for successful conduct of projects.

Thorougher is the knowledge management across the international project fields, the flatter and predictable becomes the project management, curtailing project uncertainty to low proportions. There is no ready mix to solve every project problem. However, the more prepared/armed the project leadership/team is with the virtues of the key knowledge dimensions influencing the Cross-Cultural projects scenario the better suited is the project management style to forestall and to eliminate uncertainties. Once uncertainties are eliminated or at least reduced the probability of project failure is also proportionately reduced. The thesis aims at research work to unearth key dimensions impacting cross-cultural project teams' functioning which are indeed universal and applicable across all cultural contexts and run a survey to further validate the same.

The author's experience in such markets, and the glaring need for a Cross-Cultural Knowledge Management model that could be used to improve project management skills in international markets were the reasons for undertaking this thesis. The author used grounded theory as the overarching methodology to study data from exploratory case studies and to drive data acquisition activities within and outside the case study. 'Grounded theory' is used to bridge between case studies and the author's reflective learning, which enables the strengths of both to be combined in the same research program. Unlike most qualitative methodology, the grounded theory approach produced testable outcomes. The research results or concepts/categories emerging out of grounded theory are further validated using Delphi panel technique.

The hypothesis that emerges through this research work is that there are a number of cross-cultural knowledge dimensions that are effective and essential, regardless of culture. These dimensions are **Trust, Empathy, Transformation, Power**, and **Communication**. A thorough knowledge of these factors is essential to reduction of project failures. In other words, an effective management of these Knowledge dimensions in a project management context is the key to better functioning of the project teams with a diverse cultural background thereby, greatly reducing the probability of project failures on this count.

The author set out to conduct this research initially with four objectives in mind. Firstly to establish that successful project management is ultimately managing incomplete knowledge. Secondly to correlate knowledge creation and amalgamation as a project risk mitigation requirement. Thirdly development of knowledge flow model across multi disciplinary project environment with a focus to reduce/ preempt uncertainty and finally to explore the potential to extend the model cutting across inter organizational boundaries.

When the author embarked on research work he found that there is no need to reestablish first objective. The author's experience and interaction with his peers clearly suggested that project management profession well appreciates and understands that incomplete knowledge need to be

addressed to reduced project uncertainties. The author also found good support from published literature as well which conveyed the same in some form or the other.

Knowing this, the author started concentrating on second objective which was to unearth and amalgamate greater knowledge in uncertain areas of project management, so that incompleteness of knowledge is reduced to some extent thereby increasing the possibility of project success by that much at least. The areas of uncertainties are many and an attempt to unravel facts of incomplete knowledge in all of them is beyond the scope of one single research and would need many researchers to address the same.

The author felt the need for this research dealing with global project management in a cross cultural context to be more focused in exploring the factors whose lack of comprehension by project management/leadership would make culture itself a huge risk factor in project performance. This is the key slice of uncertainty that the author chose for this research work to concentrate. Any meaningful knowledge model in this regard (third objective) could be brought out only after the key dimension impacting cross cultural project are well researched and established. It was the felt prudent to choose real project situations for Grounded theory research using case study approach.

The thesis also uses the descriptive research through a review of the extant literature in the area of the categories emerging from sorting and memoing. The descriptive research was subjected to a review of the themes that emerged, and used to construct the descriptors and sub-descriptors for each of the dimensions which would constitute the knowledge base essential for these situations.

The design of the survey for further validation was bifurcated. One track evaluated the hypothesis emerging out of Grounded theory research; the other track evaluated the connection between the Knowledge Dimensions hypothesized, and the GLOBE survey. The GLOBE survey was utilized to investigate if a viable connection existed between the Knowledge Dimensions hypothesized and a broad based international survey of cultural dimensions. The testing of the hypothesis was performed using a Delphi panel of experts in project management, through two sessions of questions with feedback after the end of the first session. Subsequently, the results are analyzed, studied, and evaluated with an eye towards the author's practical experience in the field – sense making. The results were that the hypothesis was confirmed, and a model is presented to summarize the findings of the thesis, called the "Cross Cultural Global Project Management Intelligence" (XCGPMI).

As discussed in the thesis, Project Management has not specifically emphasized on management of projects with multi-cultural teams operating in diverse cultural backdrops in the current body of knowledge (PMBOK), and it only makes general reference to cultural considerations. This issue is addressed by this thesis and tries to fill this gap in the knowledge base of project management profession. The Cross-Cultural knowledge model provides a framework for assessing and training Project Management teams in cross-cultural project management skills. The model is a global one that can be used across cultures, business models, and markets.

The model also points towards the need for further research into metrics, education, training techniques, and of course, further empirical testing of the model itself.

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List of Abbreviations/Symbols

CAT	Communication Accommodation Theory
COA	Communities of Archive
COP	Communities of Practice
Emic & Etic	Emic and ethic are terms used by some in the social sciences and the behavioral sciences to refer to two different kinds of data concerning human behaviour. An "emic" account of behaviour is a description of behaviour in terms meaningful (consciously or unconsciously) to the actor. An "ethic" account is a description of a behaviour in terms familiar to the observer. Scientists interested in the local construction of meaning, and local rules for behaviour, will rely on emic accounts, scientists interested in facilitating comparative research and making universal claims will rely on ethic accounts.
EQ	Emotional Intelligence
ERP	Enterprise Resource Planning
Gan bu	Cadres (Chinese)
GLOBE Research programme	Global Leadership and Organizational Behaviour Effectiveness
GT	Grounded Theory
Guanxi	Connections (Chinese)
Idiocosm	An individualistic view of the world
Jen	Human Heartedness (Chinese)
Kan fa	See method (Chinese)
Li	Property (Chinese)
LTO	Long Term Orientation
Metaphor	The use of word or phrase to refer to something that it isn't, implying a similarity between the word or phrase used and the thing described, and without the words "like" or "as". http://en.wiktionary.org/wiki/Metaphor
Mono–no-aware	Merging of identity with object (Japanese)
NGO	Non Governmental Organizations
Object-language	Transmittal of messages through clothing and physical appearance
PDI	Power Distance Index
PM	Project Management
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute.
Rumpelstiltskin	Belief that straw can be turned into gold
Si lu	Thinking route (Chinese)
Tacit Knowledge	Understanding. Explicit knowledge is information. Tacit knowledge represents the reception, internalization, consideration, and externalization feedback loop

TPO	Temporary Project Management
UAI	Uncertainty Avoidance Index
UNESCO	United Nations Educational, Scientific and Cultural Organization
Wen	Prominence of arts (Chinese)
XCGPMI	Cross Cultural Global Project Management Intelligence.

Chapter - 1

INTRODUCTION

1.1 Chapter Introduction

This chapter introduces the research, and provides an overview of the thesis. It begins with a brief summary of author's plans to pursue this Doctorate program. That is followed by an overview of the Project Management Body of Knowledge (PMBOK) relating to knowledge management in the profession, which leads into the research analysis using Grounded theory as a research methodology, and an introduction to hypothesis. The technique utilized to perform the research and test the hypothesis follows, and then the structure of the thesis is provided to guide the reader. This chapter closes with a discussion on the implications that this research has for the project management profession, and a summary.

1.2 Objectives

The objectives which were there in author's mind are listed below:

a) Establish that the successful project management is managing "incomplete Knowledge".
b) Correlate knowledge creation and amalgamation as a project risk mitigation requirement.
c) Development of knowledge flow model across multi disciplinary project environment with a focus to reduce / preempt uncertainty.
d) Explore the potential to extend the model cutting across inter organizational boundaries.

The author has worked in numerous projects across the globe among them specifically one project in Thailand (called Project A hereafter), One in South Korea (called project B hereafter), one in China (called Project C hereafter) and one in India (called Project D hereafter) have been considered during the course of this research work. The project involved global organizations and stakeholders from USA, Japan, South Korea, Thailand, China, Europe etc. While working in these projects, the author always came across many situations where he found that solution/ effective handling of problems under project A is different from project B which is totally different in project C and D etc. due to cross cultural diversities of these projects, its team constitution and project management perspective of a particular problem etc. etc.

This suggested to the author to conclude that culture and its knowledge plays an important part for making a project successful.

1.3 Overview of research work involved

The research is further augmented by author's own ideas, and reflection of insights gathered during his varied industry experience in this field and his interactions with many peers in the field over the years.

The structure of the program that author followed is shown in Fig. 1.1.Taking the real Project situations, the core research, and the interaction with other project management exponents

provided the foundation for the topic. That work was followed by reflective learning that provided time and space for reflection upon the core work, and upon personal experience. In providing this iterative approach for research preparation and data collection, context for the explicit information is established, and this enables the transfer of tacit knowledge as data for research analysis.

Each research preparation effort then in turn builds to the overall Research Thesis and facilitates the discipline that is necessary for performing doctoral level research, but at the same time takes advantage of the years of practical experience available. Equally important is the fact that the research work nurtured the synergies and creativity that are essential in transforming, information and experience into knowledge and creativity – new systems and approaches. Fig. 1.2 provides a graphical representation of the reflective learning process where author began with a Q1 (first quadrant) "as is" condition, moved through a Q2 (second quadrant) "study" and Q3 (third quadrant) "reflective learning" process to a Q4 (fourth quadrant) "new approach" to the formation of "Knowledge base" applicable to international project management

The standards and the effort undertaken for this thesis are as follows:

1. Data Collection, Designing an investigation, and gathering and analyzing information – for this thesis data are collected, by review of project books and noting down observations in real life experience. The author had taken notes on the content of the project book and observations made during many situations at different stages of project execution. The data validated by taking inputs from few important participants who were involved and played significant role in the situation. This structure enabled the progressive exploration and evaluation of the research using Grounded theory methodology.

2. During the course of this Ph.D work author has published a number of papers related to topic of research in international peer reviewed conferences and also a few journals (Please see list of Publications and Presentation)**.**

3. A significant contribution to knowledge of fact and/or theory – as will be described in this thesis, there is a paucity of work on the issues of project management / leadership and culture. As will be discussed the relevant industry knowledge is quite limited on the topic. The extant literature from the industry suggests the need for research that borrows from other disciplines. Accordingly this thesis includes psychological, sociological, anthropological, managerial, business and cultural disciplines in descriptive research phase. This thesis is an attempt to open an area of knowledge that has largely been neglected.

4. Independent and critical thought – Author has interwoven the research with own practical experience taking practical project situations for research.

5. Arrive at key knowledge dimensions influencing the global project management in multi-cultural context.

6. Work out a hypothesis, design a suitable survey, and introduce the same to panel of experts across project management fields to support the outcome obtained using scientific research method like grounded theory.

7. Define hypothesis, Conduct the survey and evaluate/conclude the survey result regarding hypothesis validation.

8. Based on above validation, evolve the, "Cross Cultural Global Project Management Intelligence" (XCGPMI) model to summarize the findings of the thesis.
9. Point out further avenues of research opened up as a follow up to this thesis.
10. Amalgamate the above into research thesis preparation and finalization of the same.
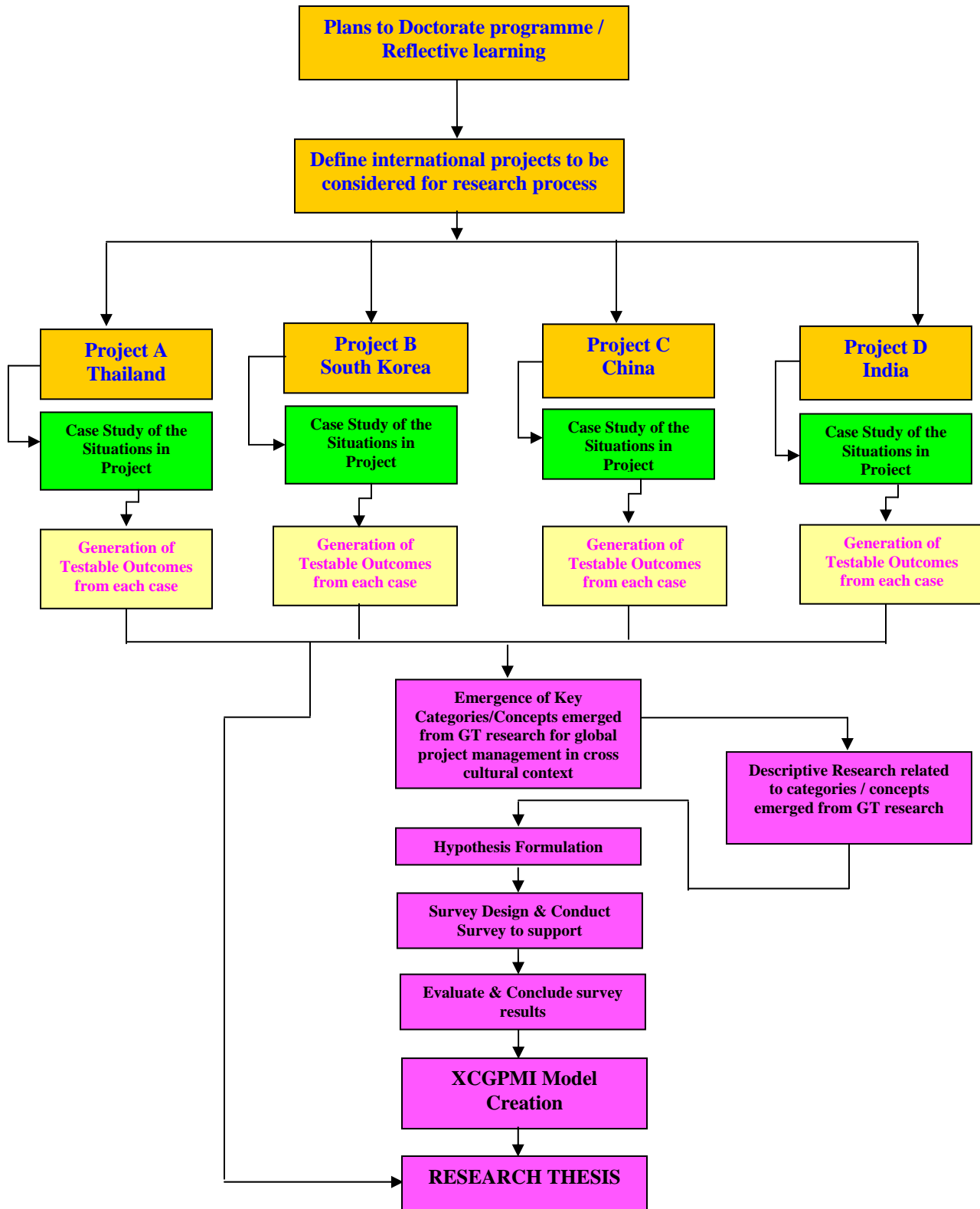
Fig. 1.1 – Thesis Research Work Overview.

High
New Concepts/Tool/Measurement

Q2 Proposing could or should be; Modifying plus trial and error action planning	**Q4** Developing new systems, new approaches, new tools
Auditing 'as is' situation, analysis mapping/plotting Reflection	Modifying studying new context in thesis and refining action learning **Q3**
Q1	

New Applications/ areas

Low ———————————————————> High
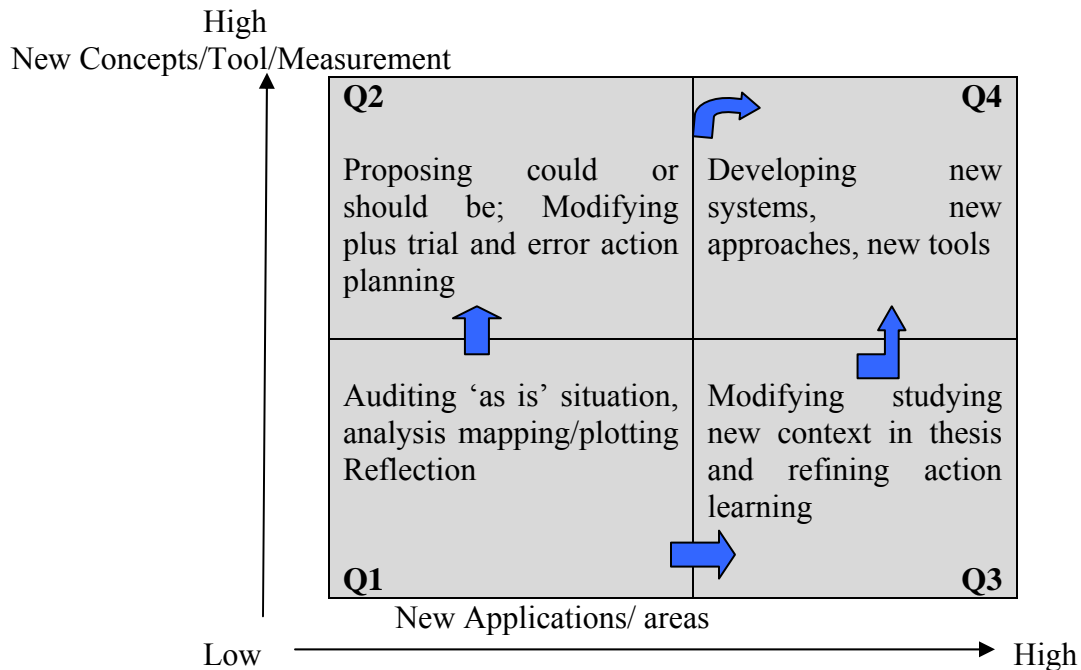
Fig. 1.2 – Reflective Learning – Overview

1.4 Cross-Cultural Project Management & the PMBOK

In the course of author's career, the importance of the key knowledge of people skills to successful management of projects is noticed. When author began working, it was common for an individual to take a theoretical technical degree, and then enter the workplace to learn the application of the technical skills especially sensitivity to cross cultural dimensions. Academia turned-out trained technicians, with very little or no practical application, and no people skills. The application of the technical skills and the acquisition of people skills were accomplished in the workplace. Most people learned through practice and the guidance of mentors and coaches. Once a firm felt that people had adequate technical background, they were promoted to positions in project management. It was an ad hoc way of creating project teams and needless to mention yielded ad hoc project management which failed at the first available deviation to set patterns that the individuals are used to. In the present day scenario of global project teams with wide diversity of cultural backgrounds and working styles such ad hoc project management is bound to spell disaster.

The Project Management Institute (PMI) began promoting Project Management as a profession in 1969 with approximately 100 members. In its 2004 yearly report, the PMI indicated that the membership had grown to over 160,000 in almost 150 countries. In a recent edition of the PMI newspaper, the membership was poised to exceed the 250,000 members mark. The momentum for rapid increase in membership however took off when the IT profession became a dominant force in the marketplace, and the benefits for Project Management process skills became clear.

The third and most current edition of the Project Management Body of Knowledge (PMBOK, 2004) was issued 35 years after PMI began their work. The PMBOK is 390 pages long, and while there are oblique references to management/leadership skills throughout, there are only

four pages devoted to the people skills. In the index, there is no reference to project leadership, project team or culture, and the only description of culture is related to corporate culture. The tools and techniques in the people skills section are listed as:

1) Observation and conversation,
2) Performance appraisals and
3) Conflict management.

The 1996 edition of the PMBOK has a slightly larger percentage of its pages devoted to **management, so in 10 years the bible for project managers has not yet escalated project** leadership/project team functioning to a central skill for the profession. Most of the focus is still on process. The impact/importance of project management to function as a team has not been given due attention as a knowledge factor essential for project management. This lacuna/gap becomes glaring in a global context with multi-cultural team composition where in effect functioning of project team becomes more and more difficult due to lack of knowledge of skills in this direction. This partly explains the uncertainty and the resultant low percentage of project success in many cases despite sound technology (as utilized in the project) having guaranteed success in certain other scenarios/background.

Cecil and Hodgson (2005) challenge the Project Management profession to undertake a richer and broader approach to the research and a reassessment of the foundations for project management. They point out that since the 1960's project management has utilized a system or functionalist's approach with attempts only to improve the processes. The authors say that they look up the challenge (Flyvberg, 2001) to conduct research (pg 12) "that contributes to society's capacity for value – rational deliberation and action," or as the authors say to make Social Science matter in the context of project management.

Unfortunately, the cross-cultural aspects of managing projects are only addressed in passing in Section 1.5.3 of the PMBOK where it indicates that (Pg.14): "The Project teams should consider the project in its cultural, social, international, political, and physical contexts." This clearly indicates a gap in the comprehension of importance of a knowledge base essential for managing projects in cross-cultural context both in term of project teams with cultural diversity as well as project implementation across multi cultural backdrops.

The Project Management Institutes (PMI) and the International Project Management Association (IPMA) both publish theoretical journals for topics related to Project Management. To view the discussion above into another context, a search of the PMI Journal of Project Management, and the IPMA International Journal of Project Management articles were performed for the period of 1995 through 2006. The search utilized the EBSCO and Science direct database default function (Searches the title, abstract, and keywords). The results are shown in Table 1.1. Over the 11 year period only 7% of the articles dealt with the issues of culture and/or project team functioning/project leadership, and none with cross-cultural project management. These are all of the articles that mention the terms culture or project team leadership. If the search is amended to seek the author-supplied keyword Project team/Project leadership, for example, the total falls from 13 articles as shown in the table, to four. Suffice to say that there is not a surfeit of research or publication on cross-cultural project team/project leadership aspects targeted to the project management profession.

This paucity of literature, coupled, with author's understandings of the importance of developing knowledge base regarding cross-cultural, project management skills in delivering successful project are the driving forces behind this thesis.

Project Management Journal (EBSC Default Fields)			International Journal of Project Management (Science Direct)		
Year	Project Team/ Project Leadership Citations	Culture Citations	Total Citations	Leadership Citations	Culture Citations	Total Citations
2006	2	2		5	11	
2005	1	2		5	9	
2004	3	2		4	4	
2003		1		3	2	
2002				2	4	
2001	2	1		2	1	
2000	1			3	3	
1999	3				5	
1998	1				2	
1997				3		
1996				1	3	
1995				1	3	
Subtotals	13	8	376	29	47	991

Total Citations	1367
Total Project Team/Project Leadership and Culture Citations	97
Total Cross Cultural Project Management Citations	0

Table 1.1 - Project Management Articles

The implications on the profession of Project Management will be discussed in a separates section, but first author will discuss the context for the research that was performed.

1.5 Research Context

Outside the project management profession, there is no shortage of theory and research on management (especially team/people focus) and culture, as these topics have been discussed and studied for over 2,000 years. However, in the 20th century there was a great increase in the contributions to the body of knowledge from psychology, sociology, anthropology, religion, philosophy, management, business, and more. Management (team and people focus) and culture are by their nature broad topics with an infinite number of potentials for research. By introducing this theory from outside the Project Management radar screen, the goal is to improve performance on international projects, as shown in Fig. 1.2.

After more than 25 years of practical experience, author decided to reflect upon the lessons learned in his career, to explore the situations, and to attempt to test his experience and ideas by undertaking the doctoral research. Author's experience pointed towards threads of commonality in management of practices in cross-cultural project teams and he wanted to pursue them to a natural conclusion through the scientific research method. The scarcity of academic consideration in the profession forced him to turn his focus to his own experience of project

management. The challenge thus became to consider the aspects of the international projects situations and its study which can give testable outcomes that could be applied to the profession of Project Management.

In a global economy, management skills are critically important. Lean business models that manage change and knowledge effectively, and efficiently are essential today. Firms need knowledge base to create project teams that are qualified to lead, and follow, and to embrace change effectively and gracefully. As firms move from regional to trans-global enterprise models, knowledge base must provide the bridge between cultural diversity and repeatable business processes in a very competitive economic development. With the pace of business, the ability of the project teams to manage change effectively is a critical issue in the international environment.
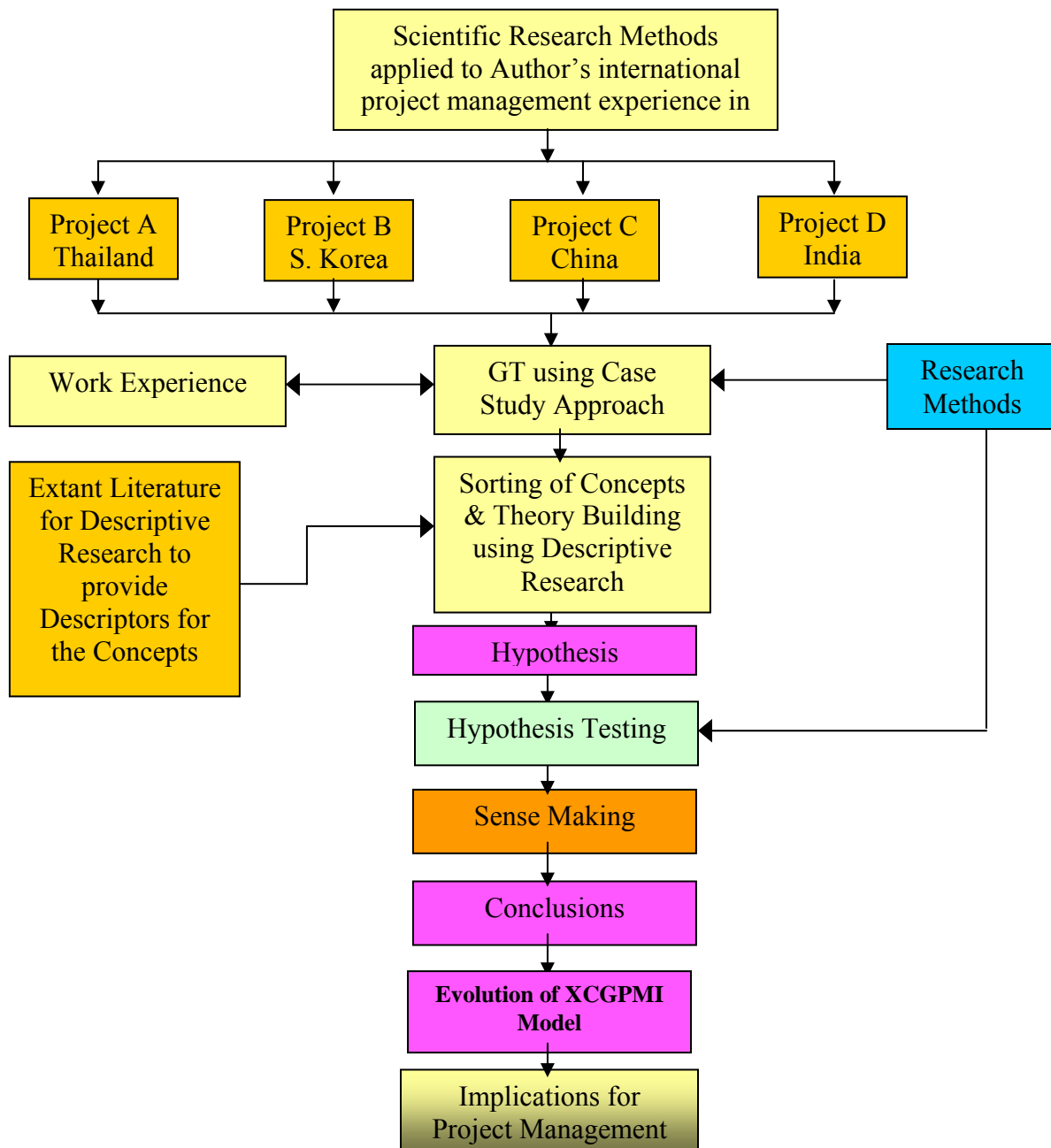
Fig. 1.3 – Thesis Map

As competitive pressure and the knowledge economy accelerate, firms must become leaner. As firms trim their workforce, it is more critical that the core teams retained are multi-faceted, capable of doing many different tasks, creative and innovative, have the ability to work with multiple cultures in a virtual or co-located environment, and have the ability to lead successfully. The workforce today is becoming younger, with few mentors and coaches remaining, and they have little time to devote to such activities.

Fig. 1.3 provides a graphical overview of the thesis, and maps the process undertaken in completing the work. It is founded on Grounded theory research utilizing practical experience (case studies), and an exhaustive descriptive research. While author had an outline of what experience showed to be critical dimensions for cross-cultural knowledge/intelligence essential for project team management, the hypothesis evolved from the rich research material. The hypothesis that evolved from the rich research methodology of Grounded theory was further validated by choosing Delphi Panel technique.

After the testing was completed, the results were considered in the perspective of author's practical experience to provide a litmus test or sense making check to correlate the findings back to real-world experience. The conclusions and the implications for international Project Management section provide a summary view of the thesis.

In the international business world, which is very fast track, it is obvious to author that a model outlining a knowledge base is desperately needed so that professional Project teams can acquire the skills that they need to manage cross-cultural aspects successfully in a dynamic environment of rapid change. This thesis is an attempt to create such a model, which is intended to be a directional indicator for Cross-Cultural knowledge/Intelligence as applicable to project team management.

1.6 Defining the Hypothesis

Author found that there is significant diversity in the international markets, with teams consisting of individuals from a dozen or more countries. From his experience, there are three aspects to project team interaction – the leadership/management, the follower, and the situation. The key to remember is that leadership is not just the hierarchical leader only. In complex project set up, leadership is a role exercised by different team members and at times by different groups at different points of time. At times multiple leadership roles may coexist concurrently at some point of time depending on the project situation.

The project situations are analyzed using grounded research method. Recent evidence shows that the combination of case studies and grounded theory has been rewarding for research. So Grounded theory is used as the overarching methodology to study data from an exploratory case study and to drive data acquisition activities within and outside the case study.

Applying Grounded Theory to Case Study was very successful. It produced a prolific amount and yielded a great richness of information. The case settings, furthermore, contained more varied data than could be expected from individual, purely homocentric studies. Efficiency and abundance combined to make this method an exceedingly fruitful one.

Therefore, this thesis considers the validation of concepts emerged from grounded research method to be the domain of the follower and the transaction. The hypothesis will be the concepts that emerged from grounded theory methodology are etic, or global dimensions of cross-cultural project management regardless of culture(s).

1.7 Research Approach – Grounded Theory Research Method

Grounded theory as inductive method is especially useful when researchers try to discover patterns of behavior or thought in a particular group of people. Here grounded theory is dealing with the people involved in international projects; the group under consideration consists of project professionals in international projects. In Grounded theory is one of the most-used methods in analyzing written materials, especially interview or summary transcripts.

'Grounded theory' may be used to bridge between case studies and large-scale surveys, which enables the strengths of both to be combined in the same research programme.

The following steps explain how grounded theory worked in finding outcome from the case study situations produced from self interaction that is past experience and self interview or summary notes from literature research for descriptive information to be used during note taking and sorting phase of grounded theory.

1. Build a case study using project situations experienced in past. Noting down the observations. Self interview technique is used for this at the extent possible. The participants involved in the situations contacted for further information and validation of data already recorded in notes.

2. Identify topics and highlight them. This marking depends on ideas and interpretations relevant to the research.

3. Coding is done using certain concepts / issues as reference.

4. Categorize topics according to their underlying concepts, which again can restrict generation of new concepts at later stage.

5. As categories of topics take shape, note them.

6. Think about how categories are related to each other and organize them into summary table as theoretical models.

7. Finally, write the results in reports. Besides displaying a model, include quotes from all data noted and descriptive data research in knowledge base in order to show the link between the conclusion and original project situations.

In conclusion, this is the main point of grounded theory:

1. Data do not speak for themselves.

2. You have to develop your ideas about what is going on, state those ideas clearly, and illustrate them with selected responses from the respondents.

During the research above process is used to discover the dimensions of cultural uncertainty in international project management. It is done through study of notes taken from project book and self observations. Data collected by talking to participants involved in certain situations, project management professionals worked in international projects across the world. Interviews on telephone are converted in written data for analysis and development of theory. Interviews were converted in to written material as in case studies to best represent the dynamic nature of the living conversation.

The next section provides the contents of the thesis, a description of its organization, and the topics that are included.

1.8 Hypothesis Testing - Delphi Technique

Another challenge that had to be addressed for this thesis was the method(s) to be utilized to prove or disprove the hypothesis. Hofstede was fortunate to have a captive audience when he did his pioneering global survey of IBM personnel. The GLOBE survey had significant grants and funding, and the support of a wide range of researchers located around the globe. Author's ability to attack a topic of this complexity was far more limited. However, more importantly, the topic is so diverse and complex that a standard survey of managers, subordinates, etc. could not hope to provide a complete and integrated view of the international marketplace in a single survey.

What was needed were a group of trained professionals from different fields of project management who had exposure to working in multi-cultural environment. What author needed was a group who could synthesize their wisdom, and apply it to complex issues in a holistic manner. Author's supervisor and peers suggested that he should investigate the Delphi technique. Author was familiar with the technique from his business experience, and undertook some research on the method. That information will be provided in chapter 11 of this thesis.

The big advantage in using this technique was that the people participating in the survey are seasoned professionals who bring their best to cross-cultural knowledge hypothesis. Author selected people with varied project backgrounds and varied lengths of experience from across the Indian Project Management arena but all of them with exposure to having worked in more than one cultural backdrop besides Indian Culture. While the panel generally validates the hypothesis across the entire spectrum of cultures, the composition of the panel sort of enhances applicability of thesis findings especially for Indian Project Managers involved in global projects. There were a total of 56 panel members that participated with 11 nos. in experience category up to 10 years, 17 nos. with experience of 11 to 20 years, 13 nos. with experience of 21 to 30 years of experience and 15nos.with more than 31 years of experience. The 56 Panelists amongst them had a total of 110 cultural exposures (Other than Indian) providing a rich background of multi cultural knowledge. Two sessions of questions were provided to the panel members, with feedback on the initial session prior to the second session. In chapter 12 the theory of the technique, the structural method utilized, the questions asked, and the results are provided.

1.9 Structure of the Thesis

Before introducing the structure of the thesis, it is necessary to discuss the relationship between the research, the empirical testing, and author's experience. The goal being to provide numerous and rich perspectives, that can be organized and analyzed. This thesis begins by sample selection for research analysis and data collection for project situations selected constructing a knowledge foundation based on case studies of different project situations in international projects.

Building upon this foundation, the empirical work had its formations in experience, in that there were ideas existing but in need of a foundation. As the foundation was being constructed, by using proper analysis approach, sorting of various concepts is done depending upon the applicable constant comparison in research process. The empirical side of the thesis began to take shape from the hypothesis. Thus, there is more emphasis placed upon the descriptive research using review of extant literature in this thesis.

After the introduction, the thesis dwells briefly on research progression and is divided into the four major international projects under study with Grounded theory research to obtain few testable concepts emerging from theory. This is then followed by sections on the hypothesis, testing of the hypothesis for validation of the categories / concepts emerged from grounded research, and conclusions reached.

1.10 Implications for Project Management

The need for Project teams to be effective in cross-cultural environments is critical. Project Management's primary goals, according to the PMBOK, are to assure that a specified project scope is completed on time, within budget, and to quality specified. Project team has implied responsibility, according to the PMBOK, to operate with diverse workforce to succeed in meeting these goals through effective management. Currently the Project Management literature does not provide adequate guidance on what skills are necessary for the project management to accomplish this.

1.11 Chapter Summary

This chapter introduced the research and provided an overview of the thesis. It also described the plan followed to pursue the doctoral research, an overview of the Project Management Body of Knowledge (PMBOK), the technique utilized to perform the research and test the hypothesis, the structure of the thesis, and the implications that this research has for the Project Management profession.

The thesis is organized into Chapters for ease of reference, and a brief description of each is provided here.

Chapter 1 : Thesis Introduction

Chapter 2 : 'Research Progression' provides an outline for the need to reduce incomplete knowledge for uncertainty management in projects and explains the choice of

'cross cultural uncertainty' as the area this research focuses to unearth key knowledge dimensions. This chapter also provides background to verify the key knowledge dynamics and ends with a brief overview of how the hypothesis is framed from there on. These are discussed in details one by one in the next chapters.

Chapter 3 : Generation of theory and research process using grounded theory with description of GT methodology and it's importance in research context.

Chapter 4 : Sample Selection for Research analysis – projects

Chapter 5 : Case Study related to Project A

Chapter 6 : Case Study related to Project B

Chapter 7 : Case Study related to Project C

Chapter 8 : Case Study related to Project D

Chapter 9 : Summarization of research and theoretical model.

Chapter 10 : Theory building and Hypothesis formulation - Cross-Cultural Knowledge' Hypothesis discusses the hypothesis regarding the knowledge base essential for Cross-cultural project management as formulated/propounded in this thesis.

Chapter 11 : 'Research Design for Hypothesis Testing' discusses the Delphi technique, methods and findings.

Chapter 12 : 'Analysis and Results' provide a discussion and analysis of the results of the Delphi survey.

Chapter 13 : 'Conclusion' provides the conclusions reached by this thesis, and the implications for the Project Management Profession.

References

Appendices

Brief Bio of Supervisor and Candidate

Paper Published out of the Ph. D work

Chapter-2

RESEARCH PROGRESSION

2.1 Chapter Introduction

This chapter consolidates and brings out analysis of project uncertainties and its impact on project performance. This chapter will further address 'Culture' as a major uncertain parameters personal in Global Project Management in a cross cultural context where project teams have to function/perform dealing with lots of cultural dynamics.

2.2 Uncertainty Dimension in Projects

Risk and uncertainty are concerned with incomplete knowledge over the future 'states of nature'. It is often forgotten that probability techniques utilized for the traditional risk management of projects, assume that decision parameters and outcomes fall into well defined, mutually exclusive categories. In reality vagueness and ambiguity exist due to the limitations of our language and other factors such as context and mode. When a large number of people are involved the magnitude of fuzziness increases. Add to this complexity of project teams with multiple organizational cultures and team members with diverse societal cultures one can easily imagine huge amount of fuzziness.

Project parameters and outcomes have "shades of grey". Take for example the following statements:-

(i) "If, the schedule slippage, is very small and the design changes are great then the cost impact will not be insignificant".
(ii) "The installation was a grand failure".
(iii) "System performance is inadequate".

These types of statements often occur in projects and reflect the true impression of project processes and outcomes. These statements assume different significance depending on who is communicating the same to whom. In a project management context between a client organization and contractor, this could probably convey the intent to execute the contract provisions. Obviously in this context the true impact of this statement could be gauged only when there is a good comprehension of the organizational cultures involved. Similarly if this is a statement between contracting partners or in house meeting of the team members this would have different significance and would be received differently by different members. A lot depends on the cultural dynamics of the team and team members involved. Enforcing more precise language (as with technical specification language) may merely create an illusion of precision. Imprecise statements cannot be interpreted within a framework of probability theory because of its assumption of crisp inputs and outputs.

So while the traditional risk management approach applies to random events, applicability to project management is low as its risk management knowledge is strongly steeped in the probability theory paradigm.

That the uncertainty inherent in each and every project situation needs to be managed is something that the project management professions have long known. However formal recognition as a project management function is relatively recent. Project management in today's global context is not just about addressing risks but about managing uncertainty. This uncertainty arises out of incompleteness of knowledge. Therefore, successful project management in modern day business scenario is ultimately managing incomplete knowledge. This has been brought out briefly earlier in this thesis and discussed in details in this chapter.

When author set out to do this doctoral research programme, he first thought that there would be a need to separately establish that project management needs to manage incomplete knowledge and this would require knowledge creation and amalgamation for mitigation. However, as author began his research work it became evident that the above is already well understood by project management/managers. The need of the hour was to research and find important knowledge elements which could drive away at least some of the incompleteness of the knowledge especially in areas which are potential sources of uncertainties/risk for project performance. This would add value and knowledge to the project management profession and lead to some reduction of uncertainties at least, which is the principle thrust of this research work. Author also understands that in the richly diverse project management arena catering almost to all industry segments, it would not be practical and meaningful to concentrate on all perceived aspects of uncertainty in this research work. As such he decided to focus on just one slice/area of profession and bring out some knowledge dimensions which would help in addressing the incompleteness of knowledge and reduce uncertainties in that sphere of project management.

2.3   Cultural Uncertainties in Projects

In this context based on author's international experience he felt that cultural diversity as it happens in the backdrop of multicultural global project teams is indeed a huge risk factor, spelling lots of uncertainties for project implementation, Culture has long been expressed as a reason for project and organizational performance being different from what is desired and predicted. Given the increasing globalization of project activities the potential for culture to impact on project implementation is ever greater. Although culture is acknowledged to impact project performance it remains one area which is not still understood well especially in a project context. Hence culture constitutes an important factor of risk/uncertainty at all levels of industry analysis from a project perspective. As culture is multilayered it operates differently on projects within firms and across nations. Further culture is multicast and extends in to all behavioral manifestations of human belief and values. To recognize culture as an important risk factor is to move towards understanding its existence, manifestations and impacts on performance with a view to aiding management of projects and organizations i.e. not to fall under the delusion of culture as a tool of control but to foster appreciation of the process opportunities to cultural manifestations and mixes and, thereby, aid performance improvement. Thus this research adopts a risk management perspective of culture in project environment and tries to analyze its manifestation such that knowledge of key dimension that influence the project management in a cross cultural context is unearthed and brought out. The search further elaborates on descriptors and sub descriptors (similar to adjectives of these key dimensions) so that a better knowledge of the same is available to the profession of project management. This would greatly facilitate the

management of culture mixes and the uncertainties cropping out of the cultural diversity inevitably encountered in current day global project management setups.

Author's theory and thinking along these lines is also related and corroborated in his paper 'Project Uncertainty Mitigation: Managing, Incomplete Knowledge with culture as a Key Project Dimension is already reviewed and accepted for publication in the journal 'Quality Times (a publication by Institute of Directors). The actual publication is pending printing logistics of the journal and will happen in due course of time.

As explained in the introduction there is a huge paucity of research work/publication literature with regards to cross cultural aspects of global propjet management. This research as such focuses on filling this gap to some extent with the knowledge of the key dimensions impacting cross cultural project management.

The thesis further establishes the existence and universality of these knowledge dimensions through the generation of these dimensions through scientific research methodology and validation of the same by hypothesis formulation which is again validated through Delphi Panel Survey. Based on the outcome after validation of the hypothesis the research work brings out the Cross Cultural Global Project Management Intelligence (XCGPMI) model incorporating the same to act as a ready reckoner for international project practitioners.

In the subsequent portion of this chapter author bring out how the reflective learning through my international experience and interaction with co peers augmented his thinking in this regard and led him to proceed along the above lines. A flow chart outlining why this thesis was conceptualized and what it intends to achieve is shown in Fig. 2.1 for ready reference.

In author's experience he had observed that projects of similar nature (from a technical/ process context) have met with different fates under different circumstances. Even if such projects meet success the quantum of success widely varies. In some cases while the project is a success under a given set of circumstances, in certain other circumstances it turns out into a flop.

If the circumstances are process related or technology related deficiency of knowledge immediately huge efforts, initiatives and resources are thrust to analyze the root cause, identify corrective measures and rectify the situation. Depending upon the magnitude of the problem even the board room reverberates with the issues.

It is clear that by very definition projects are unique in nature. Being unique in nature things are bound to be uncertain. If everything can be accurately predicted, then uncertainty can be ruled out. However, on the other hand if everything is predictable there is nothing unique and as such projects are no more projects. It is clear that project management as we discuss now encompasses activities where elements of uncertainty will always remain.
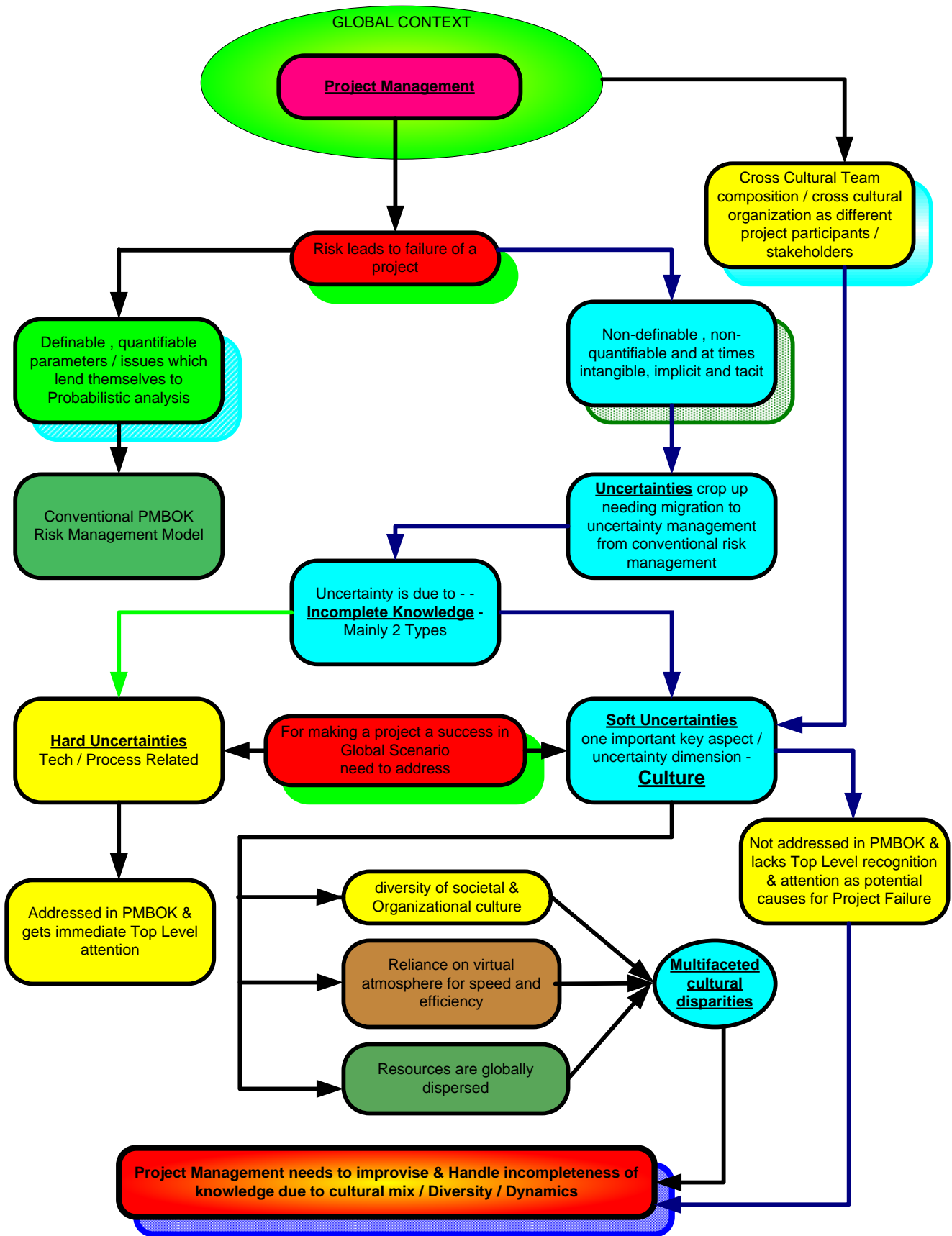
Fig. 2.1   Why this Thesis

This is what author meant by saying the uncertainty arises out of incomplete knowledge. In effect project management is all about managing the incompleteness of this knowledge. Pender S. (2001) Tseng T. et.al (2004) Huang J. Newell S. (2000)] (just to quote a few) have also indicated that project uncertainty is to be handled through management of incomplete knowledge. A good project management set-up acknowledges the fact that however well they are prepared there are elements of incompleteness and the better they are prepared to handle the same in an efficient and quick time frame with minimum resource expenditure, the better chances are for the project to succeed.

As explained earlier, if the uncertainties / lack of knowledge is associated with technology/process the entire organizational machinery/management takes cognizant note of the same and immediately actions are put in place to first analyze, next contain the damage, then rectify the situation and then possibly ensure that such issues do not repeat again. In case repetition cannot be ruled out for whatever reason, the management institutes processes such that similar situation are well tackled and handled in future thereby curtailing the magnitude/fall out of the uncertainties involved.

This has in fact prompted author to question the manager inside him, "Are these the only elements of incompleteness of knowledge". The answer that he got was an emphatic 'No'. His eyes were pointed to the revelation that similar technology, similar project parameters and also similar hardware (equipment), have not always yielded similar results. The uncertainties encountered in this regard relate to the incompleteness of knowledge pertaining to the soft elements (not in IT parlance but in project context) relating to the soft skills and hidden soft attributes of project management.

As has been elaborated earlier in this thesis while Project Management Body of Knowledge (PMBOK) dwells largely on process related skills, there is very little attention to the people skills. What relates to uncertainties/ risk indicated in the earlier paragraph is indeed the project team itself. Heil, Bennis et.al. (2000) note that in the future more companies will organize in teams (project management as it is being called) because it is (pg. 66): "the most efficient way to customize and deliver value in an era where specialization, speed of delivery, and rapid learning are keys to organizational success". This can be extended logically to imply that the uncertainties associated with project teams are synonymous with project management uncertainties itself and need to be addressed appropriately. The way project team/setup comprehend the activities, problem & issues and reacts/ acts, functions as a team/ group of individual etc., are all uncertain factors largely impacting the project performance

Any attempt to identify/establish dimensions of knowledge bases to curtail the project uncertainties and bridge the incompleteness should not only centre around what author broadly classify as (a) hard factors of project (related to technology/ project processes etc.) but also around (b) the soft factors of the project (related to project teams, the environment and also the cultural aspects etc., etc.)

Attempts in part (a) are normally industry specific and sometimes even single project specific. As such any attempt to address the same cannot be embraced by project management as a whole as a valid knowledge base encompassing the earlier gamut of project management profession. However, attempts at part (b) can result in knowledge additions which can be adopted by project

management profession without prejudice to the type of projects involved. However there would be certain things singularly unique about any project environment which might require tweaking of the knowledge base to suit the situation. But the effort is worth it as only minor adjustments would be needed while a knowledge base with a set of key influencing project dimensions are available for the team to operate. In fact this greatly eases the adjustment process and aids the project to gather the momentum at a fast clip.

In part (b) too project management *pundits* (experts) can skeptically argue that there could be no universal knowledge base applicable across all situations. The myth was that depending on the cultural aspects, cultural environment, socio cultural factors of the geographical area where the project is located plus the main issues of cultural diversity of the team composition there need to be specific knowledge bases to suit each situation/project and as such no single knowledge base will succeed. While this is very true this thesis attempts to establish that there are project dimensions which are universal irrespective of culture and can rightly claim to constitute a valid knowledge base in a very broad sense applicable across board. Mastery of this knowledge base/ and its aspects can be treated as an essential skill set/ core factor necessary for successful conduct of the project management.

While this will not totally eliminate incompleteness in knowledge leading to project uncertainties, it can be safely inferred that this would address the part (b) of project uncertainty to a great extent and that too on the larger plane/ platform of project management profession itself rather than addressing them on a project/ industry specific basis. The later approach would still be needed to create/apply adequate knowledge elements to handle uncertainties arising out of part (a) on a case to case basis.

As author progressed through the research he decided to aim for that slice of knowledge base required to address (b) which would have wider impact on projects as a whole and add value to the profession. By and large project teams have been practicing these in a limited fashion. However, the same is largely ad hoc and person oriented which would imply that different personalities would yield different level of performances. The thesis then attempts to develop a cross cultural global project management knowledge intelligence (XCGPMI) model which would act as a ready guide for project practitioners and would greatly reduce the personal elements.

This could possibly lead to institutionalizing this approach as a necessary skill set to be mastered by project team especially in today's global/virtual context. This opens up further areas of research available to pursue to take this effort to a logical conclusion and increase its impact on the profession as a whole.

Appreciation by the project management profession globally that such a model would greatly reduce project uncertainties arising out of project team management can lend a number of further methods/ organizational system flavor to its acceptance /embracability. This should lead to further research works each one concentrating on customizing at specific to an industry / organization.

This reduces a major slice of project uncertainties relating to project team functioning thereby improving the chances of success. Effort for addressing part (a) will and should continue but part

(b) can be sort of generalized and this could be the first stepping stone to bring a greater element of certainty to these aspects.

It is quite possible that some may argue that this is a knowledge base essential only for project leaders. While there is no denying the fact that this needs to be absolutely mastered/practiced by project leaders, author strongly feels out of his experience and this thesis also advocates that this is essential for project management itself and as such needs to be adopted by the entire team. The involvement/intensity of adoption by different members could be different depending on the role/ function specific to project but it is a "MUST" for the entire team.

In the modern project scenario while there is a hierarchical leader for administrative reasons, leadership in fact permeates throughout the team with different team members (at times even concurrently) adopting leadership roles specific to project progress/issues as they develop. In such a scenario it is impossible to differentiate between leader and the teams from the perspective of leadership roles. As such this thesis argues and advocates that this knowledge base with key project dimension is not a leadership attribute alone but transcends itself into a project management context. By corollary this establishes the knowledge base and knowledge model developed as encompassing key influencing cross cultural project management dimensions.

This is how the thesis sectionalizes and addresses the objectives set forth at the beginning of the research in the research proposal to arrive at specific outcomes achieved by the research work which are in line with the proposal goals. This also opens up instances and arenas for further research work to enlarge on the principles. Fig. 2.2 captures the flow of the thesis progression.

Prompted and inspired by the above line of theory/thinking /reflection of experience / interaction with peers I began to look for requirements of essential dimensions of knowledge bases in cultural domain as applicable for project management. It became clear to me that a scientific research method would only confirm the existence of the key dimensions influencing project management in cross cultural perspective. My reasoning and approach in this regard is brought out below which outlines the path taken to progress this research and sums up the philosophy underling the grounded research validated by hypothesis central to this research work.

2.4   Knowledge Bases in Cultural Domain for Project Management

This section provides an introduction to requirement of knowledge base in cultural domain for project management, brief description of project organization's requirement and why cultural knowledge base is very essential for project groups to deliver successfully as a team in international arena. It discuss the limited availability of literature for organization management perspective and then led to a conclusion that there is a gap because of limited literature which can be directly applied to project management that is need for developing essential knowledge bases for project management. Author's objective is to find out this gap and dimensions which can be useful to fill this gap.

CULTURE

Major Risk / Uncertain parameter in Global projects

Attempt to unearth knowledge of key influential dimensions in cross cultural project management

By Research (Grounded Theory using Case studies)

PROJECT - A

PROJECT - B

PROJECT - C

PROJECT - D

Concept -1

Concept -2

Concept -3

Concept -n

Above dimensions are universal , applicable across all cultures and concerned Descriptors and Sub-Descriptors using Extant Literature

Doesn't lend itself to any specific industry

On a broad platform of project management profession

Current project dynamics has to deal with cultural

DELPHI panel study validates hypothesis

Cross Cultural Global Project management Intelligence (XCGPMI) Model

Add value to PMBOK essential skill set for international project management

Capture a database linking live project cross cultural issues to the knowledge model (Dimensions & Attributes) to develop a handbook

Customize model specific to industries to initiate organizational project management development process

Develop Learning / Training processes to mandatorily arm the project management professionals

Knowledge addition to project management profession

Figure 2.2 Thesis Flow

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2.4.1 Requirement of Knowledge Bases – Limited Literature & Gap

Existence / creation of knowledge base is a prime requirement of any organization. The same applies for project organizations too. It is commonly found that businesses tend to keep a good knowledge base of technical improvements, changes to project execution methodologies, lessons learned from past technical failures etc. The thrust is to document the above for the project teams across the organization and in some cases across the industry to draw lessons, not repeat mistakes and do a better job next time. However, it is observed that the effort to maintain cross cultural knowledge base for project groups to deliver successfully as a team in international arena is rather poor. The dimensions of "cross cultural domain" as applicable to project management are not well captured as essential knowledge base. Project organizations have still not fully woken up to the severity of the impact that such incomplete knowledge in these areas can have in the sphere of project management in global context with a diverse and multi-cultural work force.

This greatly increases the uncertainties associated with such projects. A deeper look in this area is increasingly becoming a must as projects are going global and project teams comprising of multicultural team members. Global markets are increasingly taking advantage of the strength and economic advantages of a diverse global workforce. It is common on international projects to find multi-cultural teams located in multiple countries. So having a person raised in India managing a project in Korea with a design team from USA, procurement teams in China and Germany, a drafting team from Mexico and construction workforce from Taiwan and Philippines is not unusual. Even in historically monolithic markets like the USA, it has become common to have multicultural teams and foreign competition. In addition to pressure on the industry to increase productivity and reduce costs is unrelenting. This is leading to flatter project structures and the need for project leadership and team to function at multiple levels.

Under this scenario it becomes increasingly difficult for project team to function in a structured manner as they swim across the uncertain terrains of cross cultural domain. This leads to ad hoc functioning of the project management system in most such cases. The uncertainties associated with multi cultural project group functioning are not well tackled leading to larger number of project organizations to develop essential knowledge bases pertaining to key cross cultural dimensions associated with project management. The limited availability of knowledge management in this area is increasing project uncertainties and hurting the project success rates.

2.4.2 Need for developing essential knowledge bases for project management

Project management in multi cultural context is the order of the day owing to globalization in every field. As competitive pressure and the knowledge economy accelerates, firms must become learner. As firms trim their workforce, it is more important that core people retained are multi-faceted capable of doing many different tasks, creative and innovative, have the ability to work with multiple cultures in a virtual or co-located environment. One of the key aspects of knowledge management and formation of communities of practice (COP) is that a firm must find time for people to interact if they are to share more than explicit information.

The speed of business today and continual connectedness reduces the time people have to reflect, consider and think. This means that there is less time for communication and more room for misunderstanding. Under this backdrop the need for developing essential knowledge base to effectively arm the project management in the key domain of cultural theory, cultural knowledge, cross cultural leadership aspects and conflict management is very much required. This research work aims at bridging this gap and progressing towards possible development of a cross cultural project knowledge model.

2.5   Research Method- Grounded Theory

This section provides an introduction to grounded theory, a powerful qualitative research method that can increase understanding of the complex research and experience.

This inductive method is especially useful when researchers try to discover patterns of behavior or thought in a particular group of people. Grounded theory is one of the most-used methods in analyzing written materials, especially interview, discussions or summary of project book data.

Although the contributions of quantitative studies to the research literature have been significant, more researchers are employing qualitative methods to get a better understanding of the complex interactions with the participants and in different environment. Quantitative and qualitative modes of inquiry have different purposes (generalizability and prediction vs. contextualization and interpretation), approach (experimental and deductive vs. inductive and naturalistic) and rely on different researcher roles (detachment and impartiality vs. personal involvement and empathic understanding) (Garland & Grace, 1993). Because many aspects of the international project management experience do not divide neatly into discrete variables, qualitative methods of inquiry are the best suited for understanding the complex phenomenon that come together to form the international cross cultural experience.

Qualitative methodology is useful in exploring and describing the experiences of project managers – experts, especially when little is known about the phenomenon under study. A qualitative approach yields results that cannot be gathered using quantitative methods. Although qualitative research means different things to different people, it generally refers to research that leads to understanding people's experiences, stories regarding the phenomenon under study , behaviors, or is about organizational functioning, social responses, or interactional relationships.

The grounded theory approach uses a "systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (Strauss & Corbin, 1990, p. 24). The procedures are based on the "systematic generating of theory from data, that is systematically obtained from social research, and offers a rigorous, orderly guide to theory development that at each stage is closely integrated with a methodology of social research" (Glaser, 1978, p. 2). The method, which Glaser and Strauss (1967) originally developed, was designed to build new theory that is faithful to the area under study and that illuminates a particular phenomenon. The constructs are "grounded" in the particular set of data the researcher collects, and the usefulness of the constructs can be tested in subsequent research (Gall et al., 1996). This qualitative method is effective because it helps develop the building blocks for generalizable, empirical research.

2.5.1 Selecting Grounded Theory as a Methodology

Selection of any research method is based on the nature of the research question and the preferences of the researchers (Strauss & Corbin, 1998). The purpose of grounded theory studies is to explore and understand how complex phenomena occur. Grounded theory was selected for a research study on international project management for development of theory because the population from which to select participants was small and little empirical research had been completed to understand the variables associated with the intersection of identity as it related to experts in international project management. Grounded theory study was selected for study to explore the nature of project participants, how it affects, and what conditions affect international project management

2.5.2 Research Design in Grounded Theory

Grounded theory draws on the strengths of the separate scientific and interpretive research traditions of the two sociologists who developed the methodology (Glaser & Strauss, 1967). Grounded theory methodology is predicated on the following eight assumptions:

1. The need to get out into the field to discover what is really going on (i.e., to gain firsthand information taken from its source).
2. The relevance of theory, grounded in data, to the development of a discipline and as a basis for social action.
3. The complexity and variability of phenomena and of human action.
4. The belief that persons are actors who take an active role in responding to problematic situations.
5. The realization that persons act on the basis of meaning.
6. The understanding that meaning is defined and redefined through interaction.
7. A sensitivity to the evolving and unfolding nature of events (process).
8. An awareness of the interrelationships among conditions (structure), action (process), and consequences. (Strauss & Corbin, 1998, pp. 9-10)

Due to the grounding of theory in the actual data collected, grounded theory resonates with both the people who experience the phenomenon and those educators who have a professional interest in it (Strauss & Corbin, 1990).

As such, the assumptions about the phenomenon being explored are critical to the research and are clearly stated in the research report.

2.5.3 Participants

Because grounded theory explores complex phenomena where often little understanding exists, the selection of participants is particularly critical. Intensity and maximum variation sampling is used to select a broad range of information-rich participants involved, in the research.

2.5.4 Procedure

Interviewing in grounded theory has the specific intention of exploring participant's experiences and placing them in context. The interviews were designed to acquaint the participant with the nature of the study, to establish rapport, to set a context for understanding the phenomenon, and then to obtain depth and details of the experience. Interviews were held until redundancy is reached. This research was more focused on self interview for initial data collection. Case study approach was used for grounded research. Author studied some project cases where he can focus on situations where the international projects faced few inadequacies. Few project managers were able to manage/address the inadequacies partially to overcome the project challenges and failure to address those issues resulted in projects impaired/failed. Identification of the individual participant is not paramount, because the concepts generated by the participants-not the individual participants-are at the center of study.

2.5.5 Data Analysis

Grounded theory is a constant comparative methodology that combines data analysis with data collection, and the heart of data analysis in grounded theory is based on three types of coding procedures: open, axial, and selective (Glaser & Strauss, 1967; Strauss & Corbin, 1998). The analytic goals of grounded theory are fivefold:
1. Build rather than test theory.
2. Provide researchers with analytic tools for handling masses of raw data.
3. Help the analysts to consider alternative meanings of phenomena.
4. Be systematic and creative simultaneously.
5. Identify, develop, and relate the concepts that are the building blocks of theory. (Strauss & Corbin, 1998, p. 13)

Data analysis is theoretical sampling of concepts that are relevant to the emerging theory. Theoretical sampling is cumulative, increases the depth of focus, notes variation, and occurs in throughout the process. As relationships are being identified, sampling is undertaken to determine the accuracy of these relationships. Theoretical sampling is terminated once theoretical saturation is reached. Theoretical saturation is achieved when (a) no new data emerges regarding a category, (b) the category is dense enough to cover variations and process, and (c) relationships between categories are delineated satisfactorily as well.

Finally, after performing the data analysis, a completed grounded theory can be judged on its elegance, characterized by the fewest possible concepts with the greatest possible scope, and "as much variations as possible in the behavior and problem under study" (Glaser, 1978, p. 125).

2.5.6 Research Process

"Data do not speak for themselves. You have to develop your ideas about what is going on, state those ideas clearly, and illustrate them with selected quotes from your respondents. "

In conclusion, this is the main point of grounded theory.

During the research above process is used to discover the dimensions of cultural uncertainty in international project management. It is done through study of project books of four projects under consideration followed by discussions with project management professionals who worked in these international projects across the world. Project book and discussions are converted into written data for analysis and development of theory. Interviews were converted in to written material as in case studies to best represent the dynamic nature of the living conversation. Each of the data of interviews was reconfirmed with the participants for their review so they can remark on the accuracy.

During research process, the role of the extant literature becomes very important because researchers need to acquire sensitivity and knowledge on grounded concepts. The literature is therefore read as a source of more data to be compared with existing grounded data.

The researcher achieves theoretical saturation when the main concern of the research can be accounted for, and further sampling fails to add significant value to the study through adding new categories or properties.

Author experienced a high level of participant cooperation while conducting his grounded theory study. This can be partly attributed to the open nature of the interviews, the focus on experiences as perceived by the participants , the method forcing him to act as a very active listener, and being perceived as an 'insider' to whom they did not require too much 'proper lining'. Consequently, author was intellectually stimulated by interacting with rich data, by the participants' positive attitude towards the research, and by a sense of contributing to a wider audience. This positive feedback helped to counteract the heavy demands grounded theory poses on researchers, as previously described.

At this stage, when the theory becomes dense with concepts and enriched by relevant extant literature, the author has 'discovered' a substantive theory.

The objective of this section was to present an overview of the activities involved in this study. However, some concepts require further explanation, as discussed in the methodology chapter.

2.6   Hypothesis Formulation

The earlier section clearly establishes the importance of dimensions of knowledge pertaining to project management perspective with teams from various international cultures. This leads us to a common platform where we can safely hypothesize that regardless of the ethnicities, the cultures, the economic environmental, the structure of the firm or the complexity of a project or program there exist a set of project management dimensions which are universal in nature and form the core of knowledge base essential to mitigate project uncertainties in a cross cultural context and lead towards successful project implementation. The dimensions that emerged from grounded research are hypothesized.

To manage effectively in these trying circumstances of cross cultural environment requires a greater knowledge (implying acquisition and cultivation) of basic human (emotional, social and cultural) business and cultural skills. Taken as a whole this will be termed as "Cross Cultural Global Project Management Intelligence" (XCGPMI) in this research. It is imperative for project

teams to master this 'XCGPMI' if they aspire to bridge/manage this incomplete knowledge which is one of the main causes of project uncertainties leading to project failures.

Summing up the hypothesis articulates the key dimensions of cross cultural knowledge base essential for project management/leadership and these are universal regardless of cultures, complexity of project and type of business or firm engaged in the project. Validation of this hypothesis opens the door for this thesis to explore the possibility of working out a "Cross Cultural Global Project Management Intelligence" (XCGPMI) Model. A good comprehension and application of this model to appropriate degrees by mature project management/leadership can offset some of the incomplete knowledge which leads to project uncertainties. Effective management of the incomplete knowledge will reduce the project uncertainties resulting in greater success of project implementation which is the business goal of every organization involved in project execution.

2.7   Chapter Summary

This chapter had brought out the aspects of the effective learning of the author's experience prompting him to do this research work. This chapter also summarizes as to how the initial objectives of the doctoral proposal are addressed and what is achieved by the research. The two flow charts in the chapter capture the whole essence and progression of this research work from concept to completion.

Chapter – 3

RESEARCH METHODOLOGY

3.1 Chapter Introduction

'Grounded theory' may be used to bridge between case studies and large-scale surveys, which enables the strengths of both to be combined in the same research programme . Starting with detailed in-depth studies of individual cases, a general model may be constructed through the key processes of 'theoretical sensitivity', 'theoretical sampling' and 'theoretical saturation'. Unlike most qualitative methodology, the grounded theory approach claims to produce testable outcomes: grounded theory is intended to lead to predictions which may be subject to traditional experimental and statistical testing. This chapter describes the approach towards the application of grounded theory for research results.

While grounded theory is mainly used for qualitative research (Glaser, 2001),it is a general method of analysis that accepts qualitative, quantitative, and hybrid data collection from surveys, experiments, and case studies (Glaser, 1978). However, when combining methods like case study and grounded theory, utmost care is exercised to ensure that the canons of case study research do not distort true emergence for theory generation (Glaser, 1998 pp. 40-2).

Author used grounded theory as the overarching methodology to study data from an exploratory case study and to drive data acquisition activities within and outside the case study. Yet, the reason for using the grounded theory approach was consistent with the three main reasons suggested by Benbasat et al. (1987) for using a case study strategy in research, namely:

1. The research can study in a natural setting, learn the state of the art, and generate theories from practice.
2. The researcher can answer the questions that lead to an understanding of the nature and complexity of the processes taking place.
3. It is an appropriate way to research a previously little studied area.

Additionally, as author had professional experience in the substantive area of his study, grounded theory was an appropriate approach because it provided a method to deal with his experience, controlling the risk of introducing bias into the study. This control is achieved by the constant comparative method, which forces researchers to state their assumptions and their own knowledge as data (in the form of memos or self-interviews) and to compare these data with other data from the study. The constant comparison of incidents then validates, modifies, or rejects the expert researchers' observations. Thus, for researchers with professional experience in the substantive field of their research, constant comparison is a valuable feature of the grounded theory method. To be sure, constant comparison *reduces*, but cannot completely eliminate, the risk of bias-induced distortions.

For these reasons, seeking to generate theory grounded in case study data was a particularly appropriate strategy for author's research. Furthermore, this approach has been tested and

detailed by Eisenhardt (1989). According to Eisenhardt (1989), using case data to build grounded theory has three major strengths:

1. Theory building from case studies is likely to produce novel theory; this is so because 'creative insight often arises from juxtaposition of contradictory or paradoxical evidence' (p. 546). The process of reconciling these accounts using the constant comparative method forces the analyst to a new gestalt, unfreezing thinking and producing 'theory with less researcher bias than theory built from incremental studies or armchair, axiomatic deduction' (p. 546).
2. The emergent theory 'is likely to be testable with constructs that can be readily measured and hypotheses that can be proven false' (p. 547). Due to the close connection between theory and data it is likely that the theory can be further tested and expanded by subsequent studies.
3. The 'resultant theory is likely to be empirically valid' (p. 547). This is so because a level of validation is performed implicitly by constant comparison, questioning the data from the start of the process. 'This closeness can lead to an intimate sense of things' that 'often produces theory which closely mirrors reality' (p. 547)

Applying Grounded Theory to Case Study was very successful. It produced a prolific amount and yielded a great richness of information. The case settings, furthermore, contained more varied data than could be expected from individual. Efficiency and abundance combined to make this method an exceedingly fruitful one.

3.2 Why Grounded theory for research??

GT is a systematic generation of theory from data that contains both inductive and deductive thinking. One goal of a GT is to formulate hypotheses based on conceptual ideas. Others may try to verify the hypotheses that are generated by constantly comparing conceptualized data on different levels of abstraction, and these comparisons contain deductive steps. Another goal of a GT is to discover the participants' main concern and how they continually try to resolve it. The questions you keep on asking in GT are "What's going on?" and "What is the main problem of the participants and how are they trying to solve it?" These questions will be answered by the core variable and its sub cores and properties in due course (see below). GT does not aim for the "truth" but to conceptualize what's going on by using empirical data. In a way GT resembles what many researchers do when retrospectively formulating new hypotheses to fit data.

In most behavioral research endeavors participants are units of analysis, whereas in GT the unit of analysis is the incident (Glaser & Strauss 1967). There are many incidents analyzed in a GT study since every participant normally reports many incidents. When comparing many incidents in a certain area, the emerging concepts and their relationships are in reality probability statements. Consequently, GT is not a qualitative method but a general method that can use any kind of data even if qualitative at the moment are most popular (Glaser, 2001, 2003). However, although working with probabilities, most GT studies are considered as qualitative since statistical methods are not used, and figures not presented. The results of GT are not a reporting of facts but a set of probability statements about the relationship between concepts, or an integrated set of conceptual hypotheses developed from empirical data (Glaser 1998). Validity in

its traditional sense is consequently not an issue in GT, which instead should be judged by fit, relevance, workability, and modifiability (Glaser & Strauss 1967, Glaser 1978, Glaser 1998).

Fit has to do with how closely concepts fit with the incidents they are representing, and this is related to how thoroughly the constant comparison of incidents to concepts was done.

Relevance. A relevant study deals with the real concern of participants, evokes "grab" (captures the attention) and is not only of academic interest.

Workability. The theory works when it explains how the problem is being solved with much variation.

Modifiability. A modifiable theory can be altered when new relevant data is compared to existing data.

A GT is never right or wrong, it just has more or less fit, relevance, workability and modifiability.

Since the research goal is not accurate description, Grounded theory methodology can be chosen as it is not a descriptive method. Instead it has the goal of generating concepts that explain people's actions regardless of time and place. The descriptive parts of a GT are there mainly to illustrate the concepts.

No pre-research literature review, no taping and no talk

GT according to Glaser (1994-98) gives the researcher freedom to generate new concepts explaining human behavior. This freedom is optimal when the researcher refrains from taping interviews, doing a pre research literature review, and talking about the research before it is written up. These rules make GT different from most other methods using qualitative data.

3.2.1 No pre-research literature review

Studying the literature of the area under study gives preconceptions about what to find and the researcher gets desensitized by borrowed concepts. Instead, grounded theories in other areas, and GT method books increase theoretical sensitivity. The literature should instead be read in the sorting stage being treated as more data to code and compare with what has already been coded and generated.

3.2.2 No taping.
Taping and transcribing interviews is common in qualitative research, but is counterproductive and a waste of time in GT which moves fast when the researcher delimits the data by field-noting interviews and soon after generates concepts that fit with data, are relevant and work in explaining what participants are doing to resolve their main concern.

3.2.3 No talk.

Talking about the theory before it is written up drains the researcher of motivational energy. Talking can either render praise or criticism, and both diminish the motivational drive to write memos that develop and refine the concepts and the theory (Glaser 1998). Positive feedback makes you content with what you've got and negative feedback hampers your self-confidence. Talking about the GT should be restricted to persons capable of helping the researcher without influencing the final judgments.

3.2.4 Stages of Analysis

It is a research method that operates almost in a reverse fashion to traditional research and at first may appear to be in contradiction of the scientific method. Rather than beginning by researching & developing a hypothesis, a variety of data collection methods are the first step. From the data collected from this first step, the key points are marked with a series of codes, which are extracted from the text. The codes are grouped into similar concepts, in order to make them more workable. From these concepts categories are formed, which are the basis for the creation of a theory, or a reverse engineered hypothesis. This contradicts the traditional model of research, where the researcher chooses a theoretical framework, and only then applies this model to the studied phenomenon.

The stages in general and their application to this research is explained below:

3.2.4.1 Data Collection

Data are collected, by review of project books and noting down observations in real life experience. The author had taken *notes* on the content of the project book and observations made during many situations at different stages of project execution. The data validated by taking inputs from few important participants who were involved and played significant role in the situation.

Two practical aspects of the research facilitated both induction and deduction activities, namely: (a) Noting down observations and data in project books of the cases described, and (b) using a qualitative data coding and analysis tool. These activities are discussed in the next two sections. Glaser does not encourage the use of tape recording (Glaser, 1998). He argues that recording is unnecessary because the researcher is after important concepts and patterns, not precise accounts as in other more descriptive methods. Therefore, for conceptualization purposes the actual words are not as significant as they belong to one of many possible units in a process. Another perceived problem with recording is that it becomes time consuming and inefficient for this type of research. Interviews are often taken for additional information and then corrected, causing the analysis of many non-important parts. Glaser is very conscious of wasting time in what he considers superfluous activities.

However, author was convinced at the beginning of the study that collecting data from observations and note taking was appropriate and necessary. Consequently, he decided to:

(a) Take a few notes during the telephonic interviews and discussions with the participants regarding the project cases ;

(b) Do post-interview notes when required. This extra effort was justified as a risk mitigation strategy.

By taking notes, author could then use these notes to record memos or to guide his next interview while the data of previous interview was being analyzed.

It is worth noting that that without recording and coding literal transcriptions author could save some time; however, listening to the participants often triggered theoretical memos and facilitated the finding of relations – therefore, it was a productive activity, not a wasteful one. Moreover, reading the interviews notes matched author's cognitive style and therefore facilitated emergence.

While author found analyzing the full text very rewarding and interesting, it must be recognized that Glaser is correct in his assertions– neither recording nor taking extensive notes are necessary activities for conceptualization.

Following table shows the steps followed in grounded research and its purpose for analysis.

Stage	Purpose
Codes	Identifying anchors that allow the key points of the data to be gathered
Concepts	Collections of **codes** of similar content that allows the data to be grouped
Categories	Broad groups of similar **concepts** that are used to generate a **theory**
Theory	A collection of explanations that explain the subject of the research

All is data is a fundamental property of GT which means that everything that gets in the researcher's way when studying a certain area is data. Not only discussions, interviews or observations but anything is data that helps the researcher generating concepts for the emerging theory. For this research, field notes came from informal interviews, lectures, seminars, expert group meetings, project books, conversations with friends etc. Sometimes as an innovative method, for a researcher with much knowledge in the studied area, author interviewed himself, treating that interview like any other data, coding and comparing it to other data and generating concepts from it. This may sound silly since you don't have to interview yourself to know what you know, but you don't know it on the conceptual level! And GT deals with conceptual level data.

3.2.4.2 Coding

Written data from field notes are conceptualized line by line. In the beginning of a study everything was coded in order to find out about the situations and how the problem could have been resolved. The GT researcher goes back and forth while comparing data, constantly modifying, and sharpening the growing theory at the same time.

The coding framework used is summarized in following table

Property	Code	Interpretation Parameters
Importance for Communication & Coordination	COCC	Involvement of participants from various background
Significance of Communication in diverse cultural background.	COCB	Being from various cultural background , communication requirement in such environment is significant and critical
Conflict Management	COCM	Importance for conflict management
Importance of language for verbal and written communication	COLP	Language problem for written & verbal communication
Information flow – fast/low	COFL	Assumptions about communication channels.
		Potential communication barriers
Professional Project Management	TRPM	Cross Cultural barriers during project implementation
Successful project completion	TRSC	The project manager does his best to get all tasks back on schedule, but with limited success or failure rather.
		Need to coordinate and communicate with the participants
Optimism	TROP	Positive approach towards overcome the situation
		Professional attitude towards facing the inadequacies & finding the most desirable solutions
Mutual trust and respect for each other	TUMT	Lack of confidence and mutual trust
		Importance for building confidence
		Leadership issues with communication and mutual respect

Table 3.1 - Coding framework (contd...)

Property	Code	Interpretation Parameters
Confidence in parties involved	TUCP	No confidence among the parties involved
Mutual respect for each other	EMMR	Here it is care and concern about others
Depth of understanding	EMDU	Better depth understanding
		No efforts to understand others
Retention of power	PRRP	Retention of power to terminate the contract in case of default by other party
Long term orientation	PRLO	More concerned about long term effects and objectives
Short term orientation	PRSO	Less concerned about long term effects and objectives
Individualism	PRID	Did not accepted manufacture's quality system required for project which was not able to maintain the quality.
Collectivism	PRCL	Consideration for responses of the team/others
		Preference to outline common goals
Masculinity	PRMS	Low Masculinity
		High Masculinity
Decision Making	OMDM	Democratic decision making
		Autocratic decision making
Organizational Issues	OMOS	Business Culture of the organization like Reluctance to accept changes in scheduled activities
		TPO culture/ Organizational Culture
		New Endeavour
Cultural Issues	OMCS	Involvement of cross cultural team
		Cultural outlook

Table 3.1 - Coding framework

3.2.4.3 Memoing & Sorting

Theoretical memoing is "the core stage of grounded theory methodology" (Glaser 1998). "Memos are the theorizing write-up of ideas about substantive codes and their theoretically coded relationships as they emerge during coding, collecting and analyzing data, and during memoing" (Glaser 1998).

The author, after conceptualizing incidents, did memoing. Memos were used to both refine and keep track of ideas that develop when author compared the incidents to incidents and then concepts to concepts in the evolving theory. Memoing was taken as total creative freedom

without rules of writing, grammar or style (Glaser 1998). In this case, the writing is used as an instrument for outflow of ideas and nothing else.

It is important to note that the model is not forced beforehand but has emerged during the comparative process of GT. So the theoretical codes just as substantives codes have emerged from the process of constantly comparing the data in field notes and memos

In the next step memos are sorted, which is the key to formulate the theory for presentation to others. Sorting puts fractured data back together. During sorting lots of new ideas emerge, which in turn are recorded in new memos giving the memo-on-memos phenomenon. Sorting memos generates theory that explains the main action in situations studied.

3.2.4.4 Writing – Theory Building

The different categories can now be related to each other and the core variable. The theoretical density should be dosed so concepts are mixed with description in words and tables to optimize readability.

Memos raise the theoretical level via a continuous process of comparison and conceptualization. They also provide freedom, flexibility, and enhance creativity (Glaser, 1978; Urquhart, 2001). During research process, the role of the *extant literature* becomes very important because researchers need to acquire sensitivity and knowledge on grounded concepts. The literature is therefore read as a source of more data to be compared with existing grounded data, author's main concerns and the emerging theory.

Author experienced a high level of participant cooperation while conducting his grounded theory study. This can be partly attributed to the open nature of the interviews, the focus on experiences *as perceived by the participants* , the method forcing him to act as a very active listener, and being perceived as an 'insider' to whom they did not require too much 'proper lining'.

At this stage, when the theory becomes dense with concepts and enriched by relevant extant literature, the author has 'discovered' a *substantive theory*. The objective of this section was to present an overview of the activities involved in this study as applicable to researcher. However, some concepts that require further explanation are discussed in later chapters.

Chapter -4

SAMPLE SELECTION

4.1 Chapter Introduction

Author's approach to analysis was using GT using case study . We will discuss some project cases where we can focus on situations where the international projects faced few inadequacies. In some cases project management set up as a whole was able to manage the inadequacies to make the project success or project challenged and failure to address those issues resulted in to project impaired/failed. Here project situations are analyzed using grounded research methodology.

The projects referred here are international projects having participation of organizations from different countries. Some of the inadequacies faced during implementation of these projects were recorded as observation and analysis is done during this research process with respect to the subject covered under research.

During the research, some key participants were contacted to interview and get feedback with assured confidentiality through the use of pseudonyms in the reporting of data; notes were taken for inputs of participants regarding the situation and overall scenario in entire project management cycle. Connection of this data back to the individual participant is almost impossible to trace. Identification of the individual participant is not paramount, because the concepts generated by the participants-not the individual participants-are at the center of study . So here the role of participants and country of the participant organizations is mentioned in written material used for grounded research.

The author , after conceptualizing incidents, did memoing for each case , author compared the incidents for situation handling according to the requirement using his own experience to concepts in the evolving theory. Memoing was taken as total creative freedom without rules of writing, grammar or style (Glaser 1998) in this research also and used as an instrument for outflow of ideas, and nothing rather than arrive at concepts. The concepts arrived after memoing from each case led the research to development of sub-categories. This sub-categories again need to sort against more important data using descriptive research using extant literature to come out with core categories of the theory required for theory building.

4.2 Case Selection

When selecting a case for a case study, researchers often use information-oriented sampling, as opposed to random sampling. Typical or average case is often not the richest in information. Extreme or atypical cases reveal more information because they activate more basic mechanisms and more actors in the situation studied. In addition, from both an understanding-oriented and an action-oriented perspective, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur. Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity.

Three types of information-oriented cases may be distinguished:

1. Extreme or deviant cases
2. Critical cases
3. Paradigmatic cases.

Extreme case - The extreme case can be well-suited for getting a point across in an especially dramatic way, which often occurs for well-known case studies.

Critical case - A critical case can be defined as having strategic importance in relation to the general problem.

Paradigmatic case - A Paradigmatic case may be defined as an exemplar or prototype.

By selecting cases strategically, which has got strategic importance in this research author arrived at case studies that allow generalization of concepts. The popularity of case studies in testing hypotheses has developed only in recent decades, but this research applies grounded theory using case study approach for the reasons discussed above. Case studies in this research referred to critical incidents that had faced inadequacies during project cycle. To meet the main objective of study of cross cultural issues in global project management, four international projects were considered.

In general all projects with or without cultural diversity are likely to be affected by personality conflicts. The cultural differences among project team members may create additional issues/ inadequacies throughout the project life cycle. The impact of cultural factors such as language barriers, time differences, and socio-economic, political, and religious diversity may result in a normative pattern prescribing a range of permissible actions so as to encourage self-interest. The projects selected by author do contain rich information about cultural differences.

The research context of international projects encouraged the author to select the four projects which includes cultural diversity, where participants are continuously learning. Author identified the projects having a negative impact on project management as a whole clearly portraying a clash of cultural values and representing areas in which conflicts may occur in project teams. This induces the author's thinking in line with his objectives as the team members need to complete project tasks efficiently and make value judgments on courses of action, based on information not applicable in their own cultural environments.

This prompted the author to choose the projects based on following criterion:

1. The subject under study refers to cross cultural issues in international project management all these projects involves the organizations from different countries having team members of various background that is cultures.

2. When we discuss about all these projects, we can see the composition of teams which includes team members from various countries having different cultural background.

3. The cases selected here are basically critical situations related to these projects, which arose and studied mainly to see its involvement of international project management issues.

The author selected four international projects which had a rich diversity of culture (both organizational and individual). The author's reflection in this context is summarized below to provide the flow of reasoning which led him to choose a few situations out of each of these projects to conduct the case study / analysis utilizing Grounded theory.

Project A – Throughout the course of the execution of this project it was found that the Contractor Company and the customer did not exhibit any cohesive Temporary Project Organization (TPO) culture, and certainly did not display a sense of teamwork. Having failed to consider the flow of information and knowledge across the cultural barriers, the project participants were left to grapple with the inadequacies of the TPO. The inadequacies faced in this project were sufficient enough to justify selection of this project to explore the data for Grounded theory research using case study

Project B - During the course of execution of the project it was found that the contractor company and the customer did not exhibit the semblance of any unified TPO structure conducive to creation of appropriate project cultures. All participants were focused on internal goals and targets, and little team work was exhibited at least in the initial stages of the project. The customer established the TPO structure, but it was a failure because internally the customer could never come to terms with the fact that the other members were also key partners for project success rather being mere contractors. This, of course, was partially due to the hierarchical approach of the Customer Company's social culture. The customer treated the Contractor Company members as mere deliverers of errands or services. As such the project had to face the inadequacies of TPO culture. The problems faced in this project prompted the author to select this project for this research.

Project C – In this project, the customer determined the structure of the TPO and wanted to act as the project lead, but they were unwilling to take responsibility of the position. So the TPO did not function as a well oiled machine. Lack of team work, a sense of mistrust, and air of assumed authority without matching responsibility confronted the project. The situation got more complicated as the project was very aggressively scheduled with an unrelenting government bent on further and further squeezing the milestone dates. The shortcomings of TPO culture came to surface during the execution of the project. This induced the author to select situations in this project for this research .

Project D – This project faced "heavy weather" during execution and it was only the huge reputations that each organization (giants in their own rights) wanted to protect that saw the project through at a considerable expense of resources rather than any great team work of the participating project organizations. All primary parties did attempt to empathize with the other parties, but the bottom line overruled such attempts. Each party did not attempt to understand the other parties and focused merely on self-interest with the goal of setting tactics or strategy to win the monetary struggle. The primary participants did not do a reasonable job of learning about the cultures of the primary participants, and the individuals in the organization. The structure of the TPO did not facilitate creation of a unified project culture and the disparate goals were too

great for the project management to overcome the inadequate situations encountered during project execution.

Following table shows details of the above four projects selected for this research analysis.

SR. NO	Project Type & Project Duration	Project Cost USD Million	Country of Implementation	Country of Other organizations involved	Author's Role in Project
1	Power - 2100MW (1998-2000)	1600	Thailand	USA, Japan & Thailand	Senior Management
2	Power - 2400MW (2001-2004)	2100	South Korea	USA, Italy & South Korea	Top Management
3	Power – 700 MW (2004-2005)	510	China	USA & China	Top Management
4	Power – 600 MW (2005-2008)	600	India	China & India	Top Management

Table 4.1 Details of Projects selected for research analysis

The author had a key role to play in all these four international projects and all these projects faced number of inadequacies on account of cultural uncertainties, as can be seen from the above description and the project situations brought out in subsequent chapters.

As already brought out the research work aims at unearthing valuable knowledge dimensions to mitigate at least some of the incompleteness of knowledge arising out of cultural uncertainties in project management.

The situations selected are rife with issues arising out of organizational as well as individual differences in perception mostly owing to diverse cultural back drop. During the course of the research Grounded theory gave the liberty to the author to interview, re-interview, reflect and re-reflect on the course of events and interactions as they happened. Reflection and re-reflection also provided valuable inputs to the author regarding root cause for certain typical reactions from the different project proponents. Similar inputs are sought during the course of interviews with

the other participants of the issue. In most cases, the insights obtained out of self reflection as also external interactions invariably pointed towards seemingly unpredictable patterns of responses by the different teams/individuals. Careful analysis amidst this unpredictable pattern clearly pointed to the differing cultural backgrounds of different individuals and organization. This lends ample credence to one of the key research findings that cultural uncertainty is an equally potent threat to the project success. Such post project analysis of the situations also pointed to the key concepts that was lacking amidst the various project stake holders and team members which usually led to unstable platform of interaction where no real solution was immediately forth coming. Some of the situations selected clearly brought out that once, these key dimensions were appreciated and embraced by the project management frame work in whatever degree possible, there had been distinct improvement in reducing the impact of such cultural uncertainty leading to better performance of the project. Some other situations on such retrospective analysis also clearly indicated that if these concepts where utilized appropriately by the project management team better results could have been obtained.

In this context, the above four projects would provide ample cases which could be studied and analyzed utilizing Grounded theory to generate key concepts.

Chapter – 5

PROJECT A

5. 1 Introduction

This is 2100 MW power project having project cost $ 1600 Million being developed in Thailand and the project participants included organizations from Thailand, Japan and USA based power Project Company. The project execution period is from 1998 to 2000. Author himself played an important role in this project as a member of senior management team for USA based company. Author's own observations has relative importance with respect to his key role in decision making at senior management level and provided enough inputs for noting down the events relevant to this research during execution of entire project. This power project was very important for capacity addition to existing generation capacity of Thailand. The project was an important project for the country from political environment point of view, so few government agencies were also interested in detail overview of the project status at times. Three major participant companies were functioning together first time. All three organizations have management teams comprising of persons from different countries / cultural background contributing to this project.

The brief details are given in following table.

Project Type & Project Duration	Project Cost USD Million	Country of Implementation	Country of Other organizations involved	Author's Role in Project
Power - 2100MW (1998-2000)	1600	Thailand	USA, Japan & Thailand	Senior Management

Table 5.1 Brief Project Details – Project – A

Following table shows details of Key Participants and Team Composition of the project.

KEY PARTICIPANTS		TEAM COMPOSITION	
ROLE IN PROJECT	**ORIGIN**	**Function**	**ORIGIN**
Project Manger	India	Project Management Team	Europe , Asia
Site Manager	USA	Contracts & Material Management	Europe
Construction Manager	Ireland	Engineering Team	Europe, USA
Engineering Head	Germany, USA	Site Management Team	Sweden, Germany & Thailand
Planning & Controls Manager	UK		
Project Finance Manager	UK		

Table 5.2 Key Participants and Team Composition – Project – A

The USA based company provided project management, design, supply, and commissioning services. Due to participation of companies from three different countries having professional manpower with cultural diversity, this project is selected to understand proper picture of cross cultural issues in international project management.

There are many situations which can be discussed here considering author's interest for the subject under study, starting from development phase of the project to project completion. During each phase of the project's entire project cycle, many cross cultural issues emerged in form of inadequacies and were addressed with great difficulties to move the project ahead. The inadequacies were result of posture and stand of all the participants at various stages according to their organizational and cultural background. These selected cases from the project clearly indicate that there is lack of skill set to handle cross cultural issues in professional and systematic project management. There is definitely paucity of knowledge in this regard, which needs to be addressed to make any project successful in international project management environment.

In spite of involvement of international organizations holding reputation of trend setters in their respective fields, cross cultural issues were not given due importance during the course of execution of the project. This resulted in few inadequacies, affecting the project schedule and cost to different degrees .The author has brought out here few situations from this project to understand the subject covered under study. Author's approach is to use grounded research methodology by using analysis of the situation with case studies approach , which enables the strengths of both to be combined in the same research program.

5.1.1 Situation 1

The situation described here is during implementation phase, few principal groups of failure mechanisms appeared in power plant components because of improper handling of turbine components during shipping and erection. Some components of turbine were damaged to different degrees at least potentially leading to certain failure mechanisms that are not expected and largely accounted for in design, manufacturing and assembly of the plant. This damaged the assembled plant and its components could not turn out to fulfill the design requirements. This resulted in the halting of erection / assembly work and it became difficult to keep the work in progress. Meanwhile Customer Company pressurized the American company to get the project completed on time because of its professional commitments.

This key problem encountered during the first phase of the project caused delays in initiating erection and commissioning other components simultaneously and it turned out to be a challenge for project team. The Project team and its leadership had to devote time and resources to resolve the problem. Since the problem was encountered during assembling of critical turbine components, which was on critical path, inability to complete the project on schedule by contracting company was communicated to Customer Company. Contracting company had landed up in an unusual situation and communicated same to the Customer Company and requested for changes in schedule to get another set of components leading to huge project delay. Also American company contacted supplier and turbine manufacturer, who were not in position to supply another set of components within a short notice to support the project schedule.

The author's description of the situation is by using self interviewing technique for notes. When the author reflected on the situation he could remember the situation as follows. The situation became very ugly when Customer Company insisted contract provisions to be met and not willing to allow any project delay. The Contracting Company agreed that, the situation needed remedy which had to be handled / owned by American company but was not possible without delaying the schedule. The Customer organizational culture influenced the customer thought process to such an extent that the legitimate points (inability to get such customized critical components within a short notice) were lost upon them. On the other hand, the western organizational culture of the Contracting Company had induced the USA Company to put the facts on the table and express helplessness to support the customer needs for doing the project on time. This was a typical example of culturally diverse organizations and project members of either side getting in to the cocoon of then contractual rights without really meeting across the table to see if anything can be done to at least partially salvage the situation. The USA Company was not interested in putting forth very expensive alternate solutions as the project budget line could not permit the same and the fear that if such a turn-around were indicated to the customer, they will be insisting for the same, without thinking of the financial viability of the contracting company to execute such a turn around. Similarly, the client / Customer Company also was not interested to agree to any via media solutions which would reduce the impact on project schedule as they were afraid of their own management blaming them for siding with the contractor and accepting less than complete solution.

In this situation, project management took initiative to address the issues and many issues were discussed among the two companies and supplier. Since, the contract terms stipulate such liability to rest with American company for the problem encountered, the customer company expected the project management of the Contracting Company to take initiative to address the issue and resolve the problem without any delay to project as already explained. It was evident that there was total failure of coordination between the two companies during this period.

For resolution of this problem American company asked for next financing before contracted schedule time. This was required by the Contractor Company to work out a make shift arrangement for time being. The Customer Company was not interested to support such financing, since they believed that the Contractor was obliged to perform these things as per the contract.

Also, Project Finance Manager taking leave due to certain unavoidable reasons at this juncture led to additional difficulties in not being able to report on project progress and obtain next tranche of financing. The project continued to suffer from shortage of funding due to no-cost extension and delayed submission of progress reporting to allow disbursement of next tranche of funding by Customer Company. This was also an unusual condition for Customer Company in which decision making and following the contractual terms became difficult for both the companies. There was a time when no one took initiative to initiate a dialogue. Both companies had taken different stands leading to project execution work to halt.

In this situation, the project manager came up with some options and solutions after various discussions with supplier and manufacturers. During these discussions he realized that everyone involved in the situation had taken a posture and it was difficult to understand their view without putting ourselves in their shoe. He made a conscious effort to understand the reason for stands

taken by the different participants and members of all the teams. He then understood that there was nobody who wanted to make the project failure, but they all are reacted to the situation as per their organizational point of view. Their behavior and posture was reflection of their organizational and cultural background. Project manager's approach to understand the issues in diversified culture back drop helped him to make the project successful in due course.

After the discussion he could manage to get certain components in acceptable time period without undue delay in the project schedule and keep the work in progress. As regards the other components, the project manager finally could win trust of customer and made him empathize with his view point that alternate components, not as per original specifications, which could be obtained in reasonable time period, should be accepted. On the other hand the Project manager exhibited empathy to the client's dilemma and provided guarantees for these alternate solutions and also won the trust by indicating that extra efforts at no cost to the customer would be put forth to make good the time lost in reaching the solution. That also made the project manager to take a call and risk in time and cost point of view to keep the work in progress. Project engineers made sure that the supervision and monitoring ensure that quality of the project work was not compromised. The decision about the fact finding to find out the technical and financial implications of the problem was postponed for some time. The project manager, engineering head and site manager addressed the financial, technical and behavioral issues in coordination with Customer Company at a later stage. They developed proper communications channels for both written and verbal to avoid any communication failure in future.

The project management made serious moves to understand the customer's business and professional commitments related to the project, this was helpful to develop confidence and build trust between them. Due to the gradual trust and confidence built up in contractor the customer company changed its perspective over the period of time towards a project partner with their organizational culture point of view.

This unusual problem was handled by the project management keeping in view the diverse organizational culture in mind to successfully address the issue. This is the author's reflective learning from observations that the author made throughout the development of the project.

Above statistic shows the loss of time and money due to situation described above, which could be avoided if we can understand the reasons for such problems and origin of reason is identified and handled properly. The problem addressed by the project head in a practical way at a later stage taking care of all issues related to communication, authority (power) , trust , mutual respect for each other which could transform the project in to successful one.

During the research process, the author recalled his observations (reflective learning) and analyzed it to find out the outcome due to cross cultural differences in such a situation. To better understand the case and particular situation author contacted the Project manager, Engineering head and Planning & Control manager. After three rounds of discussions with all these participants, he got some more insights about certain inadequacies which were important in such situation and were addressed partially to handle the situation in order to make the project successful. The author's reflective learning, as explained above was further augmented by the inputs from the peers involved in same project.

Author's observations about roles of participants, their stand and consequences of the situation are brought out here.

1. Project manager chose to understand the core issues instead of the visible issues and dealt the situation partially addressing the cross cultural issues. It shows very high power distance and long term orientation as his attributes.

2. The project management team headed by project manager having Asian professionals, followed the project management principles and ensured handling of issues more carefully. Their behavior highlights moderate power distance, moderate uncertainty avoidance as their key attributes.

3. Planning & Control manager, even responsible for schedule of the project, did not accept the components which were damaged and used after attending the components along with engineering team. The situation highlights very high individualism as his key attribute.

The author's descriptive notes about the inadequacies discussed with these participants are as follows:

1. This situation emerged out of certain inadequacies which were partially identified but because of its unusual nature and diverse organizational cultures of the organizations, they failed to coordinate and handle this issue in earlier stage leading to stale mate and avoidable time delay.

2. The project participant's (Project Manager) feedback clearly pointed towards non existence of any project culture which could be binding to the organizations. During the execution of this project, it was found that the American firm and customer did not exhibit any commonality / understanding of each other's culture, and as a result empathetic coordination was totally missing. Due to this even after the two firms agreed for certain terms the project was delayed due to such problems.

3. Participants from USA & Thailand companies mentioned that both the companies assumed many things about having solid communication channels to facilitate communication between them, both verbal and written, in order to complete project that is to be delivered on time, at or under budget, and provide the promised benefits to the organization. But in actual scenario when they encountered with any unusual problem, there was lack of coordination required to bring two companies together to ensure proper communication. This resulted in communication failure, leading to halting of the project work at times due to no communications and isolated stand of Customer Company in the matter without appreciating ground realities. The information given by the Project manager confirmed that the communication failure (partly) due to different perceptions of communication by the participants of the two organizations owing to their diverse cultural understanding were the major reasons which led to halt the work. In this case the Project manager could manage bridge the gap to start the work again.

4. The project team of USA Company totally believed in theoretical project management. Both the companies have many years of experience in the field of such projects. The project management was absolutely dynamic when it comes to PMBOK knowledge.

They knew project management processes and procedures up, down, left, right, and backwards. The management believed that they do not need to understand the client's business nor the particular subject matter of the project other than at a cursory level. To them, project management is the act of strictly following a defined methodology. If that is done, then the project should succeed. This company unfortunately does not exude confidence (trust) to the customer company after they enter into a contact. This could be the reason that the customer company was not interested to discuss and revise any changes in contractual terms even they understood the situation and the genuine inability of contractor to complete the project on time.

5. Planning and Control manager explained how the customer company retained power to make all major decisions and to approve any minor changes in project. As insisted to Project manager, they assumed that even the resource changes of the Contractor Company had to be approved by Customer which further led to deterioration of relationship between the two organizations.

6. When this situation emerged during implementation phase, the project management team kept following up with customer company for decision on change in contractual terms / specifications and scheduling of the project in order to accommodate the time and cost of the problems due to damage to the some turbine components during shipping, handling and assembling. Both companies always attempted to understand each other from the perspective of their organization culture and self interest only. Empathy towards other participant was not given due importance and neglected.

7. After realization by project manager and conscious effort to understand the issues due to involvement of cross cultural teams, the contractor company started developing confidence and build trust with the Customer Company. This helped the companies to understand each other and their interests and compulsions.

8. As a matter of fact, the American company boasts an enriched cultural outlook being reflected in its business culture. Despite the company was more focused on legal fallouts from the contract, and attached less importance to the interpersonal relationship, that could not be established between the two companies as per expectations. This issue was partially addressed to come out of the situation.

The impact of this situation and effect of the posture taken by individual participants during this situation was substantial in terms of time and cost both. There was shift in schedule for a month's time and loss of 800 Man-hours on site on this count. Also, during the situation top management of PM and Client company have conference calls at least for 30-40 hours in total. Actual financial impact of this situation was calculated approx. $ 2,00,000 after the solution was arrived.

Needless to say, the project could not have been transformed in to a successful project (Constraints of time, within budget, and with a happy customer), if all above issues would not have been addressed by project management consciously on time and the effect would have been loss of time and money multiple to the above. Flip side if the cultural angle was not understood

by the project management to come out of the situation, impact would have been at least 6 months delay in schedule and escalation of project cost approximately $ 1500000.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case with relevant coding:

Input about the inadequacies in project implementation	Reason	Relevant Code	Origin of Reason
The organizations were functioning together for first time	No experience of working together in past	COCC	New Endeavour
Organizations did not exhibit any unified culture, and coordination was missing at initial stage of the situation.	TPO culture and coordination missing	OMOS	Organizational Issues
Results in communication failure afterwards leading to project work to halt.	Communication failure	COCC	Importance for communication
The companies assumed many things about having solid communications channels to facilitate communication between them, both verbal and written	Assumptions about communication channels.	COFL	Information flow - channel
In actual, there was lack of coordination required to bring two companies together to ensure proper communication.	Lack of coordination	COCC	Importance for coordination
The project management company totally believed in theoretical project management	Organizational culture of American Company	OMOS	Organizational issues
The project team totally believed in fictional project management.	Human orientation is not given due importance	OMOS	Organizational issues
The USA Company's project management team believed that they didn't need to understand the client's business nor the particular subject matter of the project other than at a cursory level	Company's lack of belief about imparting confidence in customer.	TUCP	Confidence building between the partied involved

Table 5.3 Memoing for Project A (Situation -1) (Contd…)

Input about the inadequacies in project implementation	Reason	Relevant Code	Origin of Reason
The PM firm unfortunately did not exude confidence to the customer company after they comes into contact	No mutual confidence between the organizations	TUMT	Mutual trust and respect for each other
The customer company did not believe much in other methodologies which were quick on the uptake, and has a laser-like ability to get to the root cause of an issue and then determine how to fix it	Organizational Culture	OMOS	Organizational issues
Customer Company retained power to make all major decisions and to approve any minor changes in project.	Retention of all power by customer company	PRRP	Retention of Power
The PM company assumed to get all changes to be approved by Customer in their resource level also	Inability to use power	PRID	Individualism
PM & Client companies always attempted to understand each other from the perspective of their organization culture and self interest only	Importance given to organizational culture and self interest over common goal	EMDU	Depth of understanding
American company boasts an enriched cultural outlook that it reflected in its business culture.	Business culture	OMCS	Cultural issues
American company appreciated legal implications regarding the signing of contract, which was interpreted as less important than the interpersonal relationship that could not be established between the two companies	More Importance to Contract that is professional relationship.	TRPM	Professional project management
Project manager successfully addressed all major adequacies to make the project successful.	Project manager took intuitive to identify and address all adequacies	OMDM	Decision Making & Transformation
The project head and project engineers of American Company addressed the financial, technical and behavioral issues in coordination with Customer Company in later stage	Complex issues need integrating conflict management style	COCM	Conflict management

Table 5.3 Memoing for Project A (Situation -1)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. New Endeavour

2. Organizational Issues

3. Importance for communication

4. Information flow - channel

5. Importance for coordination

6. Confidence in partied involved

7. Mutual trust and respect for each other

8. Retention of Power

9. Individualism

10. Depth of understanding

11. Cultural outlook

12. Professional project management

5.1.2 Situation 2 – Development Phase

This situation is also from project A as described above. The situation considered here is an inadequacy faced by the project management group of Contractor Company during finalization of design and drawings. Few assumptions made at the time of bidding for the contract created the situation and the project manager was forced to take few critical decisions to achieve the organizational objectives.

Detailed design was done by the Contracting Company on the basis of interpretations of their own design team and industry engineering practices prevalent in the western world. The client company was supported by their local consultant whose interpretations while offering the basic design were more along the industry standards of the eastern world. Since it was a turn key contract detailed specifications for each component were not specified in the contract. As such regular dispute arose while finalizing design basis and drawings due to varied interpretations and assumptions between the teams basically because of their cultural backgrounds. The two teams instead of getting to the essence and spirit of what is needed for the robust design got hung up on procedural and code related arguments basically arising out of different engineering perceptions.

Each team was not willing to look in to the merits of other side's arguments and took rigid postures. The client company through the contract book insisted that final approvals would be accorded only if their view points are incorporated. However the Contracting Company was

unwilling to do so and insisted that they had the right to design further as per their interpretations. Especially as they carry the Guarantee for the equipments and being the manufacturer they know the equipments better than the client. This resulted in unproductive meetings and project started suffering on lack of approved drawings which were becoming core ego issues between two teams rather than real hard core technical issues.

Design and drawing was done by a consultant of Client Company, Bidding was done by contracting company on the basis of the assumptions of their own technical design team. The basic dispute arose because of scope defined by client and terminal points of the work to be completed by contracting company were different than the contracting company.

Project management had many meetings with Client but they could not reach to any amicable solution of approved drawings. After conscious effort of the project management and their own design team to understand the real problem, they came to the conclusion that there is no real technical problem but this was more of attitude or perception problem, and everyone was right at their place. This situation was leading the project towards delay and the project management was losing valuable time. When the project management of Contracting Company came out of their own cultural perceptions and engineering perceptions and looked at core issues leading to such a stale mate, the following facts came to surface.

1. Client company had taken the stand as per their organizational guidelines and they did not want to communicate the resultant misunderstanding to the government and accept the failure at communication or contracting level.

2. American company's design team at head quarters insisted the project management to start the work after approval of the client was received, irrespective of the delay.

3. This approach by American company may be acceptable as per their own culture, but the client company expected them to be empathetic towards the client and work with them to some common solution more in line with their organizational standard.

4. Basically because of the organizational intricacies involved in solution from either side both the companies took the stand off approach and their rigid posture became problem in future to start any dialogue for solution.

In this situation project management had a series of discussions with knowledgeable members of both sides to identify and understand dispassionately basic concepts and root cause to such a rigid attitude / posture by either design team. They understood the cultural differences of both sides leading to varied interpretations of same technical issues and became empathetic to bring everyone on table for discussions. The need for each team to come out of cultural bias and to be empathetic to the other side's concerns was essential to bring everyone on table to arrive at some workable solution. After various such discussions, a general sense of trust gradually emerged between the teams. This lightened the tensed atmosphere prevailing between two teams and initiated effective and efficient communication, with both teams willing to look for mutually acceptable solutions to salvage the project rather than stick in to their own stands and proving who has got a better engineering head.

Project manager considered suggestions from all his team members and came out with few practical solutions. This was discussed with Customer Company informally. It was decided to follow designs as per international standards/codes for all components but during manufacturing the components specific instructions can be given to manufacturer to accommodate practical requirements of the customer.

This was also not a good solution according to Contractor Company's engineering team and they did not accept it easily, but suggested the head to approach to the institutions for revision of codes instead which was a sure way of taking project to huge delay situation. The project head being well versed with Western Engineering practices anticipated the same and knew stiff resistance could come from his own engineering team members (principally because of the western culture and practice of Engineering design philosophy) to accept the practical solution even though they matter very little in technical perspective. He again took the challenge to convince the engineering team for the practical solutions, whereas the client managers accepted the practical solution easily.

It was a big challenge to convince the Contracting Company's engineering team to accept the changes. Various client managers accepted them relatively easily, which again emphasized the difference of perspectives arising from the varied organizational cultures of the two sides.

Author's observations about roles of participants, their stand and consequences of the situation are discussed here

1. Project head and project management team took a lead role in the situation and successfully came out with practical solutions. During the situation project team showed concern about the long term objectives which reflects high long term orientation, moderate individualism and high power distance as his key attributes.

2. Engineering heads of both teams were more concerned about standards codes and practices. This reflected their cultural attributes like high individualism and low long term orientation.

3. Project planning & control manager found himself in an inadequate position in this situation. After few conversations with project manager he made efforts to understand the owner's requirements, view points and accepted the practical solutions. It reflects moderate individualism and power distance as his key attributes.

All these observations basically reflected the attributes which can be directly related to the respective cultural and organizational background.

To understand the case and particular situation author contacted the above participants Project manager, Engineering head and Planning & Control manager. After discussion with all these participants, author got some notes about their role and reasons for their stand in this situation.

The author's descriptive notes about the inadequacies discussed with these participants are as follows:

1. The project manager mentioned that during the project, many difficulties arose, and trust increased very slowly, experiencing continuous resistance.

2. The Engineering head gave feedback which can be summarized as from a Western viewpoint, the change agent perceived a lack of motivation and an unwillingness to comply with Western standards of preservation and contract observance. Gender and cultural differences obstructed communication predictability and effectiveness.

3. Project Manager stressed the importance of *communication, empathy, showing concern, and constant support.* In this case study, the vision of the project had to be reiterated constantly. Project manager was supportive and understood the requirement.

4. This particular situation showed that the problem could be solved because the project management team became empathetic and started discussions, which then reflected as care for client's objectives. This in turn built trust between the two teams and enabled to bring them to a common table for further discussions to solve the problem.

5. In this case, transformation of this project was successful due to proper handling of the situation giving due importance to communication, coordination, trust.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case with relevant coding:

Input about Project Case	Reason	Relevant Code	Origin of Reason
American company have managers from various cultural background of various countries	Involvement of cross cultural teams	OMOS	Organizational issues
The project manager was from India, Involvement of team members from various countries.	Diverse Organizational Culture	OMOS	Organizational Culture
The situation describes an inadequacy faced by project manager of Contractor Company during initial finalization of design and drawings	Communication needed to understand the requirement.	COFL	Importance to information flow
Project Manager stressed the importance of communication, empathy, showing concern, and constant support.	There was lack of importance given for empathy, concern for others and trust	TUCP	Confidence in parties involved
The project head was well versed with various cultures where the acceptance of such things varies due to cultural differences.	Knowledge of Project head helped to transform the project successfully	TRSC	Successful project completion

Table 5.4 Memoing for Project A (Situation -2) (contd…)

Input about Project Case	Reason	Relevant Code	Origin of Reason
In this case study, the vision of the project had to be reiterated constantly. Project manager was supportive and understood the requirement.	Showing Concern and constant support	EMMR/ EMDU	Mutual respect for each other with depth of understanding
All these observations basically reflects their attributes which can be directly related to their cultural and organizational background.	Cultural differences	OMCS	Cultural issues

Table 5.4 Memoing for Project A (Situation -2)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Organizational issues

2. Organizational Cultural

3. Importance to information flow

4. Confidence in parties involved

5. Successful project completion

6. Mutual respect for each other with depth of understanding

7. Cultural issues

Chapter – 6

PROJECT B

6.1 Introduction

This is 2400 MW power project having project cost $ 2100 Million being developed in South Korea and the project participants included organizations from South Korea, Italy and USA based power Project Company. The project execution period is from 2001 to 2004. Author's role in this project as a member of top management for USA based company, so his observations during execution of entire project provided enough inputs for noting down the data relevant to this research. The American company was delivering technology project for South Korean firm. Being one of the best known companies, American company provided entire project management, design, supply, and commissioning services. Construction of project completed in four years as per construction schedule.

The brief details are given in following table.

Project Type & Project Duration	Project Cost USD Million	Country of Implementation	Country of Other organizations involved	Author's Role in Project
Power - 2400MW (2001-2004)	2100	South Korea	USA, Italy & South Korea	Top Management

Table 6.1 Brief details of the Project- B

Following table shows details of Key Participants and Team Composition of the project.

KEY PARTICIPANTS		TEAM COMPOSITION	
ROLE IN PROJECT	**ORIGIN**	**Function**	**ORIGIN**
Project Manger	India	Project Management Team	South Korea
Site Manager		Contracts & Material Management	Korea
Construction Manager	USA	Engineering Team	Europe
Engineering Head	Germany	Site Management Team	Europe
Planning & Controls Manager	Germany		

Table 6.2 Key Participants and Team Composition Project- B

There are many situations which are of our interest for the subject under study, starting from development phase of the project to project completion. During each phase of the project, many cross cultural issues emerged in form of inadequacies which had to be addressed to minimize the impact on project success. With better handling and more grasp of cross cultural dynamics possibly many of the issues would have been avoided. The inadequacies resulted in completion of the project with delay in schedule with minor effect on budget. In spite of being a trend setter in power project field USA based company could not complete the project on time. We will have a look at few situations to understand the subject covered under study. Author's approach is to use grounded research methodology for analysis of the data.

6.1.1 Situation 1

The situation under study is chosen from development phase of the project execution. The Civil work for the project was not included in the scope of work for EPC contractor. Civil work was done by another contractor appointed by the South Korean company. During erection and commissioning work for TG, the site engineering teams faced a problem related to TG deck elevation. There was a deviation of 20 mm in deck elevation level, it was 20 mm down. This caused tremendous unrest in site engineers team since all interconnecting piping and cutting of components was already done as per design. This was because of improper civil work that is, deviations from specifications for which the contractor appointed by Customer Company was to be blamed. When these problems arose and the site engineering team failed to do piping without any modifications in pipe layout and design, it was communicated to Project manager. Since, it was not in scope of Contract between the two companies, American managers overlooked detailing of the specifications of the civil work and its execution done by the contractor appointed by Customer Company. At initial stage, few letters were exchanged to highlight the issue by American Company. After the analysis, Customer Company found that the Civil work was done according to specifications but it was a result of improper curing.

At first sight, the problem came out to be technical in nature but the consequences of this gave author enough inputs related to cultural issues. Initially exchange of letters between the companies resulted in blaming each other for the issue. Since the client decided the authorities TPO culture, power and hierarchy for the project, Contracting Company expected client to decide on the solution. Whereas Customer Company expected USA company to provide solution for the problem because of its rich technology background. Contracting Company was assured of their own scope of work and not interested to take up the responsibility to resolve the issue. Whereas Customer Company management was under impression that the overall responsibility lies with the Contracting Company for project schedule, the responsibility of the solution shall be provided by contracting company.

During this situation, Customer Company management thought Contracting Company is trying to pull muscles and bulldoze them or trying to get the work done on own terms possibly because of the oriental mindset of the organization. Typical of the Customer style of functioning, they go by exact wording of the contract and underline spirits, whereas Contracting Company more focused towards contractual terms and also did not have time and resources to devote for this extra work. Customer managers also afraid of taking it to their management because of expected inductive actions (consequences) due to their organizational and hierarchy structure which was

more of authority and level oriented. It reflected the issues related to power and lack of trust because of their perceptions about the situation and role of other party.

The solution for the problem demanded blasting of the existing civil work or alterations in piping work depending upon the existing civil works. In both the cases extensive amount of work was involved which could eat up all float available. Also the impact of going for any of these solutions was not acceptable to either party. The financial impact and delay in schedule were concerns for both the companies and tried to protect their own interests by taking certain stands suitable for them.

This response from either side was basically posturing for self protection arising out of the respective organizational cultures of viewing contract terms and taking ownership of failures . It became warfare of shifting the blame on either side. It basically took time more than expected for solution because of posturing and stands taken by various participants in response to the problem. This is basically a conflict situation on responsibilities and authorities of the parties involved in the situation which reflected cultural bias of each individual and organization as a whole towards the same situation.

The handling of the situation and their respective responses reflected their organizational culture. Author could find out that there was lack of trust between both the companies and coordination communication took back seat. Initially it was treated as requirement of a technical and financial decision for solution of this situation. Whereas to arrive at any decision, it was essential to bridge the gap between the two organizations to bring them on table to accept the need of solution and possibly to take ownership of failure, which was more difficult to avoid project delay.

Project manager by experience realized, as technology projects very seldom fail to adhere to targets for technology reasons. At a later stage, Project manager took decision and proposed change in pipe layout design along with other layout related minor changes. This situation proves that the decision making ability in such situation is critical for any project manager in order to execute the project successfully.

More importantly, as a project manager of participatory project management organization, American construction managers took time to understand the problem and its solution. Project manager discussed the issue with all site engineers and construction managers repeatedly to find out the solution. By experience, project manager could understand the role of cross cultural issues over technical issues and took decision on his own to go ahead with changes as required and decided to solve problem by cutting of interconnecting pipes and other components on site itself.

During this phase, the project manager managed to maintain the same communication and trust level between the two companies. It helped him to get greater flexibility during execution of the project afterwards. Initially, the project manager had to prove the fact in order to get the approval for change in design and layout to tackle the problem. At later stage, this was not so difficult for the project management since the organization had already developed trust in initial phase of the implementation. This resulted in delegation of few authorities during execution of the project on informal basis. Project manager took the approval for design and go ahead for execution. The problem faced resulted in some shift to the execution schedule.

The impact of this situation and effect of the posture taken by individual participants on project was substantial in terms of time and cost both. There was shift in schedule for four weeks in spite of expected shift of four months if project manager would not have understood the cross cultural issue properly. Also, this situation result in loss of top management's time, there were 10 conference calls during this situation where top management team participated for at least two hour each time. On site there was at least loss of 300 Man-hours. Top management also had meetings with client of three to four hours for three times during the situation.

Above statistic shows the loss of time and money due to situation described above, which could be avoided if we can understand the reasons for such problems and origin of reason is identified and handled properly. The problem addressed by the project head in a practical way with taking care of all issues related to communication, authority (power) , trust , mutual respect for each other and could transform the project in to successful one.

Author's approach is to study the situation in detail and come out with certain reasons which created the situation and origin of the reason by using his own observations regarding above situation. Author's reflective learning extended to meet the grounded theory methodology.

To understand the case and the particular situation, inputs from few key participants were very important for the author. The roles of project manager and project engineers of the American company and Planning & Control manger were important, so all these participants were contacted for feedback. After various discussions with these participants, author noted down the summarized data regarding facts about the situation and overall project management scenario for the project. Author took notes for the discussions and validated this data for entire project cycle by comparing his own observations. This situation and its handling by project manager and Planning & Control manager with various teams having cultural diversity show that the issues handled are very important in any international project having cultural diversity in order to handle uncertainty in international project management. .

Following are the roles of key people related to the situation, involved in the project who were contacted for further information and few clarifications.

1. Project manager dealt the situation by addressing all cross cultural issues under study partially shows **moderate individualism** , also **moderate uncertainty avoidance**, with **high long term orientation** as his key attributes**.**

2. Project management team followed the project management principles and ensured handling of issues more carefully. It shows their **moderate long term orientation** with **moderate individualism** as their key attributes.

3. Planning & Control manager had rigidity to change in specifications. It shows his h**igh individualism, moderate uncertainty** avoidance as his key attributes.

Above points shows the response of all individuals to the same situation. The response reflects their cultural background in their stand and decision making.

The **notes** about the inadequacies discussed with these participants are as follows:

1. As per inputs from the project manager the situation discussed above was unusual for them but the level of **confidence and trust** between the two companies made that could be developed during the later part of the problem allowed them to take few bold decisions without too much conflict. This trust allows the customer and the PM Company to travel the project road together and encounter whatever slips and slides await them. So even if they do encounter the inevitable problem, there is no finger pointing or wringing of hands in later stage, just a quick reaction on how the "team" (customer and Contractor Company) can deal with the issue. This was because of proper **coordination and communication** channels that could be designed properly during the later stages of the problem to exist through the project implementation.

2. According to Planning & Control manager of the Customer Company, the same trust and communication also allows the greater flexibility in project management because the Customer trusts that the Contractor Company is working in their best interest. This PM truly becomes a leader in the project, rather than a dictator of processes and procedures. This imparted an important base for **empathy** between the two organizations. There was a basic inadequacy of cultural differences between business cultures of both organizations which increased the time taken for all the activities during entire project implementation cycle.

3. Both the participants as above confirmed the fact that as per contract between the two companies, power was retained with Korean company but after it knew and trust the American organization, delegation of power for certain important issues discussed between Project Companion and measures taken to address the issue to resolve issues related to the objectives viz.1) deliver on time and within budget, 2) improve control of your projects, 3) improve profitability, 4) reduce costs in administration, 5) improve management reporting, and 6) establish a common way of work.

4. All participants from Customer Company were asked for their feedback about PM Company. Most of them said that the American organization had a very good record of delivering projects and satisfying the customer. The major and most highlighted problem identified by all participants was language problem for verbal and written communication.

5. All participants together agreed upon the fact that, technical skills alone are no longer enough for any projects. The project participants were aware of the cultures of the other organization. The professional culture of American firm towards project management. It could manage the **transformation**, by taking certain measures to overcome the above situation and all inadequacies during implementation as required.

All discussions with various participants can be summarized as this is an example of project management by **leadership**, which needs to be focused and adopted in **cross cultural environment** for successful project management. Addressing of these issues, both companies escalated schedule, but the project was overall successful in spite of such inadequacies.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacy faced and origin for that reason, which

needs to be addressed to make the project successful instead of unusual inadequacies and can be referred as memoing for this case with relevant codes:

Inadequacies in project implementation	Reason	Codes	Origin of Reason
Project manager took the time to understand the problem and its solution.	Professional Project Management important for building confidence	EMDU	Optimism of project manager with depth of understanding
Project manager took decision and proposed change in pipe layout design along with other layout related minor changes.	Taking Decision was critical at this stage	OMDM	Decision Making
Even if they did encounter the inevitable problem, there was no finger pointing or wringing of hands in later stage, just a quick reaction on how the "team" can deal with the issue.	Existence of mutual trust and respect for each other	TUMT	Mutual trust and respect for each other
Proper **coordination and communication** channels designed properly to exist throughout the project implementation	Importance given for Communication & Coordination	COCC	Importance for Communication & coordination
Customer Company allowed the greater flexibility in project management perspective	Mutual respect for each other	EMDU	Depth of understanding
Project manager truly became a leader in the project, rather than a dictator of processes and procedures.	Situations Leadership	PRCL	Democratic Leadership
There was a basic inadequacy of cultural differences between business cultures of both organizations which increased the time taken for all the activities during entire project implementation cycle.	Cultural and organizational differences	OMCS	Cultural issues
The professional culture of American firm towards project management. It could manage the transformation, by taking certain measures to overcome the situation and all inadequacies during implementation as required.	Professional Culture in PM was important to overcome situation	TRSC	Successful project completion with optimism

Table 6.3 Memoing for Project- B (Situation1) (contd...)

Inadequacies in project implementation	Reason	Codes	Origin of Reason
As per contract between the two companies, power was retained with Korean company but after it knew and trusted the American organization, there was delegation of power for certain important issues.	Due to trust power need to be shared for certain important issues	PRRP	Retention of power
This situation and its handling by project manager and Planning & Control manager of customer company with various teams having cultural diversity showed that the issues handled are very important in any international project having cultural diversity in order to handle uncertainty in international project management.	Uncertainty in international project management	OMCS	Cultural issues
The major and most highlighted problem identified by all participants was language problem for verbal and written communication.	Language problem for verbal and written communication	COLP	Importance of language for verbal and written communication

Table 6.3 Memoing for Project- B (Situation1)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Optimism of project manager with depth of understanding

2. Decision Making

3. Mutual trust and respect for each other

4. Importance for Communication & coordination

5. Depth of understanding

6. Democratic Leadership

7. Successful project completion with optimism

8. Retention of power

9. Cultural issues

10. Importance of language for verbal and written communication

6.1.2 Situation 2

This situation is from erection and commissioning phase of the power project under study. As already discussed, the power project was being implemented in a tight schedule with very less float for the major activities. Being a international leader in power project management American company have team members from various countries as given in project details.

The situation described here basically deals with the response of participants from diverse cultural background in this project to a situation faced during erection and commissioning. The situation dealt with a technical problem but the handling of the situation reflected cultural bias of each participant involved during this situation.

The situation is about handling of the situation emerged after damage of the Actuator during transportation. Actuator was damaged during transportation from China to Korea. This was a critical situation since it affected the work in progress. Also, the schedule given for supply of another unit didn't support use of another unit in place of damaged unit. This resulted in a situation near to halt of the project work. Project manager discussed the possible solutions and he found two practical options viz. either to repair the damaged actuator on site using available machineries and use the same which could have take lesser time than waiting for another unit to come. Another option was to wait for delivery of another unit.

In first option, the repair work might not be perfect and may or may not withstand the specified tests in next phase, so the option of repairing it was not accepted by western engineers in the team. The inherent response from the engineers reflected their decision making style which was biased by their cultural background. Also, legal team basically from US advised Project manager to claim for insurance, in which case it was not possible to use the damaged actuator till all procedure for claim is settled. Project head took decision and even managed to repair the actuator on site for use but certain inputs from various people in his team were evident as per their cultural and organizational background.

This situation is again a problem which needed technical solution, but handling of the situation prompted the author to take it as case study which reflected cultural bias through actions of the individuals involved and organizations as a whole. There were two practical solutions to this problem as discussed earlier. When the Project management took decision to go for repair, each individual responded differently. The design team was reluctant and shown clear cut intention of not accepting any imperfect repairs not withstanding required tests. This was in line with their perceptions and interpretations depending on their mindset which was biased by cultural background.

The resistance faced by Planning & Control manager by his own team reflected typical reaction of European management towards acceptance of any changes in specified technical parameters. This in turn was reflection of western cultural background. Also, the legal team of Contracting Company reflected the western outlook over the financial implications of any problems.

These clashes had an adverse effect on deciding on final solution for the problem, because during the process, project management had to discuss and tune it to the individual's interpretations regarding the same. Also, resistance from Company's management made the project manager to go for informal agreement in this matter regarding warrantees of the Actuator after repair.

Project management observed all stands of each participant and teams which reflected mainly the geographical cultural issues of the participants. More or less each individual had some predetermined values and learning which is biased by their cultural background.

This situation made the author to reflect that, only providing solution for any technical problem is not enough to come out of a stale made resulting out of such situations. There are certain behavioral and organizational issues that exist in any project execution which has got cultural bias of the individuals or organizations involved in the situation. This prompted the author to select this case and self interview to relate and extract the data for this research.

Author's observations about roles of participants, their stand and consequences of the situation are discussed here.

1. Project manager focused on solutions for the problem faced and come out with practical solution instead of going for insurance claim for the damaged equipment by analysis of the situation and implications of the same in terms of cost and time. It showed his long term orientation and his quick decision and implementation of the decision and reflected high power distance attribute. While taking decision he preferred to discuss the matter with all teams involved in situation and internal customers of the project to take their views and understand the real challenge and requirement at that time, it shows his **moderate individualism**.

2. During this situation role of Planning & Control manager was crucial in terms of technical acceptance of repaired actuator. Planning & Controls manager discussed this matter in details and did not agree in initial stage to go for repaired actuator. Resistance for the acceptance could be from his entire team. After various discussions with project manager, he was convinced for use of repair but without any change in acceptable designs and tests in future. It shows his clear mind about professional handling of the situation and his stand for not accepting any changes in designed specifications and acceptance tests. His stand in the situation describes about his **high individualism, moderate uncertainty avoidance**.

3. Engineering head for the project was from Germany and his entire team was from Europe. During the situation engineering head directly denied for any repair works on site at initial stage. When objected by project manager from project success point of view and pointed out the engineering teams concern about engineering only, the engineering head came to a discussion table for discussions. His earlier stand clearly shows **Low Power distance, Low Collectivism and low long term orientation**.

The points discussed above are the observations of author and taken from data available from project books for the project.

During research, author contacted all above participants for more inputs to understand the situation in research point of view. The case study approach adopted for note taking by contacting the participants. Author took notes for all discussions and summarized it as under.

1. The project manager's inputs provided that the local Korean staff have high technical competency but they could be calculative and uncooperative. Korean workmen and supervisors need to be monitored closely and need detailed instructions. This is managed by conducting daily meetings to identify the work to be done each day. They also need to

be given clear procedures to follow, rather than being given a performance indicator to achieve.

2. The project manager wanted to put on record that there was a general lack of trust among project team members and between contractors, clients and the Korean team. The project head described the role of legal team in this situation in detail which can be summarized as finding ways to deal with the situation without being sensitive to project schedule, which shows high uncertainty avoidance.

3. Planning and controls manager concluded that foreign firms have to deal with cultural differences when managing Korean (Asian) workers and managers. The findings will help to foster an awareness and appreciation of cultural differences in the international arena, with specific reference to Asia.

4. Engineering team emphasized on results expected in next phase because of use of repaired actuator and denied the permission to use such parts at all at initial stage. It was obvious response from the design managers being from western culture where codes, procedure are given utmost importance. The stand has its own cross cultural angle.

From notes taken after discussions with all above participants, Cross cultural differences investigated include communication, working practices, attitudes and dispute management. This case has presented a brief review of research on culture and the differences between nationalities working for same international project.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case:

Input about Project Case	Reason	Codes	Origin of Reason
The participants from diverse cultural background in this project responded in a different fashion to a situation faced during erection and commissioning.	Involvement of cross cultural teams	OMOS	Organizational and cultural issues
Legal team from US advised Project head to claim for insurance, in which case the damaged actuator could not be used.	Financial implications of decision	OMOS	Organizational issues
The project manager mentioned that local staff have high technical competency but they could be calculative and uncooperative.	Lack of confidence and mutual trust	EMMR	Mutual trust and respect for each other
Project manager even managed to repair the actuator on site for use.	Project leader took decision on his own to repair.	PRLO	Long term orientation
Engineering team refused the permission to use repaired parts at all at initial stage	Non acceptance for any changes due to repair	PRID	Individualism
Cross cultural differences investigated include communication, working practices, attitudes and dispute management.	Involvement of Diverse teams in project	COCC	Importance of Communication & Conflict management

Table 6.3 Memoing for Situation 2 - Project- B

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Organizational and cultural issues

2. Organizational issues

3. Mutual trust and respect for each other

4. Long term orientation

5. Individualism

6. Importance of Communication

7. Importance of Conflict management

Chapter – 7

PROJECT C

7.1 Introduction

This project case is regarding a power project developed in China by a USA based company. This is 700 MW power project having project cost $ 510 Million being developed in China and the major project participants included organizations from China and USA based power Project Company. The project period considered for case study is from 2004 to 2005. Author himself played an important role in this project as a member of Top management team for USA based company, so his own observations as a part of input and analysis of the situation has relative importance with respect to his key role in decision making at top management level. Author noted his observations using his practical involvement in the project and project books data during his research work. This power project was taken very aggressively by Chinese company to meet their organizational objectives and had active involvement of Chinese government for capacity addition to existing generation capacity of the country. Again the participant companies were functioning together first time. Both organizations have executives from different countries contributing to this project.

The brief details are given in following table.

Project Type & Project Duration	Project Cost USD Million	Country of Implementation	Country of Other organizations involved	Author's Role in Project
Power – 700 MW (2004-2005)	510	China	USA & China	Top Management

Table 7.1 Brief details of Project C

Following table shows details of Key Participants and Team Composition of the project.

KEY PARTICIPANTS		TEAM COMPOSITION	
ROLE IN PROJECT	**ORIGIN**	**FUNCTION**	**ORIGIN**
Project Manger	India	Project Management Team	Asia
Site Manager	UK	Contracts & Material Management	Asian
Construction Manager	Ireland	Engineering Team	Europe
Engineering Head	Germany, USA	Site Management Team	Europe
Supplier's Design Engineering head	China		

Table 7.2 Key Participants and Team Composition- Project- C

7.1.1 Situation 1

The situation described here is again a situation where decision making was critical in long term orientation point of view. It is in connection with foundation required for stator lifting stand by implementing company. Project manager for the project was from India and the site manager was from UK. American company was unable to decide on order for stator lifting stand. There were only two suppliers available for supply and Contractor Company supposed to construct the foundation for stator lifting stand. Both the suppliers had two different designs and sizes, so during civil work Contractor Company was not able to take decision on size and dimensions of the foundation. The decision for selection of supplier and supply of the same from any of the supplier would take time in a tight schedule which did not permit the time to construct the foundation. Decision was required in this case to start construction   as soon as possible. The site manager wanted to start the construction after the supplier is decided without considering the selected supplier's design for the stator lifting stand. Project manager forced the manager to take decision who exhibits his inability to do so.

This situation basically dealt with decision making during an inadequate situation. Even though this situation came up as a problem related to execution of a decision given by project management, this had to face resistance from the participants before accepting the solution. This was mainly because of unexpected reactions by the participants, mainly responsible for execution of the decision. When the author linked it back to his role and the observations, he thought that the problem had few solutions from which one could be selected depending on financial and technical impact on the project. The author found that selecting a solution was rather easy than handling the entire situation to keep the work in progress by adopting the solution. The interpretation of this situation was different for each of the participant involved in the situation, mainly because of preset mentality which was biased by their cultural background.

At initial stage, the site manager was always demanding for exact dimensions to go ahead and was reluctant to accept and execute the order given by project head. He showed his inability to meet the project schedule if such changes are to be accommodated. He was more concerned about his own schedule and his activities of building foundation which was critical to keep the further work in progress. The author found that it was very difficult for the site manager to change his mind and accept the solution. This situation can be treated as a conflict amongst the members of the same team with common organizational goal. The author found that the project head had to use his authority (power) that is instead of trying to convince the site manager, but when he realized cultural instinct of the site manager he discussed it and presented it as a strong request to him that is an order. So long it was an order there was blunt refusal, which led the project head to use his power distance. This could build a good faith which again could fulfill self-esteem need of the site manager and get the desired work done by the site manager. The resolution in this manner clearly reflects that, accepting the solutions was not a problem for site manager but accepting the change which is not because of his own actions turned out to be the problem. This again reflected the attitude, perception and learning of the site manager possibly arising of cultural background. The knowledge of project head about the cultural background could have been useful to minimize the friction.

The author's observations above, clearly indicates that the resolution of the problem was not so difficult in this case, whereas handling the same in such an inadequate situation became difficult for the project manager. This inadequacy described here had a prominent behavioral and cultural

perspective which was more critical than providing the actual technical solution. This prompted the author to put on record that if such inadequacies are not addressed with proper consideration of relevant cultural bias of the participants involved, it may have adverse effect on the outcome of the project and possibly such conflict would not be resolved

This gap of understanding, lack of coordination and trust amongst the participants was basically because of their own preset notions and own learning, which was biased by cultural background. When the author tried to link it back to his reflective learning related to this research, he could connect it to cultural issues and he had following comments to discuss.

Project manager being worked in various countries with team having members from various countries, the view of project manager was in international project management perspective which resulted of knowledge of cultural background of the site manager. He could understand site manager's inability to take decision considering long term orientation and his high individualism. The project manager understood the situation and handled it giving due importance to cross cultural issues. When the project manager discussed with him by giving importance to his individualism and masculinity, he succeeded in convincing him to construct two foundations for stator lifting stand suitable for designs of each of the two suppliers. As these two foundations were temporary and one more permanent foundation for equipment was to be built on same location, there was a difference in opinion between project manager and site manager on this issue.

The construction manager's role in this case became difficult because of tight schedule and his activities being rescheduled according to new decision. At initial stage he was reluctant to go ahead for construction of two foundations but considering long term effect of the decision, he was convinced to do so. The construction manager was from Ireland and had a rigid mind set with respect to budget for any work. He always tried to find a way out to avoid this situation by just delaying the things. His intention was to be isolated in such situation which might have negative cost implications as a result.

The resistance faced for implementation of decision due to this uncertainty was result of cultural background where organizational goal took precedence over cultural background in during this situation.

Author's observations about roles of participants, their stand and consequences of the situation are discussed here

1. Project manager gave decision and instruct the site manager to construct two foundations for stator lifting stand. This shows his leadership style and decision making ability with behavioral attributes of high long term orientation, low individualism and high power distance.

2. Site manager was reluctant to accept any temporary implementation changes during construction. He also emphasize on construction of one foundation for stator lifting stand. This showed his attributes of high individualism and low long term orientation.

3. Site manager was from Ireland, always advocated no change in execution of activities during construction, but by order and final decision of project manager he accepted the challenges and did so. This showed high individualism and moderate long term orientation as his key attributes.

Author contacted Project manager and Site manager for their input to understand the situation in research point of view. The author's descriptive notes about the inadequacies discussed with these participants are as follows:

1. The project manager mentioned that People and groups created differing solutions to the underlying common problems which without deliberate effort, i.e. these solutions do not need to be consciously constructed as different relative to one another. So he came up with practical solution of constructing two foundations. This was not acceptable to the site manager and he always kept emphasis on planned activities and was willing to accommodate any unplanned activity during the project execution , even though such activities were necessary keeping the overall project goal.

2. Also, site manager emphasize on actual planned activities and his focus was more on permanent foundation to be constructed at same location. He seems to be reluctant to accept any unplanned changes, which can affect planned activities. This shows his attributes pertaining to the western culture. He planned according to procedures to follow, rather than being given a contingency planning, so not able to adopt it, even though it was need of time. He believed that permanent foundation should be made in that fashion only.

3. Construction manager's role described in situation as above was as per his own decisive actions for his activities were result of his cultural background.

4. Both of the managers accepted the conflict faced in this situation was result of cross cultural issues between the two managers from two different cultures. In the process, communication failed and work in progress got affected due to clashes between two managers. Overall delay to the project schedule was reduced to some extent after project head realized and took decision.

5. During the telephonic discussion with project manager, he confirmed that the planning manager always highlighted this problem as a result of decision by Contractor Company. As per him the inadequacy was due to difficulty in ordering the stands by Customer Company.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case with relevant codes:

Input about Project Case	Reason	Codes	Origin of Reason
Project manager for the project was from India and Chinese company's project manager from Europe.	Involvement of cross cultural teams	OMCS	Cultural issues
Project manager preferred to adopt practical solution of constructing two foundations.	Project manager took decision of his own.	PRLO	Long term orientation

Table 7.3 Memoing for Project- C (Situation1) (contd…)

Input about Project Case	Reason	Codes	Origin of Reason
Project manager gave decision and instructed the site manager to construct two foundations for stator lifting stand.	Project manager uses his authority to implement his decision	PRRP	Retention of Power
Some extent the delivery schedule gets affected after decision of project manager and affected the mutual relationship between the managers.	Lack of confidence and mutual trust	TUMT	Mutual trust and respect for each other
Site manager was from Ireland, always advocated no change in execution of activities during construction, but by order and final decision of project manager he accepted the challenge to do so.	Not Caring for clients requirement before own requirements	EMDU	Depth of understanding
The site manager always highlighted this problem as a result of decision by project head of customer company	Non acceptance for any changes in schedule prepared	OMOS	Organizational issues.
Communication failed and work in progress got affected due to clashes between two managers.	Involvement of Diverse teams in project	COCC	Importance of Communication & Conflict management

Table 7.3 Memoing for Project- C (Situation1)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Cultural issues

2. Long term orientation

3. Retention of Power

4. Mutual trust and respect for each other

5. Depth of understanding

6. Organizational issues.

7. Importance of Communication

8. Importance of Conflict management

7.1.2 Situation 2:

The situation discussed here is in implementation phase of the above project C. Project manager and Design Engineers of the supplier were from India whereas entire supervision teams including contactor's supervision in charge were from Europe.

During installation of boiler contractor's inspection engineer found parts sent by supplier were not as per drawings by contractor and agreed by supplier as per contract. When project manager tried to find the reason how the parts reached even after many steps of supervision in between, he found the reason was inspection and dispatch clearance was waived off to get the early delivery of parts. The cultural background of each of the team was different causing conflicts regarding acceptance of the parts.

Inspection team directly denied allowing use of these parts without rectification. It became difficult to keep the work in progress in this situation because of position taken by inspection team on site. The components supplied were not as per drawings but suitable for the functions as per suppliers drawings. The supplier took all responsibility and provided warrantees for all the components. This was not enough to convince the site inspection team, who were mainly concerned about the documentation, procedural and contractual objectives of the organization. They were not in a position to understand the impact of insisting for components exactly as per drawings at this stage keeping the project status in view, which was huge in terms of schedule and cost. This would have spelt the disaster to the project schedule. It showed their concern about the acceptance of the changes instead of practical impact of changed specifications. The reluctance by them was basically because of their predetermined mindset which did not allow them to accept anything not meeting the specified parameters. Whereas this changes were so minor that could be accommodated without any impact on long term performance of the components. So, such response from the inspection team for such changes did not reflect the technology reasons for their reluctance but the behavioral aspects of the team supported by their cultural background.

The situation brought all the concerned people in picture, who responded differently to different solutions. There are only few practical solutions to the problem, that is either to ask for new components or manage with the same components, but the efforts involved in taking this decision reflected that there is always a behavioral angle to every situation which is biased by the perception, attitude, learning and mindset of the individuals and organization as a whole which is related to the cultural background.

The project manager having experience of working with teams with various cultural backgrounds understood the reaction by all team members of all project participant companies. The major participants involved in this situation are Inspection Engineers, Project manager, Engineering Head, Inspection team.

The project manager's decision was to rectify the parts on site, the parts were rectified on site, but because of non availability of all machineries on site, delay in commissioning affected the project schedule and float was totally nullified for all related activities.

The situation described here shows how behavior and cultural differences lead to a situation responsible for delay of the project.

Author's observations about roles of key participants, their stand and consequences of the situation are discussed here

1. During the situation project manager showed concerned about the long term objectives. This shows high long term orientation, moderate individualism and high power distance as his key attributes.

2. Engineering head understood the owner's requirement and accepted the practical solution easily. This showed moderate individualism and power distance as his key attributes.

3. Supplier's design engineering head action exhibits high long term orientation and moderate uncertainty avoidance as key attributes. It reflects Chinese cultural background.

4. Inspection engineer's blunt refusal to allow utilization of supplied parts without being sensitive to overall project needs showed low power distance, low collectivism and medium long term orientation as their key attributes. It reflects his cultural background being from Germany.

Again here above description shows how behavior and cultural differences lead to a situation responsible for delay of the project. It is basically reflection of cultural behavior and organizational behavior.

Author contacted all key participants mentioned above to validate the information to be used as not taking for his research work. All above participants were contacted for their input to understand the situation in research point of view.

1. The project manager mentioned that this experience proved that to be effective, his behavior should be aligned with the local teams, and the project manager should understand the host national culture. Striking differences were observed between Indian and western managers during the period described above.

2. The Design Engineering head gave feedback which can be summarized as the decision making process by managers regarding various aspects of project management varies from culture to culture and situation to situation.

3. According to engineering head, when candidate western managers were being evaluated to work with Chinese company, their talents and characteristics need to be measured against the global context required.

4. All participants accepted that it is seen that leadership and people management roles were more critical when placing a western manager in Asia.

International project management adds another dimension of 'culture' to existing project management dimensions of time, cost and performance. This additional dimension challenges the existing norms of traditional management standard. Especially, when a western manager is being placed as inspection team in an international project in Asia, where documentation is not always accorded supreme importance and project schedule assumes significance and back lash, this cultural dimension poses a major challenge.

However, according to western managers from inspection team responded that the culture difference is not only about additional burden and conflict. Because of this culture difference, a manager who is rated as "mediocre" by western standards can be reclassified as a "super star" by

eastern standards. Some mediocre westerners may find their management styles and characteristics just "click" in Asia.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case with relevant codes:

Input about Project Case	Reason	Codes	Origin of Reason
The project manager mentioned that this experience proved that to shine, his behavior should be aligned with the local communities.	Local Communication	COCC	Importance of Communication
All team members of all project participant companies having team members from various countries having diverse cultural background.	Involvement of cross cultural teams	OMCS	Cultural issues
As per project manager needed to be aligned with the local communities, and the project manager had to understand the local national culture	Involvement of cross cultural team	OMCS	Cultural issues
As per design managers feedback the decision making process by managers regarding various aspects of project management varies from culture to culture and situation to situation	Cross Cultural team	OMDM	Decision making
The parts were rectified on site, but not having all machineries available on site caused delay in commission affecting the project schedule.	Project manager succeed to coordinate and communicate his requirement with the participants	TRSC	Successful project completion with long term orientation

Table 7.4 Memoing for Project- C (Situation 2)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Importance of Communication
2. Cultural issues
3. Successful project completion
4. Long term orientation
5. Decision making

Chapter – 8

PROJECT D

8.1 Introduction

This is a 600 MW thermal power project having a project cost $ 600 Million being developed in India by a power utility Company and the project participants included organizations from India and Chinese Project Company. The duration of cases discussed here is from 2005 to 2008. Author himself played an important role in this project as a member of Top management team for the Indian Company so his own observations have relative importance with respect to his key role in decision making at top management level, provided enough inputs are taken for noting down the events during execution of entire project.

This project was developed in a power deficit state and considered to be a very important project from infrastructure requirements point of view to maintain industrial growth of the state. The project participants included organizations from India and China for delivering a key instrument and control package of the project to a power utility company of India. The Chinese company provided project management, design, supply, and commissioning services for this package. During the execution of this package of the project, it was found that the Chinese and Indian company faced many inadequacies during implementation of the project. Two of the situations are discussed and analyzed using grounded theory research as follows:

The brief details of the project are given in following table.

Project Type & Project Duration	Project Cost USD Million	Country of Implementation	Country of Other organizations involved	Author's Role in Project
Power – 600 MW (2005-2008)	600	India	China & India	Top Management

Table 8.1 Brief details of the Project D

Following table shows details of Key Participants and Team Composition of the project, who are involved with this package.

KEY PARTICIPANTS		TEAM COMPOSITION	
ROLE IN PROJECT	COUNTRY	Function	COUNTRY
Project Manger	India	Project Management Team	China
Site Manager	India	Contracts & Material Management	India
Engineering Head	India	Site Management Team	Europe
Design Engineer	Europe		
Planning & Controls Manager	India		

Table 8.2 Key Participants and Team Composition – Project D

8.1.1 Situation 1

The Chinese company being a high-technology company had assigned an experienced project manager to initiate, plan, and a significant instrumentation and control package for the power project. This power company combined the necessary experience and competence with a significant cost advantage.

The project's hardware design was to be done in the US, while the development of the complex system software mostly took place in a company subsidiary in India. The Chinese manufacturer assigned a number of test and equipment specialists as members of the project team.

Being planned with a very tight schedule, the project received much attention from the technology company's senior management. Nevertheless, a number of issues started surfacing as the project moved through the planning and execution phases. Among them were the discovery that the manufacturer's quality systems did not meet the project's requirements, high staff turnover rates in the company made it difficult to build and maintain the required know-how, changing labor regulations by the government agencies that led to significant cost overruns, as well as frequent misunderstandings between the engineering teams in the US, China and India.

Making matters worse, Chinese management, upon learning that the software team in India encountered a delay of several weeks, temporarily reassigned key people to other tasks. The project manager tried his best to get all tasks back on schedule, but with limited success. The first lot of equipments from Chinese ended up being two months late and failed several critical tests.

Afterwards, further attempts to get the project back on track failed. It was clear that the project would miss its schedule and exceed the estimated cost as well and loose the market opportunity. The company's senior management decided to stop the project and terminate the contract with the Chinese company, who subsequently brought a legal case in a China court.

When author thought of the above situation, he found it is basically a result of misunderstanding, lack of coordination, communication amongst the participants which led the project to such a critical stage. Even though, both the organizations were working together for the first time, they did not try to understand the organizational culture of other company. Participants of both the companies assumed many things about each other.

The Chinese company got designs from US, which were not approved by Contractor Company on time. This was because of a long chain of hierarchy in oriental culture (China). The approval took more than 2 months time. After approval from the management, the ordering took 2 months more than schedule time. The reason behind this was the organizational culture of Chinese firm which had narrow span of management with long hierarchy. Also, during this process, decision making authorities were few, but the drawing circulated through all units of Companies project division. More than 90 percent of the member too did not reply also, since they were confident that their decision possibly could not be accounted in final approvals. There was lack of confidence amongst the members of same organization itself.

While placing the orders, the Chinese firm followed procedural rules; they could not skip tendering for all orders as per organizational policy. This reflected that the Contractor Company just followed organizational procedures and ignored the time lag in project execution. It reflected their oriental culture having authority oriented organizational culture and adherence of all participants, shows low power distance of the participants. This reflected the issues related to organizational and cultural background of the Chinese company.

The Customer Company also did not get prompt response to any of their communications to the Contracting Company. The delay in equipment supply was also not definite and never communicated to the Customer Company. Such an act by Chinese Contractor Company resulted in loss of confidence between the two companies. The Customer company had to use its power to get all desired outcomes during following up with the Contracting Company. Adherence to schedule and cost was of prime importance to the Customer Company, but since there was not a proper communication between the companies after awarding the contract, the definite delay and cost implication was not known to Customer Company. Due to this to mitigate the risk of landing up in uncertainty, the company stopped the project and terminated the contract with the Chinese Company. This was also not properly communicated to the Chinese company who believed that it to be a unilateral decision, aimed at maligning them especially as this was one of the first forays in to this high technology area by a Chinese firm. On the other hand Customer believed that repeated follow-ups highlighting delays was notice enough to proceed with cancellations of contract leading to more organizational conflict.

On other side, the software contract was awarded to the subsidiary of Customer Company, which also took it as a liberty and delayed the delivery of project software to the Contracting Company. This became a tool for settling the dues for Contracting Company and worsened the situation. This basically created a conflict situation between the companies and reached to a level, where managements of both the companies were not ready to come to a table and discuss the issues to find out the solution.

This situation reflected that the organizational goals were ignored for satisfaction of the ego of individuals, just to defend themselves by following-up procedural way of doing all the things. Being more focused on ultimate objectives of schedule and cost of the project, Customer Company took a stand, not to go ahead in such uncertain situation. This again created a dispute between the parties and project (package under discussion) was complete failure.

Again it reflected cross cultural issues and improper handling of the situation by participants leading to project failure. There were no major technology reasons for failure of the project but it had faced many situations like above which were not addressed properly. The situation above could have been addressed by taking corrective steps to handle organizational cultures by understanding of team composition on the sides, attitude and learning of the individuals at decision making level, having required transparency to avoid communication failure and building confidence between the organizations. This all reflected cultural issues and the failure of the project found to be because of improper handling or not handling of these issues.

Author's observations about roles of key participants, their stand and consequences of the situation are discussed here

1. The project manager does his best to get all tasks back on schedule, but with limited success or failure rather. It shows his high long term orientation and moderate collectivism.

2. Project management just tried to resolve all issues technically but ignored the cultural angle to it.

3. Manufacturer's engineers team failed to maintain the supplies and know how in the company to provide timely and quality deliveries to the client. It shows highly centralized authority as a key attribute.

The above participants were contacted for interview and discussions thereafter to validate the notes taken during their interview.

The notes taking by author after discussions with these participants are as follows:

1. The project manager gave his views pertaining to entire project failure and overview of the reasons for failure of the project pointing towards cross cultural issues, which he could realized only during dispute resolution.

2. Project manager's feedback simply states that there are cultures whose members expect their leaders to be more egalitarian than in the western countries which are not practiced in Chinese culture which is more oriented to instructions from top. They expect their leaders to consult with them and to treat them as equals. This means that it is entirely possible to behave in a way that will be viewed as weak and ineffective in one culture and viewed as boorish and ineffective in another.

3. The inputs given by all participants validate the statement that in addition to these adaptation issues, leaders of international projects face significant development issues, as international work at the project level is still new territory for everyone involved. Even those with many years of experience report they are still learning how to best understand and communicate with their international colleagues. Project leaders at all levels, as well as project team members, have to both learn, and teach everyone involved and new ways of **working together**.

4. The project engineers confirmed that most challenging people to work with on the international project were superiors who are unaware of differences in leading across cultures. The communication took back seat due to **cross cultural issues**.

5. All parties involved in design, manufacturing & quality related issues didn't have confidence in each other during the situation described.

6. Project manager of the company told that the company's senior management decided to stop the project and terminate the contract with the manufacturer in China, who subsequently brought a legal case in a China court. The **empathy** was missing between the two major parties.

If above all issues if would have been addressed properly, the outcome could have been a successful project. Cultures who value more authoritarian leadership include almost all eastern countries.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case with related coded: .

Input about Project failure	Reason	Codes	Origin of Reason
A number of issues started surfacing as the project moves through the planning and execution phases.	Involvement of participants from various backgrounds.	OMCS	Cultural issues
Site Engineers did not accepted manufacture's quality system required for project which was not able to maintain the quality.	Reflected his learning and attitude and perception about the issue.	OMCS	Cross Cultural issue
Manufacturer company failed to maintain the supplies and know how in the company to provide timely and quality deliveries to the client.	Due to change in technology and inability to retain experienced know-how.	OMOS	Organizational and Cultural environment
Many of the project participants and managers even with many years of experience report they failed to learn how best understand and communicate with their international colleagues.	Being from various cultural background , communication requirement in such environment was not ignored	COCC	Importance for Communication
All parties involved in design , manufacturing & quality related issues didn't have confidence in each other	No confidence among the parties involved	TUCP	Confidence in parties involved
The project manager did tried his best to get all tasks back on schedule, but with limited success	Cross Cultural barriers were ignored during project implementation	TRSC	Completion of project with limited success
Company's senior management decided to stop the project and terminate the contract with the Chinese company	Both the companies retained the power to terminate the contract in case of default by other party	PRRP	Retention of Power

Table 8.3 Memoing for Project D (Situation -1)

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Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Cultural issues

2. Cross Cultural issue

3. Political and Cultural environment

4. Importance for Communication

5. Confidence in parties involved

6. Completion of project with limited success

7. Retention of Power

8.1.2 Situation 2

The situation considered here is related to Planning & Design issues of the project. The situation described here is in initial phase of design and finalizing the specifications. The Indian company was more interested in reduction of time and cost without compromising any change in designed specifications as per international codes. The Chinese manager had shown his inability to achieve such objectives without change in any specifications for few components. The design manager (western) did not accept any changes suggested by Chinese manager, which was clear cut indication of conflict in the same organization between two managers.

The objective of Indian company was to achieve the deadline for design engineering activities as per schedule without increase in the cost. Project manager was helpless due to pressures from senior management of his organization and bound to his commitment towards his organization after many discussions with the team members of both the organizations. He was left with the options to talk to design manager and the project in charge differently. Since it was not possible to achieve the goals without any changes and design changes which were not acceptable to the concerned manager.

The option left was to revise the specifications and get it approved for required changes as per requirement for the execution. Again this might have taken same time as it was supposed to be in normal situation. So Project manager finally decided to go with the same design specifications without any changes. The project manager could not achieve the targets and finally project was also failure as in these two issues, during implementation as mentioned in situation 1 previously.

This is a situation where the decision is taken from the organizational point of view by project management, which is suitable for the organization as a whole. This was not an issue of technical or managerial but the core issue was the conflict in between two managers, which was behavioral in nature. The decisions taken by individuals reflected their perception, attitude towards the change expected from them. The attitude is biased by their cultural background.

This reflected the cultural backdrop of the organization as also the country to which the organization belongs. Quality and documentation play second fiddle in the cultural setup. Hence the communication problem and lack of concern for changes were the core issues.

This is a strong example of cross cultural issue wherein the managers of the same company were from different cultural background. This reflects in their response to the same situation and decision making approach to the same situation again.

If the project manager could have identified the core issue and addressed it accordingly, then the project might have been successful.

Following points are observations of the author with respect to roles played by key participants of the situation above.

1. As discussed in earlier case, the project manager does his best to get all tasks back on schedule, but with limited success or failure rather. But the situation described here exhibits his high long term orientation, moderate individualism and high power distance as key attributes.

2. The design engineers understand the owner's requirement and suggested few changes in design. It reflects their moderate individualism and power distance as key attributes

3. Planning & Control manager also did not accept the changes in specifications of the components without revision. It reflects high individualism and low long term orientation as his key attributes.

The above participants were contacted for interview and discussions thereafter to validate the notes taken during their interview

1. The participants when contacted provide more details about the general environment in which project was being implemented. The changing face of India continued to evolve at an unprecedented pace during project implementation period. India's social structure (culture) known for age and social status, whereas authority in Chinese firm was highly centralized with authority concentrated in senior levels. Because of such difference in business culture of both organizations, practices decided to share the power of making all major decisions, follow a formal procedure in which senior approval was always mandatory for both the organizations. This was a hurdle for making and implementing all important decisions during the entire cycle.

2. The project manager told Chinese organization maintained an element of modesty and humility, these aspects is very important for development of empathy between the two organizations. Also, Chinese firm never tried to oversell previous business achievements.

3. The resistance from design manager was supportive to his cultural background where it reflected individualism over no long term orientation. Planning & Control manager accepted his point by giving explanation for his stand in the situation.

4. The project manager described his role by saying that this project was first project for Indian firm, in which relations took precedence over business.

Above feedback exhibits need of following in the situations faced during this project execution which land up in to failure afterwards.

1. All the participants should have come together and suggested and implemented few suggestions together to achieve the desired targets which might have benefited the project in terms of successful **transformation**.

2. The project manager should have understood the issue in a diverse environment having participants from different countries and implemented in execution after this situation and tried to address these issues.

The issues and notes discussed above are analyzed and interpretation is summarized in following table according to the evolving reasons for inadequacies faced during the situation and can be referred as memoing for this case:

Input about Project Case	Reason	Codes	Origin of Reason
The Planning & Control manager did not accept any changes suggested by Chinese manager	Conflicts between two managers of same company	TUCP	Confidence in parties involved
Project manager was helpless due to pressures from senior management of his organization and bound to his commitment towards his organization	Commitment towards the organization	PRMS	Low masculinity
India's social structure (culture) known for age and social status, whereas authority in Chinese firm was highly centralized with authority concentrated in senior levels.	Both organizations following different organizational cultures.	OMOS	Organizational issues
Chinese firm never tried to oversell previous business achievements.	Respect and confidence building for other firm	EMMR	Mutual trust and respect for each other
The project manager told Chinese organization maintained an element of modesty and humility	Modesty and humility to share power	PRCL	Collectivism
The project head could not achieve the schedule and result was project failure (for situations under study).	Decision making with long term orientation could help to be succeed in long run	TRPM	Professional project management

Table 8.4 Memoing for Project D (Situation -2)

Following Concepts are found as origin of the various reasons for inadequacies in the situation under study, which are critical and need to be addressed properly:

1. Confidence in parties involved

2. Low masculinity

3. Organizational issues

4. Mutual trust and respect for each other

5. Collectivism

6. Professional project management

7. Long term orientation

Chapter – 9

SUMMARY AND THEOROTICAL MODEL

9.1 Chapter Introduction

The description of the situations in the earlier chapters comprises the set of actions / steps taken by participants to ensure the project to moves ahead. The authors investigated again these situations and tried to find out the possible outcomes in case of best and worst possible ways of handling these situations. Needless to say, the projects could not have been transformed in to a successful project (Constraints of time, within budget, and with a happy customer), if all major issues would not have been addressed by key participants consciously on time and the effect would be loss of time and money multiple to the above.

Objectives of the further discussion during the research are to determine:

1. The possible outcomes of such inadequacies due to involvement of cross cultural teams in international project management.
2. How proficiently are these inadequacies addressed and what attributes are needed?
3. Which sorts of attributes and their proficiency (level of understanding) affect project success or failure.
4. Since these activities are largely not under the control of management, the deeper our understanding of these concepts, the greater is the scope for successful project management.

Author made an effort to discuss the project situations mentioned above with respect to above objectives.

A possible outcome of the situation depends on ability of participants to understand the core issue of the situation and ability to address it. The issues may be fully addressed, partially addressed or non ability to address it at all. This will result in successful project completion, project completion with limited success and project failure respectively.

The impact will also vary depending upon the scenario,

a. If project participants are able to address the issues fully then there will not be any impact on cost and time schedule. The project can be completed on time without any variation in budget up to client's satisfaction level. It is possible when all project participants are aware of issues involved in international project management due to involvement of team members from various cultural back ground. There is proper communication and coordination with proper communication between various teams of all organizations. They should be aware of organizational cultures and can exhibit the care for each other with mutual respect and trust from within. The teams and organizations shall have defined power with understanding of common objectives towards project management. This can help to make the project successful without any ill feeling and regrets during entire project cycle.

b. If project participants are able to address the issues partially, to get rid of the situation temporarily and move ahead to complete the project .This may have impact on cost and time schedule, but project can be completed with limited success in terms of cost

and time. Addressing issues related to two of the situations belongs to this category, where there is impact on cost and time schedule in each case.

The effect may be limited but affects other things than cost and time also, like

(i) Due to communication failure during this situations, it is difficult to bring it to normal level as if there would not be any inadequacy

(ii) Whatever steps taken to address the issues, the damage is already done to affect the level of mutual respect, confidence, trust, and care for each other and empathy between the participants, which is impossible to restore to normal level.

(iii) Since team members are from various countries and cultural backgrounds, every participant may have different approach towards the same situation, which may not be acceptable to all but they expect to come out of the situation. This may also see as failure to restore the importance of knowledge about important concepts described above.

(iv) As mentioned in points (i), (ii) and (iii) above, this is a temporary solution and does not guarantee the actions of team members in future, in response to another situation.

c. If project participants are not able to address the issue at all, the result is complete failure and impact may be huge. Loss of entire money and time invested with other intangible effects on the participant organizations and its environment.

Above three points shows the possible outcomes of a situation depending upon level of understanding and ability to address issues due to inadequacies in international project management. The impact also varies depending upon the solution adopted for resolving the problem.

Depending upon above discussions, relating it to the project cases discussed, and author narrates the issues as under,

The project failure can be avoided if participants are aware of the few concepts which are derived from analysis of the situations related to the projects.

1. Project participants are expected to know the importance and contribution of these concepts in international project management. This would result in handling of any adequacy without any problems, whatever the reason may be.

2. The situations described gives list of subcategories which explains the concepts and its importance in such international project management.

3. These subcategories related to the concepts can be carried forward to find out core categories and then categories

4. The approach of this research analysis is to use author's experience as a starting point to formulate and attempt to answer author's questions. At the beginning, author had a crude outline of aspects for cross-cultural issues involved in international project management which need to be addressed for successful project management, and that outline evolved as embarked on the grounded research as above. Author sought to

find multiple disciplinary views from a diversity of authors around the globe, and to investigate each one looking for connections and new paths to explore above concepts. As with many journeys, the end is the beginning and the author found that the initial concepts arrived from grounded research using case study to be rather sufficient to arrive at categories required for theory building. Thus from an ontological perspective, author began the journey with a goal in mind to find out the categories , sought expert advice and directions along the way, and found the goal described in somewhat different terms.

5. During the course of the research work, author began considering how best to structure grounded research without any bias for this topic.

Next section describes development of sub-categories and categories and it is worth noted that by following this approach author immersed himself in the trees, so as not to see the forest until the end of the process.

9. 2. Development of Categories & Sub-Categories

Development of theory using categories is central activity in grounded research methodology. Author had developed concepts and sub-categories using case studies, observations, common sense and experience for constant comparison during case studies. Central to building theory is replication of concepts and sub-categories into categories. Following table shows sorting of concepts and sub-categories using major focus on issues related during constant comparison.

From analysis of the notes and cases referred as memoing in each case, the sub-categories are listed and arrived at related categories as follows. The total number of cases referring the sub-categories gives us importance of that sub-category in international project management which then gives the important category.

Sorting of these sub-categories is done with the knowledge of core issues really handled and evident process of sorting using constant comparison. The impact of problems due to certain key reasons are grouped together at analysis phase to relate between different sub-categories and how they can be related to each other and part of a same category. Following table shows the sorting table, the categories can be sorted from this as important categories for us in international project management to proceed with the research.

Concepts	Code	Sub-categories	No. of cases referred	Total Score of the Category	Categories
Importance for Communication & Coordination	COCC	Involvement of participants from various background	08	= 08 +01+ 01 + 02 = 12 Nos.	Communication
Conflict Management	COCM	Importance for conflict management	01		

Table 9. 1 Categories from Memoing & Sorting (contd…)

Concepts	Code	Sub-categories	No. of cases referred	Total Score of the Category	Categories
Importance of language for verbal and written communication	COLP	Language problem for written & verbal communication	01		
Information flow – fast/low	COFL	Assumptions about communication channels.	02		
		Potential communication barriers			
Professional Project Management	TRPM	Cross Cultural barriers during project implementation	02	= 02 + 04 = 06 Nos.	Transformation
Successful project completion	TRSC	The project manager does his best to get all tasks back on schedule, but with limited success or failure rather.	04		
		Need to coordinate and communicate his requirement with the participants			
Mutual trust and respect for each other	TUMT	Lack of confidence and mutual trust	04	= 04 + 04 = 08 Nos.	Trust
		Importance for building confidence			
		Leadership issues with communication and mutual respect			
Confidence in parties involved	TUCP	No confidence among the parties involved	04		
Mutual respect for each other	EMMR	Here it is care and concern about others	02	= 02 + 04 = 06 Nos.	Empathy
Depth of understanding	EMDU	Better depth understanding	04		
		No efforts to understand others			

Table 9. 1 Categories from Memoing & Sorting (contd…)

Concepts	Code	Sub-categories	No. of cases referred	Total Score of the Category	Categories
Retention of power	PRRP	Retention of power to terminate the contract in case of default by other party	04	= 04 + 02 + 02 + 02 + 01+ 3 = 14 Nos.	Power
Long term orientation	PRLO	More concerned about long term effects and objectives	02		
Individualism	PRID	Did not accepted manufacture's quality system required for project which was not able to maintain the quality.	02		
Collectivism	PRCL	Consideration for responses of the team/others	02		
		Preference to outline common goals			
Masculinity	PRMS	Low Masculinity	01		
		High Masculinity			
Decision Making	OMDM	Democratic decision making	03		
		Autocratic decision making			
Organizational Issues	OMOS	Business Culture of the organization like Reluctance to accept changes in scheduled activities	09	= 09 Nos.	Organizational Culture
	OMOS	TPO culture/ Organizational Culture			
		New Endeavour			
Cultural Issues	OMCS	Involvement of cross cultural team	11	= 11 Nos.	Cultural Diversity
		Cultural outlook			

Table 9. 1 Categories from Memoing & Sorting

Above table can be presented as under:

Sr. No.	Category	No. of References in Case Study
1	Cultural Diversity	11
2	Organizational Culture	09
3	Communication	12
4	Transformation	06
5	Trust	08
6	Empathy	06
7	Power	14

Table 9. 2 Summary tables for Categories

The categories developed above give us dimensions such as Cultural diversity, Communication, Power, Transformation, Empathy, Trust, and Organizational Cultures as emerged categories or core concepts from grounded research.

When we analyze the cases referred for research analysis with specific interest for subject under study, cultural outlook and cultural diversity is central to the situations and is reflected in all the above categories (Organizational culture also reflects the cultural diversity). This implies that culture is a category of importance to which all categories are related and need to be studied for cultural diversity. For the purpose of this thesis, culture is considered personal, business, or societal. The reason is that each layer of culture modifies the others and depends upon the intelligence, experience, and genetic make-up of each person. An Indo-American individual could have predominantly Indian or American personal values and ideas, or a mixture. An Indo-American working for Cisco Systems or for General Electric could have a significantly different corporate cultural perspective i.e.; organizational culture. An Indo-American working in Sao Paulo or in Berlin would have a different societal perspective on business values and norms. That's why the emerged concepts are confined to the five categories that are **trust, empathy, transformation, power,** and **communication**.

9.3 Writing The Emergent Theory

The objective of building theory from grounded research using cases is theory. But unlike in large-scale hypothesis testing research, there is no "sure-to-please" standard template for writing emergent theory in theory-building for grounded research. Since different readers have their own preferences, they often ask, *why did you format the theory this way?* A useful way to cope with this challenge is to write the theory in multiple ways.

When the research is well done, the propositions will be consistent with most (or even all) of the cases because the researcher has effectively "pattern matched" between theory and data. It is also crucial to write the underlying theoretical arguments that provide the logical link between the constructs within a proposition. These arguments can be an alternative approach i.e.; **to present the story and then the theory**. But this approach moves the theory off center stage and makes

the empirical grounding of the theory less apparent. Nonetheless, it is a reasonable and common approach drawn from case evidence and/or from more detached logic.

A more subtle challenge arises from confusion about the meaning of "grounded theory building." For some scholars, grounded theory building simply means creating theory by observing patterns within systematically collected empirical data.

In this view, the quality of the theory and the strength of its empirical grounding are more central to research quality than the specifics of the theory-building process.

The categories emerged from the case study approach have found that there is significant diversity in the international markets, with teams consisting of individuals from a dozen or more countries. Despite this fact author found that there exists a knowledge base of cross-cultural project management dimensions that are recognized globally namely,

1. **Communication**

2. **Trust,**

3. **Empathy,**

4. **Power,** and

5. **Transformation**

As author progressed through the coursework and research, and reflected back on author's experience, he began to see the added dimensions of transformation emerge. As will be described in detail, the research found significant support for all these attributes.

From his experience, as much, it is important to consider the entire project management set up in context rather than just the project management. The characteristics (personality, intelligence, education, will power, experience, etc.) of the leadership/management are the foundation to the transaction, for the leadership/management must (to use a metaphor) hold the mirror for the followers (team) and situation. Or, said another way, the characteristics of the leadership/management have no context without the (team) and situation.

Therefore, this thesis considers the validation of above five **trust, empathy, transformation, power,** and **communication** to be the domain of the follower and the transaction.

Trust, Empathy, Transformation, Power & Communications

Fig. 9.1 – "XCGPMI" Knowledge dimensions

9.4 Chapter Summary

Theory building from case studies is an increasingly popular and relevant research strategy that forms the basis of a disproportionately large number of influential studies. But like the adherents

of any research method, its adherents face some predictable challenges, some of which have, ironically, emerged precisely because research relying on rich qualitative data is becoming more common.

The process undertaken for each of the dimensions mentioned above is to explore further data using extant literature, and compare it to the GLOBE dimensions. This is followed by an inspection of the data and addition of author's personal experience. The combination of these factors led then to the *Thesis* column descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for the above dimensions are shown in next sections.

This thesis proposes the hypotheses for the Cross Cultural Global Project Management Knowledge dimension of Trust, Communication, Empathy, Power and transformation its descriptors, and sub-descriptors, as summarized below:

The grounded research methodology using case study approach to the research itself seemed to fit properly into a strategy for testing that also focused on answering the same questions as it involved both archival analysis followed by survey strategy.

Chapter – 10

THEORY BUILDING & HYPOTHESIS FORMULATION

10.1 DESCRIPTIVE RESEARCH

10.1.1 The Elements of Grounded Theory

The three basic elements of grounded theory are concepts, categories and propositions. Concepts are the basic units of analysis since it is from conceptualization of data, not the actual data per se, that theory is developed. Corbin and Strauss (1990, p. 7) state:

Theories can't be built with actual incidents or activities as observed or reported; that is, from "raw data." The incidents, events, happenings are taken as, or analyzed as, potential indicators of phenomena, which are thereby given conceptual labels. If a respondent says to the researcher, "Each day I spread my activities over the morning, resting between shaving and bathing," then the researcher might label this phenomenon as "pacing." As the researcher encounters other incidents, and when after comparison to the first, they appear to resemble the same phenomena, then these, too, can be labeled as "pacing." Only by comparing incidents and naming like phenomena with the same term can the theorist accumulate the basic units for theory.

The second element of grounded theory, categories, is defined by Corbin and Strauss (1990, p. 7) thus:

Categories are higher in level and more abstract than the concepts they represent. They are generated through the same analytic process of making comparisons to highlight similarities and differences that is used to produce lower level concepts. Categories are the "cornerstones" of developing theory. They provide the means by which the theory can be integrated.

The third element of grounded theory is propositions which indicate generalized relationships between a category and its concepts and between discrete categories. This third element was originally termed 'hypotheses' by Glaser and Strauss (1967). It is felt that the term 'propositions' is more appropriate since, as Whetten (1989, p. 492) correctly points out, propositions involve conceptual relationships whereas hypotheses require measured relationships. Since the grounded approach produces conceptual and not measured relationships, the former term is preferred. In this perspective descriptive research using extant literature is used to arrive at particular questions which can be posed to Delphi panel for hypothesis testing.

10.1.2 Literature Comparison Phase of Grounded Theory Building

Analytic (and not strictly sequential) phases of grounded theory building are identified and within these phases, steps are followed. The *final step* is to compare the emerged theory with the extant literature and examine what is similar, what is different, and why. Eisenhardt (1989, p. 545) states:

Overall, tying the emergent theory to existing literature enhances the internal validity, generalisability, and theoretical level of the theory building from case study research ... because the findings often rest on a very limited number of cases.

The emergent theory of cross cultural issues in international project management was compared with the extant theories in the broader field of management.

For grounded research process, the role of the *extant literature* becomes very important because researchers need to acquire sensitivity and knowledge on grounded concepts. The literature is therefore read as a source of more data to be compared with existing grounded data, actors' main concerns and the emerging theory.

Following points are important while using this descriptive research for grounded research methodology

1. It has the goal of generating concepts that explain people's actions regardless of time and place. The descriptive parts of a GT are there mainly to illustrate the concepts.
2. The literature should instead be read in the sorting stage for the categories or development of theory, being treated as more data to compare with what has already been coded and generated.
3. A modifiable theory can be altered when new relevant data is compared to existing data.
4. Talking about the GT should be restricted to persons capable of helping the researcher without influencing the final judgments
5. Due to the close connection between theory and data it is likely that the theory can be further tested and expanded by subsequent studies.

10.2 Extant Literature

What leads to project uncertainty resulting in possible project failures? Author discussed in last chapters, one of the compelling reasons in the current global scenario of multicultural project team with diverse workforce, which may have lack of effective knowledge base on the part of project leader/project team of evolve the project management systems around the basic features of existing knowledge base, which can be a prime requirement of any organization.

Grounded research methodology selected for research given us few categories, which needs to be addressed for successful project management. Applying grounded theory for research required descriptive research, which is mainly to illustrate concepts. When author tried to dig in to all these categories in details, it is evident that addressing these issues is concerned with strategy and tactics to manage human centered assets. This means that it is mainly dealing with the people having different cultural background. It is fact that the intellectual assets in an organization is in the people who have gained expertise through years of work experience and is tacit in nature. This knowledge has to made explicit and managed in order to leverage on it and gain competitive advantage in project management perspective. This implies, in general, knowledge management plays key role in project management also. There is a broad range of thought existing on knowledge management with no agreed definition current or likely. In addition as the categories are already emerged as important issues from our grounded research, the related literature will reflect knowledge management issues related to it. An increasing presence of academic debates within epistemology (the branch of philosophy that studies the

nature of knowledge, in particular its foundations, scope, and validity) emerging in both the theory and practice of knowledge management gives us scope to use too much of literature for our descriptive research process.

Basically all these categories were followed for interpretation, dissemination and use, and retention and refinement purpose of the research. The literature on knowledge bases shall be related to the categories emerged and shall fulfill our requirement as extant literature for the categories to illustrate the concepts and give further description and concepts related to categories already emerged.

As in grounded research, the categories emerged are so important that if not addressed properly, they can make or mar the successful conduct of a project. Also, it is evident that culture is appearing repeatedly as important category in grounded research. Author chose to relate all these categories to related knowledge bases. The knowledge bases selected depending on the categories emerged and can be related directly to the contents of knowledge bases selected. The factors from knowledge base are identified by relating the contents of particular knowledge base and major important contributions by various researchers. Few contributions relating the available knowledge bases to the categories are as under.

Brake (2002) suggests some simple but important advice for cross-cultural management knowledge managers should study respected managers in other cultures, and then be prepared to adjust one's style to be resonating with the local perception of leadership. This prompts study of cultures, cultural theory and leadership styles for effective management in cross cultural environment.

Hanges and Dickson (2004) contend that culture and culturally endorsed implicit leadership theory (CLT) are convergent-emergent constructs (Kozlowski and Klein, 2000). The authors explain convergent and emergent by stating that (Pg. 124): "convergent because the responses from people within organizations or societies are believed to center about a single value usually represented by scale means….emergent because even though the origin of these constructs are a function of cognition, affect, and personality of the survey respondents, the properties of these constructs are actually manifested at the aggregate or group level of analysis." This also, provided leadership and cultural theory as main subjects of interest.

McLuhan (1964) suggests a variation on Robert Browning's poem (McLuhan's version): a man's reach must exceed his grasp or what's a metaphor. McLuhan says that all media are in fact active metaphors and information provides the power to translate experience into senses rapidly. McLuhan quotes Bertrand Russell as saying that the great discovery of the twentieth century was the technique of suspended judgment - critical to effective communications, and to knowledge transfer. He also tells a story of Tzu-Gung who is passing by a farmer that is irrigating his fields by carrying which he obtains through climbing up a well. Tzu-Gung suggests the use of a *lever and rope*, but the farmer refused saying that he would then become like the machine. McLuhan also proposes that games are substitutes for stress, and represent models of culture.

Gannon also describes the work of Hall and Hall (1990) and the cultural dimensional system that they defined:

Information flow – It is the structure and speed of messages (communications). Gannon then points to the work of Hofstede (2001) who developed, as noted earlier, five dimensions for comparing cultures (power and empathy).

Cleland (1995) prepared a paper on the connection between leadership and the Project Management Body of Knowledge (PMBOK). Cleland opens by saying that (Pg. 83): "the limited description of leaders and leadership in the project-management body of knowledge is noted with the suggestion that a more expansive discussion of leadership is needed for the body of knowledge, particularly as it continues to provide guidance in the management of cross functional and cross organizational initiatives." Author argues that Cleland's statement also applies to cross-cultural issues. Cleland quotes an older version of the PMBOK that address leadership.

Greenberg states that (no page number HTML document): "in a study of cultural differences, a limitation is posed by the inherent tendency for national cultures to be interdependent, leading to

Cultural diffusion. This, in turn, creates spuriously inflated correlations between culture and various dependent measures, a phenomenon known as Gallon's Problem (Naroll, Michik and Naroll, 1980)." As the world becomes more mobile, this problem becomes more intransigent.

McLuhan (1964), Gannon, Hall and Hall (1990) and Cleland (1995) guides about role of culture and leadership in cross cultural and cross organizational environment, which is directly related to the categories emerged from grounded research. Greenberg statement provided correlation between cultures interdependence and problem solving (conflict management in broader view) as important subjects of interest.

Above contributions to the management as a whole and being more specific when related to research subject that is categories emerged from grounded research , provided an important link between leadership styles and importance of aspects of culture viz. cultural knowledge and theory for cultural issues and conflict management with the cross cultural issues. So using these knowledge bases for descriptive research as extant literature for digging in to literature was evident for author. Thus, the knowledge base studies were refined and confined to following four factors which can be related to the categories already emerged and serve the purpose of illustration of the categories and provide more description of the categories as descriptors for further validation and fill the gap as desired.

The main factors are:-

    a. Cultural Theory
    b. Cultural Knowledge
    c. Leadership Theory
    d. Conflict Management.

Above four factors basically deal with general management, that is what is expected and paucity of knowledge available for project management perspective is related to this. The contents of these four factors provided as review of extant literature of this four factors indicates that successful projects with uncertainty reduced to a great extent is possible only if the project leadership embraces the knowledge pertaining to the above four key influencing factors and effectively harness/manage this repository of knowledge. Above four key influencing factors are studied in depth from various sources to illustrate the basic concepts to adopt GT for research which may be helpful in final sorting stage as more data.

In international context, many authors and scientists contributed to understand the concepts in general management perspective. It is the author's personal experience that these four factors

need to be studied to develop the theory to be tested using DELHI panel that can make or mar the successful conduct of a project.

Globe survey also used to link the outcome of Grounded research and theory to the attributes given by Globe survey. The research addressed how organizational practices are influenced by societal forces, and it cross referenced the work with that of Hofstede (2001), and Schwartz (1994). The editors found that management is culturally contingent upon the culture in which the leadership functions.

In one of the broadest and most thorough studies of leadership (management) and culture, House and Javidan (2004) reported on the Global Leadership and Organizational Behavior Effectiveness Research Program (GLOBE) that surveyed 17,300 mid-level managers representing 951 organizations (financial services, food processing, and telecommunications) in 62 cultures.

This was an extensive survey with a research objective at a large level including large no. of researchers, but being a lone research study author may not undertake such a big activity for research like Globe survey, so the existent Globe survey is used to develop the theory related to the categories emerged from grounded research. As discussed successful project leadership calls for an intelligent integration of this vital knowledge with the leadership styles as well as day to day project management systems. These four key influencing factors are discussed in brief as follows:

Please note that the literature referred below is not accurate description of the concepts but a related literature which can be useful considering the above sub-categories. Author used the descriptive research to illustrate and analyze the contents of extant literature for further description for the core categories. The related literature is discussed in next few sections. Let us take each factor one by one

10.2.1 Cultural Theory

A thorough grasp of cultural theory is a very important knowledge base that a project manager especially in multi cultural scenario should possess. Diversity of culture is inevitable because of differences of culture of team members, varying organizational cultures by virtue of different global organizations participating in the project, as also diversity in National Cultures due to locations of the Project.

Cultural theory has predominantly been the domain of sociologists, psychologists, and anthropologists. Project management has paid little attention to the topic in the last ten years. This section covers many of the authors below who addressed both culture and leadership as well. Author has made efforts to separate their writings where possible in tabular form into culture for this section and leadership that are discussed in next section.

Review of extant literature on Cultural Theory is summarized in following table

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Margaret Mead (1955)	Culture	Culture was "….a body of learned behavior which a group of people who share the same tradition transmit entire to their children, and, in part, to adult immigrants who become members of the society. It covers not only the arts and sciences, religions, and philosophies…..but also the system of technology, the political practices, the small intimate habits of daily life…as well as the method of electing a prime minister."
Darlington (1996)	Culture -Society	He quotes a definition of culture by Margaret Mead (1955)*3.1 as (Pg.33): "a body of learned behavior, a collection of beliefs, habits and traditions, shared by a group of people and successively learned by people who enter the society."
Kluckhon's (1967)	Culture Relates to Trust (Character)	Definition of value (Pg.5): "a value is a conception, explicit or implicit, distinctive of an individual or **characteristic** of a group, of the desirable which influenced the selection from available models, means and ends of action."
Schwartz (1992)	Power & Trust	He found that values clustered into the categories of **power**, achievement, hedonism, stimulation (transformation), self-direction, universalism, benevolence, tradition (empathy), conformity, and **security** (trust).
Hofstede (2001)	Power – Power Distance	The validated conclusions are described in the following five well-known dimensions. 1. Power Distance 2. Uncertainty Avoidance 3. Individualism or Collectivism 4. Masculinity – Femininity 5. Long-Short Term Orientation
Hall and Hall (1990)	Communication –Cultural Comms.	They culture is Communication - comprised of words, material things, and behavior. The authors say that the essence of **cross-cultural communications** has more to do with releasing the right responses than with sending the right messages.
Arrien (1993)	Trust –Justice, Human Touch Empathy –Cultural Etiquette, Humaneness	He quotes Zen Lessons (1989) as saying that the body of leadership has four limbs: enlightenment and virtue (inspire), speech and action (communicate), **humaneness** and **justice** (empathy and trust), **etiquette** and law (empathy and trust).

Table 10.1 Extant literature on Cultural Theory (contd…)

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Earley and Ang (1993)	Trust – Fairness, Duty Empathy & Communication	Earley and Ang point to the issue of values as well by referencing the work of Wilson (1993) who proposed that there were four universal morals: sympathy **(empathy),** fairness **(trust),** self-control **(communication),** and duty **(trust).**
Hui and Oraen (1997)	Power -Patient power	They explore the Chinese relational system called *guanxi* and its potentially compromising effect upon western leadership. Leaders who attend to the issues of face (self and others) are effective in most cultures. Leaders who understand this are patient and have a long-term view of business, relationships, and success.
Luthans and Hodgetts (1996)	Power – Power Distance,	Emphasized the fact that the work of Hofstede was based upon the western model. They point to the Chinese Culture Connection (1987) which designed a questionnaire based upon traditional Chinese sayings, which was then translated into different languages and given in 22 countries. The findings affirmed the **power**, individualism-collectivism, and masculinity-femininity dimensions proposed by Hofstede.
Gibson (1997)		He contends that intercultural differences in communications occur due to differences in cognitive styles (methods), and cultural values (particularly Hofstede's masculinity-femininity, individualism-collectivism, and power distance dimensions)
Cusher and Brislin (1997)	Empathy -Knowledge of Cultural Etiquette	They argue that training requires four stages: 1) awareness (of another culture), 2) **knowledge** (knowledge of the culture), 3) challenge to people emotions (getting over discomfort), and 4) skill development.
Den Hartog, House et al. (1999)	Transformation -Charisma Trust -Fearlessness	They have performed some of the most comprehensive work on cross-cultural leadership. Authors stated, "attributes associated with charismatic/transformational management will be universally endorsed as contributing to outstanding and effective management, and the findings were that the combined results of the major GLOBE (Global Leadership and Organizational Behavior Effectiveness) study and the follow-up study demonstrate that several attributes reflecting charismatic/transformation all management are universally endorsed as contributing to effective management as well." The authors went on to say that "these include motive arouser, foresight, encouraging, communicative, trustworthy, dynamic, positive, confidence builder, and motivational. Several other charismatic attributes are perceived as culturally contingent. These include enthusiastic, risk taking, ambitious, self-effacing, unique, self-sacrificial, sincere, sensitive, compassionate, and willful. None of the items universally perceived as impediments to outstanding management describe transformational/charismatic management".

Table 10.1 Extant literature on Cultural Theory (contd…)

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Sagiv and Schwartz (2000)	Cultural Environment & Intelligence	They found the three universal needs of people to be: 1) **humane** requirements, 2) the preservation of society, and 3) the relationship of people to their natural environment.
Pheng and Leong (2000)	Communication –High/low context communication Trust	They describe the **characteristics** of the Chinese construction industry, including those relating to relationships and high/low context communications. Pheng and Leong point to the characteristics being **trust** and **respect**, family business structure, use of concise simple contracts, focus on profits not financial matters, and the unfortunate reality of bribery and bureaucracy being alive and well.
Gannon (2001)	Empathy -Metaphors	He takes an approach of starting from Hofstede's work and enriching the information with in depth studies of individual cultures. Gannon points toward the work of other psychologists and anthropologists for the construction of cultural **metaphors**. Gannon states that there are times that culture is less important or indeed not important at all. Some examples cited are occupational similarities, such as communities of practice (CoP's - e.g. doctors), social class similarities (e.g. middle-class), exclusionary powerful groups (e.g. apartheid), and partnerships.
Earley and Ang (2003)	Transformation -Ability	They point to the work of Lee and Templer (2003) who set forth a theory of **Cultural Intelligence (CQ)**. The theory is that as with emotional intelligence (EQ), and intellectual intelligence (IQ), CQ is a pre-requisite for the effective leadership and management of diverse cross-cultural groups. They state that the essence of a charismatic, management/leadership is the **ability** to generate congruence between the followers and the managements concerns for solving a problem (one enemy)
Thomas and Inkson (2004)	Communication -Knowledge	They describe the concept of Cultural Intelligence (CQ) as having the components of mindfulness, behavioral skills, and knowledge.
Shore and Cross (2005)	Culture	They explore the role of national culture on international science projects. "National culture and its influence on the Project Management process have received little emphasis in the literature."

Table 10.1 Extant literature on Cultural Theory

Review of extant literature as above encouraged author to review and relate globe survey which is related to categories obtained from grounded research. This is used as a very important part of this descriptive research for description of the categories and relating it to the important variables provided by globe survey. The comparison of variables and categories obtained from grounded research gives a strong base to describe categories with certain descriptors which are useful for formulation of hypothesis and pose specific questions to DELPHI panel.

The Globe Survey

Javidan and Hauser (2004), as part of the GLOBE study, point to other cultural databases that bear upon the issues of how and why cultures are different. They point to the UN Development Program Human Development Report, the World Value Surveys by Inglehart, and the World Economic Forum's Executive Opinion Survey as databases utilized to consider the economic, development, and quality of life in different cultures. The GLOBE survey (House and Javidan, 2004) definition of leadership is (Pg. 15): "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members." The GLOBE definition of culture is (Pg. 15): "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations."

Specifically, the GLOBE's survey objectives were to answer the following questions (quoted from the text):

- Are there management/leadership behaviors, attributes, and organizational practices that are universally accepted and effective across cultures?
- Are there management/leadership behaviors, attributes, and organizational practices that are accepted and effective in only some cultures?
- How attributes of societal and organizational cultures influence specific management/leadership behaviors, and if they will be accepted and effective?
- How do attributes of societal and organizational cultures affect selected organizational practices?
- How do attributes of societal cultures affect the economic, physical and psychological welfare of members of the societies studied?
- What is the relationship between societal cultural variables and international competitiveness of the societies studied?

The results of the GLOBE survey identified nine independent variables or cultural dimensions, measured by questions that asked how things were in their organization (practices), and how things should be (values) in their organizations. Appendix A-6 provides a cross reference to other selected authors assembled from data in different sections of the GLOBE survey. Some of these authors were used by the GLOBE survey used as benchmarks for their background research. Appendix A-3 and Appendix A-4 provide the values for the nine cultural dimensions. A description of the nine dimensions follows:

- Uncertainty Avoidance - extent that people strive to avoid uncertainty by relying upon social norms, rituals, and bureaucratic practices. Origin (Hofstede, 2001) for all items noted as Hofstede
- Power Distance - degree that people expect and agree that power would be stratified and concentrated at high levels of organizations. (Origin was Hofstede).
- Institutional Collectivism - degree to which society and organizations encourage and reward collective distribution of resources. Origin was Hofstede, as a single dimension, modified resulting from the work of Triandis (1995).
- Group Collectivism - degree to which individuals express pride, loyalty and cohesiveness in their organizations and families. Origin Hofstede, as a single dimension, modified resulting from the work of Triandis (1995) .

- Gender Egalitarianism - degree to which societies and organizations promote gender equality. Origin Hofstede, as a single dimension of masculinity.
- Assertiveness - degree that an individual expresses assertive, confrontational or aggressive behavior in organizations and society. Origin Hofstede, as a single dimension of masculinity.
- Future Orientation - degree to which individuals engage in future activities such as planning and postponing collective gratification. Origin Kluckhohn and Strodtbeck (1961), and generally similar to Hofstede's Confucian Work Dimension.
- Performance Orientation - degree to which society or organization rewards performance and excellence. (Origin McClelland (1961)).
- Humane Orientation - degree that societies and organizations reward fair, altruistic, friendly, generous, and caring for others. (Origin Kluckhohn and Strodtbeck (1961))**.**

On the leadership aspect of cross-cultural management, the results of the GLOBE survey identified six dependent leadership variables or global leadership dimensions from culturally endorsed implicit leadership theory (called CLT by the authors). They identified 21 universally effective leadership behaviors, eight that were considered impediments, and 35 that were considered impediments in some cultures but benefits in others. The six global leadership characteristics are listed below and the values obtained from the survey are shown in Appendix A-5:
- Charismatic/Value Based Leadership - the ability to inspire and motivate. It includes subcategories of visionary, **inspirational**, **self-sacrifice**, **integrity, decisiveness, and performance orientation.**
- Team-Oriented Leadership - ability to build common purpose. It includes the subcategories of collaborative team orientation, team integrator, diplomatic, malevolent, and administratively competent.
- Participative Leadership - degree to which others are involved in decisions. Includes the subcategories of non-participative and autocratic.
- Humane-Oriented Leadership - includes compassion and generosity. Includes the subcategories of modesty and humane orientation.
- Autonomous Leadership - individualistic, independent attributes. Self-Protective Leadership - ensure safety and security of self and group. Includes the subcategories of self-centered, status consciousness, conflict inducer, face-saver, and procedural.

Dorfman, Hanges et al. (2004) described the theory and methodology behind the leadership scales utilized in the GLOBE study. They begin by noting the potential problems with empirically developed scales (construct developed from statistics), and with theory-driven scales (construct written and tested). The authors decided to utilize the theory-driven approach similar to that of Smith and Schwartz (1997).Fig 10.1 was compiled from data presented in the GLOBE study from House and Javidan (2004).
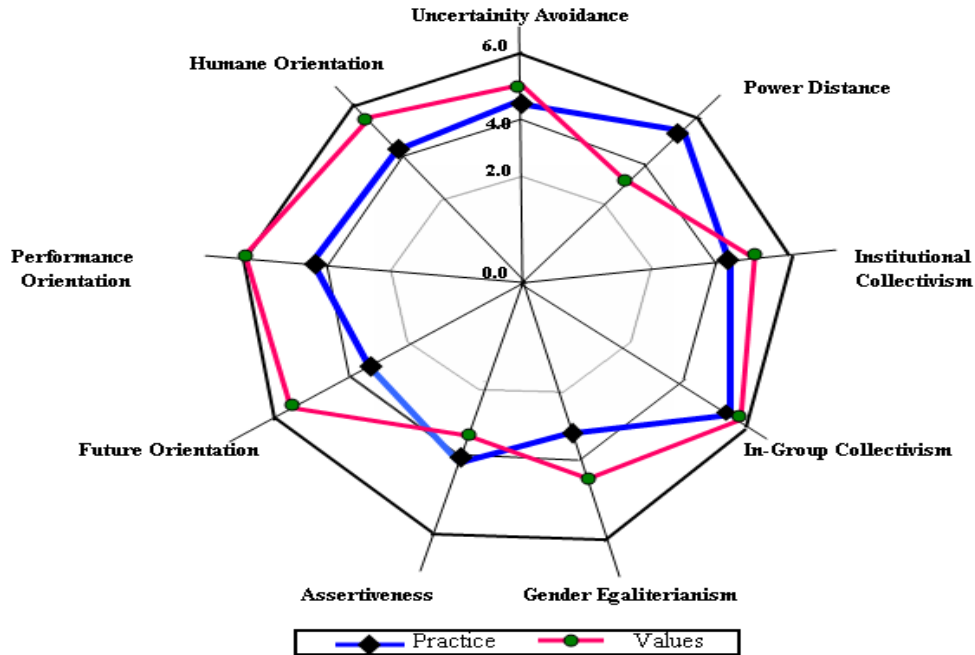
Fig. 10.1 GLOBE Cultural Dimensions (Data Compiled from House and Javidan)

It shows the average overall responses to the survey on each of the cultural dimensions (the scale is from 1 to 7). Differences between the practice (as is conditions), and the values (should be beliefs) were both measured by the GLOBE survey, and are displayed in blue and red respectively.

The GLOBE survey explored the differences between how people see actual practice in the workplace versus what values that believe should be in the workplace. For example, notice the difference on the Hofstede dimension of Power Distance. This provides an interesting view of the data originally collected by Hofstede.

10.2.2 Cultural Knowledge

In the global economy, it is important that people develop the **ability** to empathize with other cultures, rapidly. In present day project environment that relies heavily on virtual communications with teams spread around the globe, building trust and providing appropriate management / leadership are critical business and Project Management skills.

There is a significant body of literature on cross-cultural issues, but often it focuses on a thin band of customs and business practices. While this knowledge is essential, it generally is only durable enough for short business engagements. It is not adequate for extended global assignments, or for extended projects with virtual teams. Another method is needed if one is to learn more quickly about other cultures.

One potential method that has emerged is the use of **metaphors** to provide a window into other cultures that is rich and informative, not judgmental. The literature on metaphors begins with Aristotle, and has a long history of debate between those who believe metaphors to be a knowledge transferable representation of complex ideas, and those who believe it to be an

intellectually lazy way to avoid detailed descriptions of complex ideas and author's international conference paper has also related and corroborated author 's findings that using metaphors is a good tool to enact knowledge management initiative in project management.

There are also those that have argued that **metaphors** in the cultural domain are in danger of crossing the line into stereotypes. Metaphors are a way to increase the understanding of other cultures, and thus empathy. Further, the study of metaphors will help those from low context cultures, like the United States, to develop **sensitivity for communications** in high context cultures.

In this section, the research on cultural knowledge and metaphors is explored. The research portion of the chapter includes summary of review of the early literature and ends with a review of Gannon's work on cultural metaphors.

Knowledge acquisition and transfer of different cultures is critical in developing and nurturing the concepts, since values vary widely, this section will also look at international value systems. Values, **ethics**, and **moral** judgment are integral to the five dimensions of leadership proposed in this research, and directly with trust. Brief review of Cultural Metaphor Theory is summarized in following table

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Turbayne (1962)	Trust (Truth) -Empathy (Metaphor)	One must not confuse literal **truth**, and **metaphor**
Turbayne quotes Aristotle	Empathy – Cultural Intelligence (Metaphor)	Metaphor *(meta-phora)* consists of giving the thing a name that belongs to something else; the transference *(epi-phora)* being either from genus to species [general to specific] or from species to species..
McLuhan (1964)	Empathy -Metaphor	All media are in fact active **metaphors** and information provides the **power** to translate experience into senses rapidly
Wheelwright (1967)	Communication	Begins a discussion on metaphor by quoting the TaD Te Ching: "the Tao that can be spoken is not the real Tao" illustrating the difficulties of communicating deep and complex ideas with language.
Hawkes (1972)	Empathy – Cultural Intelligence (Metaphor)	Describes the forms of transference in speech as figures of speech or tropes (using a word in a sense to which it does not properly belong), and that **metaphors** are the fundamental figure of speech.

Table 10.2 Cultural Metaphor Theory (contd…)

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Cohen (1979)	Empathy – Cultural Intelligence (Metaphor)	Notes that the works of Hobbes and Locke drove the thinking on **metaphors** as being frivolous and inessential until the twentieth century, and that they do not contain or transmit **knowledge**, do not connect directly with facts, and do not offer genuine meaning.
Smith and Simmons (1983)	Empathy -Metaphor	Argue that organizational psychology should become more attuned with myths (a chief executive's deification for example), and that **metaphors** must have a context if they are to be understood.
Gioia and Poole (1984)	Empathy -Metaphor	Address the issue of scripts in organizations. They contend that scripts are metaphorical in nature, and go on to propose future research into scripts and their use in organizations.
Campbell (1986)	Empathy – Cultural Intelligence (Metaphor)	Points to the work of Adolf Bastian and his notion of local and universal myths and **metaphors**. Campbell said that myths are like dreams, being derived from experience and making use of metaphor.
Mac Cormac (1990)	Empathy –Metaphor Communication	There are three levels of **metaphors (communications)**: 1) a linguistic surface level, 2) a deeper linguistic level, and 3) the deepest level of cognitive activity.
Highwater (1994)	Empathy –Metaphor	He writes about the artistic use of **metaphors** to describe the indescribable
Jarvenpaa, Knoll et al. quote the Mayer,	Transformation - Ability	The authors also hypothesized that integrity and **ability (technical**, interpersonal, etc.) predicted trust better than benevolence, which is often acquired through team building exercises.
Jolley, Zhi et al. (1998)	Empathy – Cultural Intelligence (Metaphor)	He found that there is a progression from color, to subject matter, to **metaphor** from childhood to adulthood in both Britain and China.
Loosemore and Muslmani (1999)	Communication - Sensitivity	Investigated the degree of **sensitivity** that UK nationals have towards the Arab cultures, and how to predict potential communication problems. What they found was (Pg. 5) "not very encouraging" due to the insensitivities and lack of cross-cultural training and knowledge.

Table 10.2 Cultural Metaphor Theory (contd…)

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Kociatkiewicz (2000)	Communication – Story Telling	States those organizations, and the process of organizing, can be accomplished through myths or stories that are negotiated and told by the participants with the process of empowering this communication and storytelling, the members of an organization invent the organization.
Marquardt and Berger (2000)	Trust - Ethics	Knowledge of cultural **ethics** and values are essential for project management. However, it is essential that the management provides a benchmark or goal that project team strives to achieve, part of a team culture.
Boers	Empathy – Cultural Intelligence (Metaphor)	Separates metaphors into primary *(image-schema)* and complex categories and argues that the primary type is more a universal metaphor (an example of primary would be more is up, less is down), and that the complex type is more apt to cultural-specific variations *(an example theories are buildings)*.
Maasen and Weingart (2003)	Empathy – Cultural Intelligence (Metaphor)	Describe the long and wide debate regarding the importance and dangers of metaphors.
Harrington (1995)	Empathy – Cultural Intelligence (Metaphor)	Metaphors do much more than just lend old lexical meanings to new objects: they are literally ways whereby societies 'build' webs of collective meaning; create what we would call cultural cosmologies or meaning-worlds that, once built, for better or worse become the 'homes' in which we reason and act, places that constrain without determining any of our particular conclusions or actions
Ozcaliskan (2003)	Empathy – Cultural Intelligence (Metaphor)	Writes about the Turkish metaphorical structure of death, life, sickness, body, and time by using the Conceptual Metaphor Theory (CMT), suggests that Christianity, Judaism, and Islam are western religions and therefore share concepts about birth, death, and after life

Table 10.2 Cultural Metaphor Theory (contd…)

Contribution by	Deals with issues related to / Related Category	Contribution / Concepts / Model
Renard and Eastwood (2003)	Communication & Empathy	Argue that a one-size-fits-all approach to culture will fail when individual characteristics are taken into **consideration** and one must speak in congruence with the mask or the **risk** being misunderstood **(communications and empathy)**, considered as an outsider, or considered disruptive.
Ryan (2003)	Trust -Truth -Justice	Describes the matrix as having four pillars on the horizontal axis of **justice**, beauty, goodness, and **truth** - **justice** and beauty being meaning, and goodness and **truth** being values.
Perkins (2004)	Empathy – Cultural Intelligence (Metaphor)	Described what he called the corporatocracy - the promotion of corporate interests as a foreign policy, without due regard to the future, by using aggressive leadership (what he states became the hallmark for USA business schools)
Szulanski and Jensen (2004)	Empathy – Cultural Intelligence (Metaphor)	Confirmed that templates increase the stickiness (ability of knowledge to be replicated) in the knowledge transfer process.
Kovecses (2005)	Empathy – Cultural Intelligence (Metaphor)	Believes that abstract concepts are largely metaphorical, and that the source and target domains help to explain the universality and particularity of metaphors and the correspondence between source and target domains is what makes a metaphor.

Table 10.2 Cultural Metaphor Theory

Cultural Metaphor Theory – Gannon

One of the most significant works on cultural metaphors discovered in this research was that of Gannon (2004). Gannon begins by quoting Lakoff and Johnson (1980) as saying (Pg. xiii): "if we are right in suggesting that our conceptual system is largely metaphorical, then the way we think, what we experience, and what we do every day is very much a matter of metaphor." Gannon then defines cultural metaphors (Pg. xiii): "A cultural metaphor is any activity, phenomenon, or institution with which members of a given culture emotionally and/or cognitively identify. As such, the metaphor represents the underlying values expressive of the culture itself. Culture allows us to fill in the blanks, often unconsciously, when action is required, and cultural metaphors help us to see the values leading to action."

Gannon divides his book into the framework developed by Traindis and Gelfand (1998),Fiske (1991), and Huntington (1996): 1) horizontal collectivism or community sharing, 2) vertical

collectivism or hierarchical ranking, 3) horizontal individualism or equality matching, 4) vertical individualism or market pricing, and 5) cleft cultures or cultures torn from its roots with diverse subcultures.

Gannon also describes the work of Hall and Hall (1990) and the cultural dimensional system that they defined:
- Context - the amount of information that must be explicitly stated if a communication is to be successful.
- Space - the way societies deal with personal space.
- Time - polychromic (multi-tasking) and monochromic (one thing at a time).
- Information flow - the structure and speed of messages **(communications).** Gannon then points to the work of Hofstede (2001) who developed, as noted earlier, five dimensions for comparing cultures **(power** and **empathy).**

Gannon explains that his work utilizes all of these concepts. The author then lists the topics that were considered when undertaking the research including:
- Religion
- Aural space and the degree to which society reacts negatively to loud noise
- Holidays and ceremonies
- Humor
- Language, both oral and written
- Non-oral body language communication
- Sports as a reflection of cultural values
- Political structure of the society
- Educational system of the society
- History of the society, but only as it reflects cultural mindsets
- Food and eating behavior
- Rate of technological and cultural changes
- Organization and perspective on the work ethic and the relationship between superior and subordinate

Gannon describes the methodology utilized to frame the analysis of each culture that was studied. The author explains that Stage I provide a basic understanding of the culture and that Stage 2 [(Triandis and Gelfand, 1998; (Fiske, 1991) is needed to better specify the differences particularly in the relationship between culture and economics or business practices. Stage 3 includes the remaining ethic **consideration**s from Hofstede (2001) and Osland and Bird (2000). In Stage 4 Gannon applies the considerations listed above (religion, etc.) to the dimensions of Stages 1 thru 3.

Gannon warns, however, that sometimes culture is not important, and at other times critical. The author points out that an issue like economic status can neutralize cultural backgrounds. On this topic he uses the example of the positive reinforcement for children of middle-class families who enroll their children in music lessons, compared to the potential of negative reinforcement of blue collar families on skill development (Kagitcibasi, 1990). The author also points to other conditions that produce stereotypes in cultures, like apartheid in South Africa.

Gannon says that (Pg. 15): "when trust is present, culture decreases in importance." He points to the work of Jarvenpaa, Knoll et al. (1998) who did a study of virtual teams and found that quick trust did in fact diminish the impact of culture. Author's paper "Trust in virtual team functioning" on this subject has been reviewed and accepted in IEEMA Journal. Actual publication will happen in due course of time.

On the issue of stereotypes, Gannon describes them as shorthand ways to classify multitudes of stimuli. He indicates, correctly, that stereotypes can be either positive or negative, and that the word has become more associated with the negative than with the positive. The author states that social psychologists recognize that there are differences between people, and that the negative connotations relating to stereotypes have led us to deemphasize these differences. The author points to the work of Adler (1997) who argues that it is legitimate to use stereotypes, as long as they are descriptive rather than evaluative. Gannon contends that metaphors are not stereotypes, and the research results are provided to natives from each culture to assure that the findings are in fact descriptive.

10.2.3 Leadership Theory

An important weapon (possibly the most potent one) in the repository of effective project management is a thorough grasp of the knowledge of leadership theory. In the field of project implementation it is the leadership which initially fashions the project management style and systems. Especially in a cross cultural context effective comprehension of leadership theory is a core area of the key knowledge base. In the context of projects leadership should not be treated as merely referring to the hierarchical leader. Leadership is a role which could be donned by different persons/different groups from time to time depending on project situations. At times more than one person/group may also be concurrently performing the leadership role especially in complex project situations requiring thrust/drives in multiple fronts simultaneously. No doubt the nodal leader is important but it is the summation of all these leadership roles which constitute the actual project management set up. As such in a complex project set up project management can be viewed as synonymous to project leadership.

There are no shortage of leadership theories and studies, and there are numerous overlaps in terminology relating to the differences between leadership and management. This section of the research will focus on published leadership issues, research, and theory. Since some of the published research is related to culture, there are some unavoidable overlaps with the cultural section of the research. Review of extant literature on Leadership Theory is summarized in following table

Contribution by	Related Category	Contribution / Concepts / Model
Jomini (1862)	Trust -Confidence -Loyalty Empathy - Respect	A good experienced leader inspires **respect**, **confidence**, and **loyalty** in his subordinates, all of which enable him to get from his men performance far above what a new leader might command.

Table 10.3 Extant literature on Leadership Theory (contd…)

Contribution by	Related Category	Contribution / Concepts / Model
Shirer (1979)	Trust & Communication	Critically sound advice for leadership on both the importance of **communications**, and the **consideration** for religion. According to Shirer Gandhi knew that the British had been weakened by the world war, and would ultimately yield to independence
Wofford (1982),	Transformation	According to him, there is a Leader Environment Follower Interaction (LEFI), an extension of the Path-Goal Theory that is present for transactional and **transformational** leaders.
Bass (1985b)	Trust - Consideration Transformation - Charisma	He found that the **transformational** leadership dimensions of **charisma**, individual **consideration**, and intellectual stimulation were more closely related to perceived effectiveness than were transactional issues
Tichy and Devanna (1986)	Transformation	They told transitional leaders must help people overcome three reasons for resistance to change: 1) habit and inertia, 2) fear of the unknown, and 3) sunk.
Roberts (1989)	Trust – Dependability Empathy mainly	He summarized research on leadership principles utilized by Attila the Hun as **loyalty**, courage, desire, stamina, empathy, **decisiveness**, anticipation, timing, **dependability**, **credibility**, and competitiveness among others
Jones (1994)	Transformation	In a study of Jesus suggested that Jesus displayed three categories of leadership strengths: strength of self-mastery (**transformation**), the strength of action, and the strength of relationships.
Mayer, Davis, et al. (1995)	Trust - Concern	They however hypothesized that in affect-based trust the manager would engage in a great amount of need-based monitoring of the subordinate, demonstrating personal concern.
McAllister (1995)	Trust – Care & Concern	In a study of **trust**, McAllister (1995) indicates that interpersonal **trust** has cognitive and affective foundations. Cognitive in that we choose whom we will trust and under what circumstances, and affective because trusting relationships consist of emotional bonds including **care and concern.**
Bartholomew and Adler (1996)	Trust -Integration	The authors also note that there are three major trends in research: cross-cultural interaction in transnationals (Ghoshal and Bartlett, 1990), cultural differences (managerial behavior in most of the research), and **integration** of academia and business (the need for just-in-time research in the future).

Table 10.3 Extant literature on Leadership Theory (contd…)

Contribution by	Related Category	Contribution / Concepts / Model
Bennis and Biederman (1997)	Communication , Creativity	The authors describe how great groups, and individual leaders, direct their creative genius to create miracles.
Mullavey-O'Brien (1997)	Communication	The authors also added that there was a need to communicate this understanding in a meaningful way, while recognizing that the source of one's experience lies in the other person.
Greenleaf (1997)	Leadership, Empathy – Servant Leadership	He indicates that a true natural **servant** automatically responds to a problem by **listening**, and that to become a leader one must learn to listen effectively and automatically. Greenleaf introduced the concept of *servant leadership*.
Drath, (1998)	Trust & Empathy	Orientation toward social capital emphasizes the development of reciprocal obligations and commitments built on a foundation of mutual trust and respect
Mobley, Gessner et al. (1999)	Trust -Competence	They edited a book that explores global leadership topics including competencies, gender, psychological perspectives on leadership, and values.
Baum (2000)	Communication – Conflict Management	He indicates that opportunity exists in conflict, and that it offers a chance to practice inclusive rather than exclusive behavior.
George (2003)	Empathy -Humaneness (Compassion)	The author says that leaders are as guided by the qualities of the heart, passion and **compassion**, as they are by the qualities of the mind
Goldsmith, Greenberg et al. (2003)	Trust – Respect Transformation -Coaching	They suggest that in order to keep leaders firms must show **respect**, create thriving environments, provide training, provide **coaching**, provide feedback, reward achievements, and listen.
Schneider and Barsoux	Trust – Respect Communication - Patience	state that the competencies for managing differences abroad are: interpersonal skills, linguistic ability, motivation to live abroad, **tolerance** for uncertainty and ambiguity, flexibility, **patience** and **respect**, cultural empathy, strong sense of self, and a sense of humor.
Christenson and Walker (2004)	Transformation – Vision	The authors linked **vision** to **transformational** leadership and argued that projects are in fact transformations, and as such should benefit from transformational leadership.

Table 10.3 Extant literature on Leadership Theory (contd…)

Contribution by	Related Category	Contribution / Concepts / Model
Thamhain (2004)	Transformation – Vision & Ability	He notes that effective project leaders are (Pg. 45): "social architects who can foster a climate of active participation by involving people at all organizational levels in the planning, formation, and execution of projects. They also can build alliances with support organizations and upper management to ensure organizational **visibility**, priority, resource availability, and overall support for sustaining the team effort beyond its start-up phase"
Turner and Müller (2005	Trust - Competence	In their review, Turner and Müller concluded that the Project Management literature has (Pg. 59): "largely ignored the impact of the project manager, and his or her leadership style and **competence,** on project success."
Bass & Stogdill	Trust -Competence	In a chapter on task competence, Bass & Stogdill describe studies on **competence** that intertwines with intelligence. The authors say that meaning competence is a mixture of intelligence, training, and experience (e.g. a military officer).
	Trust –Character, Truth	Trust as defined by Webster's Ninth New Collegiate Dictionary is *assured reliance on the **character**, ability, strength, **or truth** of someone or something.*
Bennis (1999)	Transformation, Communication & Empathy	Bennis (1999) stated that there are five leadership traits, with a sixth added in a subsequent article: Passion and purpose (**transformation**),Generate and sustain trust - Bennis (2002) suggests in a later article that there are five attributes of **trust** Competence someone to rely on Constancy – Security, Caring (**empathy**),Candor (**communications**),Character (**transformation**),Purveyors of hope and optimism **transformation, empathy**),Manifest bias for action, Keep learning and growing

Table 10.3 Extant literature on Leadership Theory

10.2.4 Conflict Management

Conflict as a subject has been detailed, discussed and researched well by many experts. In the last two decades or so the topic of conflict resolution for management has been very focused. An insight into the conflict theory and its relevance to project management context will be very helpful in understanding the issues based on study of the published works in the field. Author have attempted to pen down the outline of conflict theory as perceived in eighties/ early nineties, mid-nineties and in the current decade. Review of extant literature on Conflict management is summarized in following table:

Contribution by	Related Category	Contribution / Concepts / Model
Bass & Stogdill (1990)	Communication – Conflict Management	They summarize by saying that leaders face many conflicts from such things as roles, resources, perceptions, and more.
Kilmann and Thomas (1978)	Communication – Conflict Management	Provide a four perspective model of conflict. Their view considers external and internal sources for conflict and events and conditions
Augsburger (1992)	Communication – Conflict Management	He states that while conflict is universal, the way it is perceived is distinct and unique in every culture, and with every person. Augsburger addresses what he calls the where, why, what and which of conflict
Avruch	Communication - Sensitivity	He reiterates that the importance of negotiators with cultural **sensitivity**, who knows that there is much to learn about the specific individuals that are to take part in negotiations, not just their cultural background.
Rahim (2002)	Communication –Feedback (Repetition in communication)	Rahim states that according to management scholars there is no one best way to make decisions, and that management/leadership requires matching the operating style (from autocratic to participative) to the situation or contingency theory. Rahim goes on to set forth a process for managing conflict. The process begins with a diagnosis, followed by intervention, conflict, learning and effectiveness, and feedback.
Brett	Communication & Culture	Observes that it may in fact be a disadvantage by knowing too much about the other party's culture, as it may lead to an oversimplification and stereotyping.
Chaiken, Gruenfeld et al.	Communication – Conflict Management	Focus on attitude change and persuasion in conflict resolution. The authors describe the heuristic-systematic theory of persuasion.
Krauss and Morsella	Communication – Conflict Management & Knowledge of people	They contend that **communications** is critical in conflict management and set forth four paradigms for effective **communications**: encoder-decoder, internationalist, perspective-taking, and dialogic.
Gurevitch	Trust, Empathy & Communication	Believes that rapport building, conflict resolution (**listening**, **empathy**, identifying creative means to resolve disputes, etc.), and group process and decision making (leadership, **communications**, clarifying, summarizing, integrating, etc) skills are necessary for effective conflict resolution.
Coleman	Power & Communication – Conflict Management	The concept of **power** is a key **consideration** in conflicts for it helps to explain some of the imbalances or differences – and how to deal with them.

Table 10.4 Extant literature on Conflict Management

Author's approach is particularly useful in the context of cross-cultural project management for it provides a process that can be utilized formally or informally to approach the most intransigent types of conflict. As the research confirms, the issues derived as concepts from analysis of situations are critical in **assessing, diagnosing, and engaging in dispute/conflict management**.

10.3 Cross Cultural Global project Management Intelligence Hypothesis

To manage the project effectively in a cross-cultural environment requires the acquisition and cultivation of basic human (emotional, social, and cultural), business, and cultural skills. Taken as a whole, author has called this Cross Cultural Global Project Management Intelligence (XCGPMI) in this thesis. Most of the authors cited in descriptive research using extant literature to explore the dimensions , in this thesis believe that this is a set of categories emerged from our research analysis – grounded research , comprising of a learned set of skills that can be effectively translated into other cultures. Author holds the same view from experience as well.

Grounded research and review of extant literature provided us core Project Management dimensions that are universally effective regardless of the ethnicities, the culture, the economic environment, the structure of the firm, or the complexity of a project or program. Those dimensions are:

- **Communication**
- **Empathy**
- **Trust**
- **Power**
- **Transformation**

The GLOBE survey has been utilized as a benchmark to correlate the findings of this research to a recent broad study of cross-cultural leadership. Appendix A-1 provides a correlation between the terminology used by the various authors referenced in our extant literature used for descriptive research in this thesis and the GLOBE survey dimensions. As the research review in this thesis confirms, much of the testing has been narrowly focused, and is often difficult to correlate. put it well when he observed that (Pg. 423): "the confused state of the field can be attributed in large part to the sheer volume of publications, the disparity of approaches, the proliferation of confusing terms, the narrow focus of most research, the preferences for simplistic explanations, the high percentage of studies on trivial questions, and the scarcity of studies using strong research methods." Regardless, there are patterns that exist in the multitude of theories and research that seem to describe a condensing consensus of the major qualities of leadership listed above. To explore this potential consensus, a descriptive research limited to the categories emerged from grounded theory has been undertaken to search for commonalities in the existing body of knowledge, and to compare the Cross Cultural Project Management Knowledge dimensions hypothesized to this extant literature along with Globe Survey.

Author believes that the core project management dimensions must be synchronistic with core values, and these qualities must be displayed through the appropriate cultural lens. For example, trust is a universal project management knowledge dimension, regardless of culture, based upon the results of our grounded research. To build trust, however, requires an understanding of how trust is perceived in each particular culture. Certainly, the reputation/effectiveness of the project

management will often be reflected only by earning the trust of the individual project team members and groups (participating organization) served, interacted every day.

The culture of the countries and organizations on a project can be diverse where adopting or implementing the following styles of management proper sensitivity to cultural differences are required:

- Autocratic or democratic
- Participative or directive
- Relations oriented or task oriented
- Considerate or structuring
- Active or laissez-faire.

 The underlying concept is that the management not only involves the ability to implement some or all of these styles, but also must select the appropriate style to fit the circumstance and organizational structure.   To take one example, consider power. The management/leadership team will know how and when to exercise the power that it has, and the type of power (e.g. participative or directive) that the circumstances, structure, and culture require. The application of authorized power would however be quite different in autocratic and democratic cultures, and quite different in corporate cultures that are participative versus directive.

The economic environment (business sector, geographical location, and the market timing) associated with a project must also be understood for effective management. Imagine a power generation project, located in Thailand, during a period of economic contraction for the country. This environment will force project management to **adapt the communication** and empathetic qualities to fit the potentially pessimistic attitudes of the project team and stakeholders. Under circumstances such as these, the project management set up (especially leadership team) will potentially have less influence on superior stakeholders because the pressure to complete the project may have dissipated, and the influence to move problems ahead faster may have diminished. This then can affect trust. Project complexity is a major consideration relating to project management. IT projects with a value of US$100,000, single sourced, updated product, with duration of four months may possibly need just an assignment/team manager, but not necessarily a professional project management setup. A US$2 billion project with cultural complexity, structure, and economic environment as described above must have an appropriate project management setup with good comprehension and practice the key project management knowledge dimensions brought out above. The point being that the conditions and complexity of a project will determine the amount of XCGPMI required.
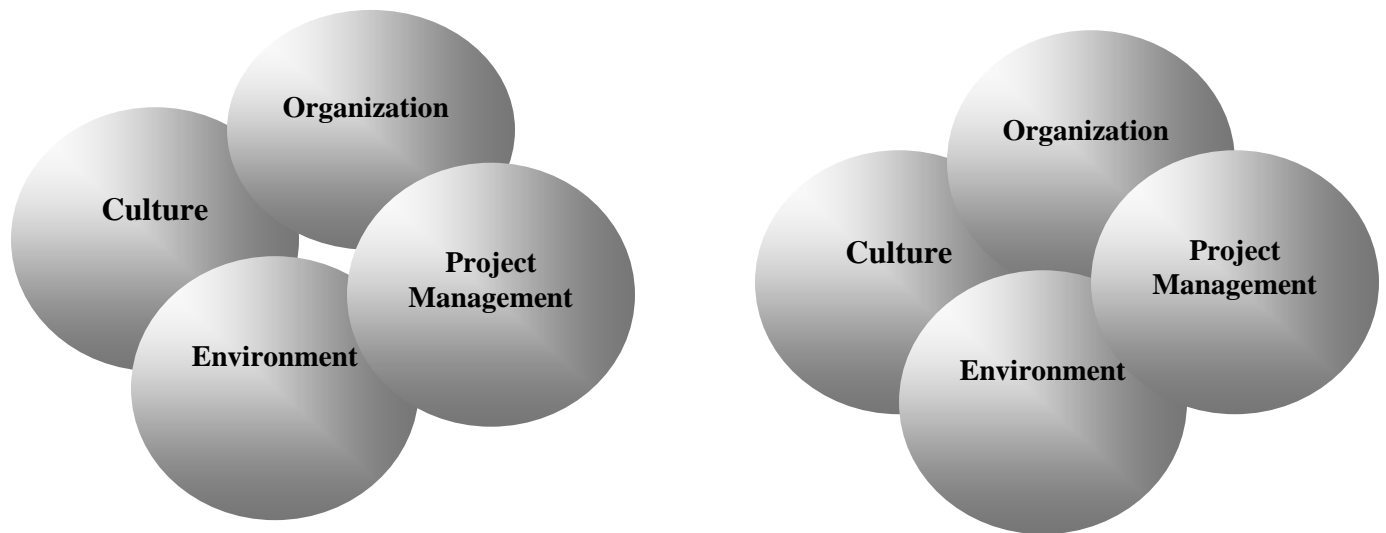
Fig. 10.2 – XCGPMI

Fig. 10.2 provides a graphic representation of the interrelationship between the major factors for consideration of project management and XCGPMI. Project management will not attempt (in fact cause) and should not change the culture, environment, or organization of a project. What the management needs is to bring a common **inspiration** to each participant, and celebrate the inherent characteristics of each dimension. One measure of the effectiveness of the project management is the extent to which these can be overlapped. As the figure shows, what project management setup needs to do is to cause a blending or coming together of the different considerations, voluntarily, in the minds and hearts of the various participants.

The next sections of this thesis discuss the hypotheses for the individual dimensions of which we have derived from our grounded research supported by descriptive research and globe survey.

This thesis proposes five hypotheses for the Cross Cultural Global Project Management Knowledge dimensions of Trust, Empathy, Transformation, Power and Communication and its descriptors, and sub-descriptors, as below:

Hypothesis 1

Trust Hypothesis: - Cross Cultural Global Project Management requires the creation and maintenance of Trust , regardless of culture.

Hypothesis 2

Empathy Hypothesis: - Cross Cultural Global Project Management requires the creation and maintenance of empathy , regardless of culture.

Hypothesis 3

Transformation Hypothesis: - Transformation Leadership is a characteristic of an effective project team regardless of culture.

Hypothesis 4

Power Hypothesis: - Power is a characteristic of Project team's functioning especially the leadership level , regardless of culture.

Hypothesis 5

Communication Hypothesis: - Effective Communication is a characteristic of effective project management, regardless of culture. .

10.3.1 Trust

Trust is a vital dimension of Cross-Cultural Global Project Management Intelligence (XCGPMI). Trust is a consistency of ideas, communication, and action, which inspire people to transcend or allay their fears. At its most basic, trust is the absence, or transcendence, of fear. Fear is an emotion that has many faces: death, punishment, loss of sustenance, loss of face, loss of respect, and loss of power to mention a few. It is also specific to an individual at a given time. Author's experience supported by research suggests that power and trust are linked. He says that power exists at the structural level (organizational structure), and that it can be conducive to the development of trust – but that one or the other dominates.

The authors propose that communication of trustworthiness, establishment of a common business understanding, and strong business **ethics** are the essentials for creating and maintaining trust in virtual organizations. Their view of **ethics** is largely from the IT perspective however.

In an article on trust, Mayer, Davis et al. define trust as being (Pg. 712):

Trust Definition

The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the **ability** to monitor that other party.

Fig. 10.3 – Trust (Mayer, Davis et al.)
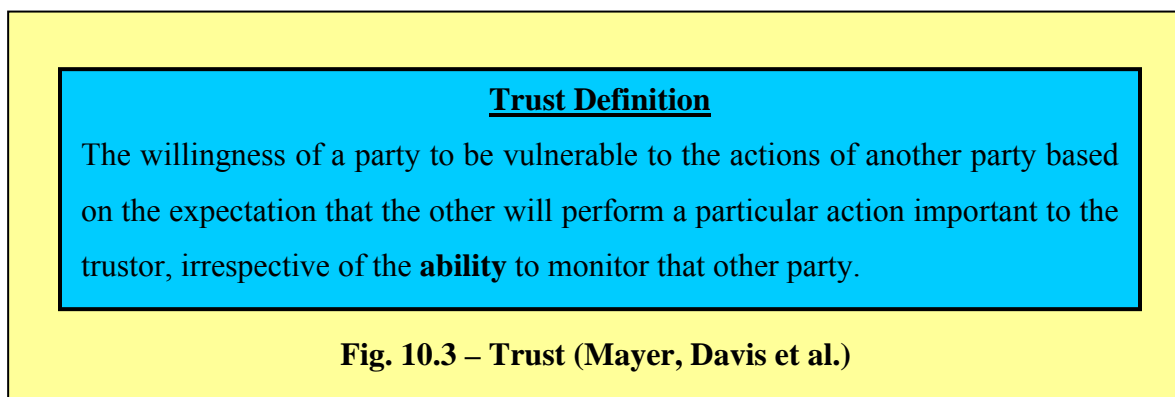
This definition is described by the authors as a follower perspective of the management (leadership) – team (follower) transaction. It is based on the notion that the follower is

vulnerable in the transaction, and must feel comfortable with this vulnerability. This definition is used in this thesis for it captures the vulnerability, inability to monitor (leap of faith) and the willingness to expose oneself.

Few authors help to illustrate the categorizations of the major themes as personality theorists (readiness to trust, deeply engrained into the personality), sociologists and economists (institutional phenomena), and social psychologists (interpersonal transactions). Lewicki and Wiethoff adopt a definition of trust as being (Pg. 87): "an individual's belief in, and willingness to act on the basis of, the words, actions, and decisions of another. Lewicki and Wiethoff maintain that implicit in the definition are three elements that contribute to the level of trust: chronic disposition, situational parameters, and the history of the relationship.

Lewicki and Wiethoff point to a previous article that says the professional relationships have three types of trust: calculus-based trust (CBT or CBD for calculus-based distrust), knowledge-based trust, and identification-based trust (IBT or IBD for identification-based distrust). Calculus based trust is grounded in the **potential rewards and punishments (Reward and Punishment Power)** for not violating or violating the trust (the authors use the metaphor of the children's game *chutes and ladders*). Identification-based trust is based upon the ability of the parties to understand the other's wants and needs, and to identify with them (the authors use the metaphor of singing together or harmonizing). The authors note that knowledge-based trust is a dimension of relationships and confidence in the other party.

The authors build a matrix of types of trust and distrust to illustrate their theory, and to show how trust may change over time. They contend that trust is the first potential casualty of conflict, and must be present if the parties are to manage conflict. They then propose the following strategies for building trust:

Calculus-based Trust
- Agree explicitly on **expectations** of tasks and deadlines
- Agree upon procedures to monitor the other person's performance
- Cultivate alternative ways to have needs met
- Increase awareness of how other see one's performance

Identification-based Trust
- Share common interests
- Share common goals and objectives
- Share similar reactions to common problems
- Share values and **integrity**

Building trust requires **patience**, consistency, and time whereas destroying trust can be instantaneous. The published research that has been reviewed for this thesis provides a near unanimous agreement that trust is essential for effective project management (all the more in a cross cultural context). One study actually indicates that when trust is present, culture differences decrease in importance.

Buskens begins his book with an overview of trust, and the sociological literature on trust has been extensively reviewed by Misztal. Misztal identifies trust as having three functions. First, the *integrative function* of trust, or system-level trust in normative systems as the main source of social order. This means that social order is a result of norms prescribing trustful and trustworthy behavior. Second, the *reduction of complexity* where Luhmann argues that actors increasingly need trust because of the growing complexity of modern society and because the consequences of decisions are becoming more uncertain. Third, *trust as a lubricant for cooperation*.

The hypothesis descriptors are set forth in the column titled "Thesis," and the column titled "Question" indicates that this descriptor was a question posed to the Delphi panel (see Appendix A-1).

The process undertaken for trust, and each of the other dimensions was to perform the descriptive research using extant literature for exploration of dimensions emerged from grounded research then compare it to the GLOBE dimensions. This was followed by an inspection of the data and addition of author 's personal experience. The combination of these factors led then to the *Thesis* column descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for Trust are shown in Appendix B-1.

This thesis proposes hypothesis for the Cross Cultural Global Project Management Knowledge dimension of Trust and its descriptors, and sub-descriptors, as below:

1. **Trust Hypothesis**

   Cross Cultural Global Project Management requires the creation and maintenance of Trust, regardless of culture.

2. **Trust Descriptor**

As a part of descriptive research , when author revisited the extant literature for further illustration of trust as an important category and concepts related to it emerged from grounded research methodology, after comparing the extant literature and thorough information available on the concepts of interest , author could get the following descriptors of trust which are either derived from extant literature referred and discussed above or from project cases discussed earlier along with logical validation of author for the subject of specific interest to proceed with the research. The major descriptors are grouped and arrived from various contributions referred in descriptive research using extant literature, whereas fairness, **candor**, **fearlessness** and **integrity** can be referred to all case situations described earlier and can be related to trust by sense making. The following are descriptors of Trust:

- Care and Concern
  - Care and Concern
  - Esteem for oneself & others
  - Consideration of Face

- Competence
  - Competence

- Technical Competence
- Judgment
- Integrator
  - Integrator
  - Setting and Defining goals
  - Imbuing cohesiveness
- Dependability
  - Dependability
  - Predictability
  - Making and Keeping Commitments
- Character
  - Character
  - Honesty and Integrity
  - Duty and Loyalty
  - Admiration of others and self
- Truth and Justice
  - Truth and Justice
  - Fairness
  - Candor
- Human Touch
  - Human Touch
  - Tolerance
  - Respect
- Fearlessness
  - Fearlessness
  - Confidence
  - Self Sacrifice
- Integrity and Ethics
  - Integrity and Ethics
  - Demonstrating moral and ethical values
  - Ethical perspective

10.3.2 Empathy

Empathy is the ability to think, feel, and communicate from another's perspective - or as the saying goes the ability to *walk in another's shoes*. There is a strong connection between trust, empathy, and communications as well. Trust requires the removal of fear, and empathy is one tool for accomplishing that goal. To empathize with another, one must first understand the other person's perspectives, and must communicate effectively (**listen actively**). The interplay between these attributes is subtle, concurrent, and heavily influenced by education. Without a cultural education, and some language skills, it would be difficult or impossible to understand another person's perspective. In any knowledge transfer there must be explicit information (dialogue, body language, etc.), context (education about a culture for example), reflection, and externalization before tacit knowledge may grow.

Education about other cultures is a critical ingredient in many of the attributes of XCGPMI, and the work of Gannon [(see Section 3.5 (0)] on cultural metaphors can be of great assistance in this regard. The concept of cultural metaphors rests on the idea that an understanding of history, politics, art, religion, geography, philosophy, **ethics**, language, customs and rituals is required to appreciate a person's perspective.

Empathy, as defined by Webster's Ninth New Collegiate Dictionary is: "the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts and experiences fully communicated in an objectively explicit manner."

Harrington begins an article on **compassion** with a quote from Victor Weisskopf (Pg. 18): "knowledge without compassion is inhuman. Compassion without knowledge is ineffective." Harrington explores the ethical and scientific considerations of compassion - a synonym for empathy. Harrington says that (Pg. 68): "I believe that at the most fundamental level our nature is compassionate, and that cooperation, not conflict, lies at the heart of the basic principles that govern our human existence." In another work, the Dalai Lama defines compassion and love as (Pg. 64): "positive thoughts and feelings that give rise to such essential things in life as hope, courage, determination, and inner strength."

Rinpoche says of compassion (Pg. 191): "it is not simply a sense of sympathy or caring for the person suffering, nor simply a warmth of heart for the person before you, or a sharp clarity of recognition of their needs and pain, it is also a sustained and practical determination to do whatever is possible and necessary to help alleviate their suffering."

Eisenberg defines empathy as (Pg. 135): "an affective response that stems from the apprehension or comprehension of another's emotional state or condition, and that is similar to what the other person is feeling or would be expected to feel." She suggests that sympathy is a response that stems from empathy and elicits feelings of concern or sorrow. While a through review of Eisenberg's work is well beyond the scope of this thesis, her work provides a rich study on the issue of empathy. Her work included sessions with the Dalai Lama in Dharamsala where he contended that children are born loving and caring, and she cites research that shows children at age 1 or 2 exhibit prosocial and empathetic behavior. The suggestions are that societal interactions alter and change the ability of a person to empathize.

As noted earlier, Mullavey-O'Brien defined empathy. Their definition has been adopted for use in this thesis:

> ### Empathy Definition
>
> The **ability** to put oneself in another's place, to know others' experiences from their perspective, and to communicate this understanding to them in a way that is meaningful, while at the same time recognizing that the source of one's experience lies in the other.
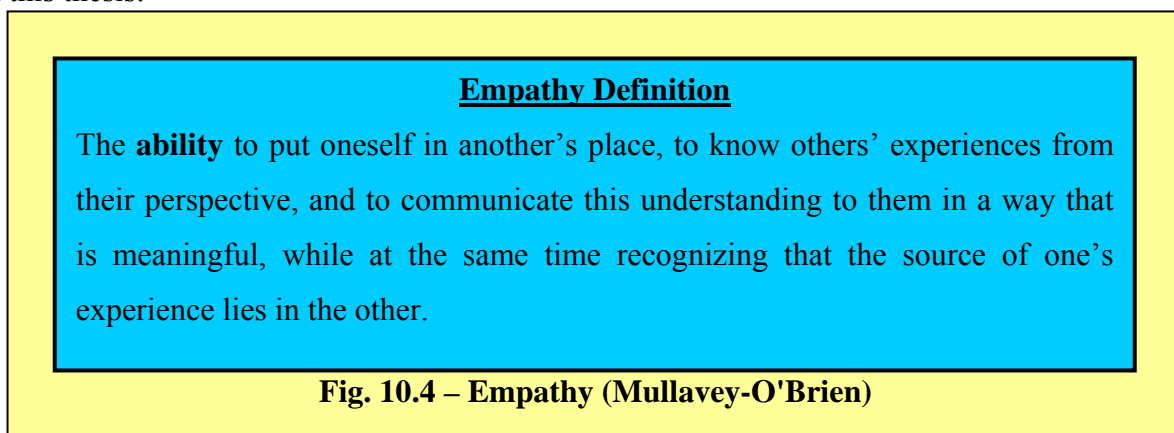
Fig. 10.4 – Empathy (Mullavey-O'Brien)

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To have empathy one must first be informed and knowledgeable about oneself and the other person. There must also be a genuine desire, not feigned, to listen effectively and compassionately with all of the senses. As indicated in Section 4.6, the level of training that a person has achieved will determine how well she or he can *put oneself in another's place* with regard to culture. As to the person themselves, this requires the desire to listen and learn about the other person.

The GLOBE survey has been utilized as a benchmark to correlate the findings of this research to a recent broad study of global cross-cultural aspects exactly, similarly to the way it was done for 'Trust' dimension as explained earlier.

The process undertaken for empathy, as with each of the other dimensions was to perform the descriptive research for exploration of dimensions emerged from grounded research   using extant literature, and then compare it to the GLOBE dimensions. This was followed by an inspection of the data and addition of author's personal experience. The combination of these factors led then to the hypothesis descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for Empathy are shown in Appendix B-1.

This thesis proposes the hypothesis for the leadership dimension of **Empathy**, and its descriptors, as summarized below:

1. **Empathy Hypothesis**

> Cross Cultural Global Project Management requires the creation and maintenance of empathy, regardless of culture.

2. **Empathy Descriptor Hypothesis**

As a part of descriptive research , when author revisited the extant literature for further illustration of empathy as an important category and concepts related to it emerged from grounded research methodology, after comparing the extant literature and thorough information available on the concepts of interest , author could get the following descriptors of empathy which are either derived from extant literature referred and discussed above or from project cases discussed earlier along with logical validation of author for the subject of specific interest to proceed with the research. The major descriptors are grouped and arrived from various contributions referred in descriptive research using extant literature, whereas **empowerment of people** is evident of all case situations described earlier and can be related to empathy by sense making. The following are descriptors of Empathy:

- Humaneness
  - Humaneness
  - Compassion
  - Respect and consideration

- Servant Leadership
  - Servant Leadership
  - Self sacrifice
  - Empowerment of people
- Cultural Intelligence
  - Cultural intelligence
  - Metaphors, storytelling
  - Knowledge of cultural etiquette

10.3.3 Transformation

Transformation in Project Management context needs to be accomplished by the leadership (first amongst themselves and then permeate to the team/followers) to achieve transformational management. As much of the theory in the various fields of research link the transformation attributes to leadership aspects (please refer chapter 10 to understand correlation between Leadership Theory which brings out leadership quality and transformation), for the purpose of this thesis transformational management in a project context is considered synonymous to transformational leadership to arrive at some of the adjectives (descriptors) for the important knowledge dimension of transformation.

In transaction theory, there is a requirement for the presence of the management (leadership) and the team (follower). Alternatively, said another way, without a transformation, there is no transaction to be accomplished. The management must transform a goal to be achieved, with an understanding that transcends the explicit information available. This is illustrated in a recent article in the Washington Post reported by Lynette Hart of the University of California-Davis. She reported that elephants likely sensed the tsunami in Asia recently by laying their trunks on the ground to feel seismic vibrations, and determine which direction to use for escape, thereby transcending the explicit information available.

The example of Moses is often used to illustrate the idea of transformation. Moses kept focused on the long-term goal despite the short term challenges that arose. He maintained the transformation through many life and death trials, without which the Israelites would have lost their way – in all senses of the word. Transformation may be intuitive, inspirational, mandated, or derived from power. However, it requires, as with trust, a constancy and fortitude to stay with the **transformation**. As with the other attributes described for XCGPMI, **transformation** plays an important role in the creation and maintenance of **trust** for it can help to remove or mitigate fear and needs effective **communication** for being properly comprehended.

Conger and Kanungo explore the issue of charisma and provide a model to suggest future study. They conclude that the leader's (managers) behavior forms the basis of the followers (teams) attitudes and perceptions.

In a chapter addressing charismatic leadership, Boal and Bryson indicate that the essence of transformational (management) leadership is to lift ordinary (team) to extraordinary heights. Similarly, Bass says that it is the ability to get people to perform beyond the level of **expectations**. For transformational leadership (management), it would further include the ability to inspire people to **risk change**.

Bass provides a solid framework for transformational leadership as described in the leadership section of last chapter. Bass then provides the basis for the definition of **transformation** for this thesis.

Podsakoff, MacKenzie et al. used six dimensions of transformational leadership, from the literature, in a study that they performed. The six dimensions identified were articulating a **vision**, providing an appropriate model (role model), fostering the acceptance of group goals, high performance **expectations**, providing individualized support (**mentoring & coaching**), and intellectual stimulation.

In an article on Implicit Leadership Theory, House, et al. generally confirmed the concept that charismatic/transformational leadership are universally endorsed (*ethic*), but that the attributes must be adjusted based upon the culture involved. Their conclusion relating to culturally contingent elements of charismatic/transformational leadership summarize perfectly the hypothesis of this thesis regarding far more than just this attribute (no page number HTML document): "Several of the culturally contingent attributes are also seen as part of charismatic/ transformational leadership by different authors. Examples include risk taking, compassionate, unique, enthusiastic, and sensitive". In the current study, author found that in some cultures these attributes are seen to contribute and in others to impede outstanding leadership. However, not only are these attributes culturally contingent, the behaviors reflecting them may also take on different meanings in different cultures. What is perceived as sensitive or compassionate in one country may be seen as weakness in another. Similarly, behavior that is risk taking may be seen as reckless in one country, but may be perfectly normal, expected behavior in another.

> **Transformation Definition**
>
> Demonstrating charisma (vision, instilling pride, gain respect and trust), **inspiration** (high expectations, uses symbols storytelling and metaphors to express important principles and purposes), intellectual stimulation (promotes intelligence, knowledge, creative problem solving), consideration (personal attention, coaching, **mentoring**), and the pursuit of change.

Fig 10.5 Transformation

This thesis adds the notion that a conventional cultural view must be tempered heavily with the specifics of the individual and the situation. Of the XCGPMI attributes, transformation is perhaps one of the more straightforward to master. In many instances, a transformation is the result of a published set of goals and objectives. In these cases, the effectiveness of the transformation is related to the management ability to communicate effectively, and in a manner that the team believes that the management (leadership) itself believes in it. Likewise, in those undertakings where the goals are intuitive, inspirational, or mandated, the transformation is likely to be more greatly affected by the personality skills of the leadership team of project management.

As with Trust and Empathy, the GLOBE survey has been utilized as a benchmark to correlate the findings of this research to a recent broad study of cross-cultural aspects. This has been done exactly in a similar fashion as was done for 'Trust' dimension as explained in section 10.3.1 above.

The process undertaken for transformation, as with each of the other dimensions was to perform the descriptive research for exploration of dimensions emerged from grounded research using extant literature, and then compare it to the GLOBE dimensions. This was followed by an inspection of the data and addition of author 's personal experience. The combination of these factors led then to the hypothesis descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for Transformation are shown in Appendix B-1.

This thesis proposes the hypothesis for the leadership dimension of Transformation, and its descriptors, as summarized below:

1.   **Transformation Hypothesis**

      Transformation Leadership is a characteristic of an effective project team regardless of culture.

2.   **Transformation Descriptor Hypothesis**

      As a part of descriptive research , when author revisited the extant literature for further illustration of transformation as an important category and concepts related to it emerged from grounded research methodology, after comparing the extant literature and thorough information available on the concepts of interest , author could get the following descriptors of trust which are derived from extant literature referred and discussed above and can be related to project cases discussed earlier along with logical validation of author for the subject of specific interest to proceed with the research . The major descriptors are grouped and arrived from various contributions referred in descriptive research using extant literature and can be related to transformation. The following are descriptors of Transformation:

      The following are descriptors of Transformation:

- Risk Change
  - Inspiring people to risk change
  - Inspiring the desire to change the status quo, etc.
  - Imbuing and feeling of security
- Vision and Ability
  - Having a vision and ability
  - Demonstrating foresight and predicting the future
  - Common goals & objectives are essential ingredients
- Inspiration
  - Inspiration

  o Setting high expectations
  o Mentoring and coaching
- Charisma
  o Charisma
  o Being Decisive and dynamic
  o Uniqueness

10.3.4 Power

There is an abundance of research on power and historical examples that extend back to the beginnings of recorded time. Arrien's work indicates that there is the power of presence or **charisma** (mental, emotional, spiritual, and physical), the power of communication, and the power of position. Heifetz' work describes authority as conferred power to perform a service or the concept of servant leadership. There is also the power of reward and punishment, the power of **knowledge, and referent power**. Power can be used, and misused, to support management, but does not in itself constitute management. Despots and dictators wield power, and people will obey the rules and requirements imposed. However, wielding power does not inspire the team to support the management and provide results that surpass expectations. Likewise, in organizations it does not necessarily follow that people who have position power constitute the real management.

Power is an essential part of management setup. Power that is voluntarily offered up (referent, knowledge, **charisma**, etc.) by team to the management is the most potent and lasting form of **power**. As an extreme example, followers may give a military leader the power of life and death over them – extreme trust and **sacrifice**. Power can evaporate if trust in the management has been jeopardized. Trust can create power, but power in and of itself cannot produce trust. From this research, power can be considered on a metaphorical basis as the fuel that drives the management. Needless to say Power exercised by the management without a perception of management being empathetic to the team will lead to disasters results. This brings in another important knowledge dimension of communication into play as it is not enough for the management to be just empathetic with the team but should communicate the same effectively such that team perception is also along the similar lines.

As described in the leadership section of this thesis **Yukl and Falbe** provide a thorough overview of power as listed below that accounts for the dimensions put forward by French and Raven (1959) as well. Tracy Gross adds an additional dimension as noted:

Position Power

-    Legitimate Power – power associated with title or authority.
-    Reward Power
-    Coercive Power – punishment power
-    Information Power – control over information
-    Ecological Power – control over the physical environment or technology

Personal Power

- Referent Power – admiration, desire to obtain approval
- Expert Power – special knowledge
- Impossible Dream Power - To make something impossible happen

Yukl (1998) says that (Pg. 142): "in this book, the term power is usually used to describe the absolute capacity to influence the behavior or attitudes of one or more designated targets at a given time." Bass and Stogdill warn that power is not synonymous with influence, though it is often used interchangeably, but that all power yields influence. Bass and Stogdill cite the definition of power by Russell (Pg. 225) as: "the production of intended effects."

For this thesis, the definition of power is a blend of the foregoing:

Power Definition

The capacity to influence behavior and attitudes to achieve intended results

Fig 10.6 Power
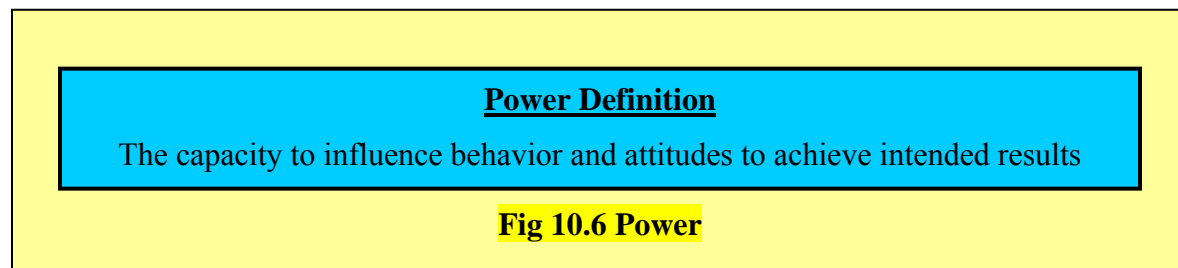
As with **Trust**, **Empathy**, and **Transformation,** the GLOBE survey has been utilized as a benchmark to correlate the findings of this research to a recent broad study of cross-cultural aspects. This has been done exactly in the same fashion as it was done for 'Trust' dimension as explained earlier in Section 10.3.1

The process undertaken for **Power**, as with of the other dimensions, was to perform the descriptive research for exploration of dimensions emerged from grounded research using extant literature, and then compare it to the GLOBE dimensions. This was followed by an inspection of the data and addition of author 's personal experience. The combination of these factors led then to the hypothesis descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for **Power** are shown in Appendix B-1.

This thesis proposes the hypothesis for the leadership dimension of **Power**, and its descriptors, as summarized below:

1. **Power Hypothesis**

   Power is a characteristic of Project team's functioning especially the leadership level, regardless of culture.

2. **Power Descriptor Hypothesis**

   As a part of descriptive research , when author revisited the extant literature for further illustration of power as an important category and concepts related to it emerged from grounded research methodology, after comparing the extant

literature and thorough information available on the concepts of interest , author could get the following descriptors of power which are either derived from extant literature referred and discussed above or from project cases discussed earlier along with logical validation of author for the subject of specific interest to proceed with the research. The major descriptors are grouped and arrived from various contributions referred in descriptive research using extant literature. The following are descriptors of Power:

- Knowledge Power
  - Knowledge Power
  - Sharing of Knowledge
  - Being a teacher, mentor
- Power Distance
  - Power Distance
  - Locus of Power
  - Communatarianism
- Referent Power
  - Respect Power
  - Bravery and confidence
  - Warmth towards others
- Position Power
  - Position Power
  - Legitimate Power
  - Political Power
- Reward and Punishment Power
  - Reward and Punishment Power
  - Coercive Power
  - Reward and Punishment Power

10.3.5 Communications

Effective communications begins with effective listening. The project management must be an effective listener first and foremost, and must imbue this desire in the entire team closely with basics for Knowledge Management. Explicit information is provided (listen), information is placed into context (listen & question), information is internalized and reflected upon (think), and then the information is acted upon (practice).

According to Peter Drucker (Pg. 339): "what can be learned cannot be taught, and what can be taught cannot be learned." In the context of education and knowledge transfer, the concept is that tacit knowledge cannot be taught, and explicit knowledge cannot be learned. In communications this concept is critically important for the ability to communicate complex tacit knowledge, like cultural attitudes, cannot be taught. In the global marketplace it is therefore essential that time is available for the translation of explicit information into tacit knowledge.

In a book authored by two people with over 40 years of cross-cultural communication experience, Carté and Fox suggest the following checklist for effective communications:

- keep an open mind
- try to put yourself in the other person's position
- ask carefully chosen open questions (ones that start with who, what, why, where, how etc);
- really listen to the answers
- ask closed questions (ones that invite a Yes or No answer) to check that any deductions you've made are correct

Pearce contends that one's (preface xix) "ability to manage is measured by what you know and what you get done, but your ability to effectively manage is measured not only by your **competence** but also by your ability to communicate who you are and what you stand for." The author contends that management communications must offer credibility, trustworthiness, confidence, passion, facts, and faith - **competence** and trust. This equally applies to project management as for all managements. To do this Pearce contends that there are four principles that must be employed: discovering what matters, applying courage and discipline, deciding to lead, and connecting with others (resonance). He suggests a framework that includes assuring that communications include:

- Establish confidence and build trust – removal of the filters of fear and suspicion, establish a clarity of purpose
- Create shared context – tell the story of how everyone came to be at the same place - their history. Facilitates the decision to change, presents a broader context, and builds trust.
- Declare and describe a compelling future – declaration as an act of creation. Pearce quotes Saint-Exupéry as saying (Pg. 110): "If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea. As for the future, your task is not to foresee it, but to enable it."
- Commitment to action – organizational support, personal commitment (the leader must act), involvement of others

From a practice point of view, Pearce suggests the use of *invested listening* which includes:

- Answering the stated and unstated question
- Acknowledging feelings
- Finding common intent
- Distinguishing between your context, or point of view, and the questioner's point of view
- Checking in: making sure that you have been responsive

Gundykunst, Ting-Toomey et al. present considerations for designing courses in intercultural communications. This is a very strong reference on inter-cultural communications. The authors point to the work of Spitzberg and Cupach and their three components of communication competence: knowledge (cognitive), motivation (affective), and skills (behavioral).

Baldoni begins his book with a quote from Drucker on communications that (Pg. 8): "it is less about information that it is about facilitating kinship within an organization." Hey says that the traits of effective management communications are:

- Significance. Messages are about big issues that reflect the present and future of the organization (e.g., people, performance, products, and services)
- Values. Messages reflect **vision**, mission, and culture
- Consistency. Messages exemplify stated values and behaviors
- Cadence. Messages occur with regularity and frequency

From a trial attorney's point of view, Spence argues that there is power in credibility (the ability to stand naked), and that the trick is to abandon trickery and use the truth. From his experience, he says that communications occur with words, rhythms, silences, hands, and bodies. He also says that if one is required to choose the single essential skill it would be the ability to listen. In describing his technique for listening, he says that sometimes when he is listening to the final argument of his opponent he lays his head back and listens only to the sounds. The author contends that sounds betray, and always carry the argument better that the words. Because they betray the urgency, the sense of caring, anger, ring of truth, and the power that can change the jury's mind. He also believes that words should be from what he calls the *heart zone* rather than sophisticated vocabulary. One key issue for cross-cultural communications is to use simple basic words that are commonly understood.

In a fascinating book, Ekman provides the results of his research on expressions. In international groups, he found that nature not nurture accounted for an *ethic* set of expressions. He says that his tests confirm that there is a difference between what he calls *managed* expressions versus the *alone* expressions. His example is that of Japanese and American responses to films of surgery and accidents being the same when alone, but when in a public setting the Japanese giving expression of a smile. He developed the Facial Action Coding System (FACS) that is used now widely by scientists to measure facial expression.

In his novel book titled Squirrel Inc., Denning explores the issues of change and leadership. He believes that storytelling is a way to communicate vision, values, knowledge, group cohesion, and so forth. He suggests that there are nine steps for constructing what he calls a "springboard story" that enables an audience to make a leap in understanding:

- Defines the specific change idea to be implemented in the organization
- Identity an incident (either inside or outside the organization, community, or group) where the change idea was in whole or in part successfully implemented.
- The incident is narrated from the perspective of a single protagonist who is typical of the target audience.
- The story specifies when and where the incident happened.
- In telling the story, ensure that the story fully embodies the change idea, extrapolating the idea from the story if necessary.
- The story makes clear what would have happened without the change idea.

- The story is stripped of any unnecessary detail.
- The story has an authentically happy ending.
- At the conclusion of the story, link the story to the change idea with phrases such as "What if . . ." or "Just imagine . . ."

Effective listening includes reading body language, intonation, cultural signals, professional signals, corporate language, and **patience**. It requires that the listener turn-off preconceived notions and opinions, and hear the other person's perspective as well. There is time to consider and respond but only after questioning (in a non-aggressive, non-threatening, face saving manner) to make sure that the message received is the one intended to be sent – common context. In cross-cultural interactions, the issue of language must be considered as well. Even when speaking a common language, people have wildly different levels of ability. It is easy to assume that a person has a deeper level of understanding in a language than actually exists. If a translator is used, then the listener must rely heavily on other clues and signals that need to be read and interpreted correctly.

Communications are conducted differently in different cultures (corporate and social). Some cultures are more gregarious and some more subtle, some prefer logic and some intentions, and some engage in more formality and some less – high context and low context cultures. In the Cross Cultural Project Management Context it is necessary to design a communications system that considers the needs of each individual/participating group (corporate or social), and balances the expectations. Each group will require a different approach, and the management must be skilled and armed with the comprehension of XCGPMI to improvise a system that will strike a balance.

Issues that are more mundane include knowledge management systems to make certain that everyone knows everyone, and that everyone knows what everyone knows. Policies for communication frequency and distribution are also necessary to assure that frequency is provided and assumed. Virtual teams rely heavily upon frequent contact, and need a way to develop a level of personal understanding absent physical interaction. In addition, people in teams need to know when another person is away from their work.

Harkins describes effective communications in a book devoted to the subject. His definition is adopted for this thesis (Pg. xii):

As with Trust, Empathy, Transformation, and Power, the GLOBE survey has been utilized as a benchmark to correlate the findings of this research to a recent broad study of cross-cultural aspects. This has been done in the same fashion as done for 'Trust' dimension as explained in Section 10.2 of this chapter.

The process undertaken for Communication, as with of the other dimensions, was to perform the descriptive research for exploration of dimensions emerged from grounded research using extant literature, and then compare it to the GLOBE dimensions. This was followed by an inspection of the data and addition of author's personal experience. The combination of these factors led then to the hypothesis descriptors. Once the descriptors were established, a question was posed to the Panel that represented each of the descriptors. The questions posed to the Delphi panel for Communication are shown in Appendix B-1.

<table>
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Communication Definition

An interaction between two or more people that progresses from shared feelings, beliefs, and ideas to an exchange of wants and needs to clear action steps and mutual commitments. Specifically, a Powerful Conversation produces three outputs: an advanced agenda, shared learning, and a strengthened relationship.

</td></tr>
</table>

Fig 10.7 Communication

This thesis proposes the hypothesis for the Cross Cultural Global Project Management Knowledge dimension of Communication, and its descriptors, as summarized below:

1. **Communication Hypothesis**

   Effective Communication is a characteristic of effective project management, regardless of culture.

2. **Communication Descriptor Hypothesis**

   As a part of descriptive research , when author revisited the extant literature for further illustration of communication as an important category and concepts related to it emerged from grounded research methodology, after comparing the extant literature and thorough information available on the concepts of interest , author could get the following descriptors of communication which are either derived from extant literature referred and discussed above or from project cases discussed earlier along with logical validation of author for the subject of specific interest to proceed with the research. The major descriptors are grouped and arrived from various contributions referred in descriptive research using extant literature. The following are descriptors of Communication:

   The following are descriptors of Communication:

   - Competence
     - Knowledge of Competence
     - Cultural Fluency
     - High and Low Context Communication.
     - Active Listening
   - Adaptability
     - Adaptability an essential attribute
     - Mutual Understanding
     - Communication. effectively
   - Patience

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- o   Patience
- o   Creating time to make communication.
- o   Repetition in communication.
- Wisdom
  - o   Wisdom
  - o   Accurate Interpretation'
  - o   Cultural Commns.
- Creativity
  - o   Creativity
  - o   Effective Story telling
  - o   Use of metaphor and symbolism
- Sensitivity
  - o   Sensitivity
  - o   Face Work
- Conflict Management
  - o   Conflict Management
  - o   Knowledge of the people
  - o   Effective Listening
  - o   Time to prepare and assess

10.4   Culture

As noted in the leadership dimension section, the GLOBE survey has been utilized as a benchmark to correlate the findings of this research. The knowledge dimensions of cross cultural project management are considered to be *ethic* in nature, and apply regardless of the culture(s) with which the project management must work. The breadth of the GLOBE survey offered another interesting opportunity to connect the research of this thesis to the cultural dimensions of the GLOBE survey.

It is author's experience that the project management must adjust its knowledge dimensions to the individual cultures that are present on international multi-cultural projects. Since one part of the GLOBE survey explored cultural dimensions, author decided to see if the cross cultural project management knowledge dimensions of this thesis would map onto the GLOBE cultural dimensions. Again, those dimensions are shown in the 10.5:

Author was interested to discover if, how, the Delphi panel would see the connection between the cross cultural aspects of the GLOBE Survey and the knowledge dimension of cross cultural project management. In addition, this also provided the concept of project professionals with multi cultural exposure may have a blend of values. The GLOBE survey focused on specific cultures in their surveys, it looked at people inside different cultures. The validation of the concentration   of the key knowledge dimension Gross Survey aspects provides a multi cultural validation to the hypothesis and augments its universal nature.

This thesis also proposes the hypothesis for mapping the Cross Cultural Project Management Knowledge dimensions of trust, empathy, transformation, power, and communications onto the GLOBE cultural dimensions, as summarized below:

10.4.1 Articulation of Hypothesis

The following is how this section of the hypothesis was introduced to the panel members:

The hypotheses (5 numbers) are that there exists a knowledge bases of key dimensions of Cross Cultural Project Management (trust, empathy, transformation, power, and communications) that are universal regardless of culture. Project Management must apply these dimensions in different degrees depending upon the culture(s) involved. The following questions explore the idea of how important each of these dimensions is to each of the GLOBE cultural dimensions that will be described.

10.4.2 Illustration of what this portion of survey intended to achieve is as below:-

One such GLOBE dimension, Uncertainty Avoidance, means the extent those members of a culture, society, group, corporation, etc., (Pg 603): "seek orderliness, consistency, structure, formalized procedures, and laws to cover situations in their daily life." Clearly different cultures view this in different ways. Project Management team includes a Singaporean and a Russian, the Russian is more likely to be interested in few rules and the Singaporean perhaps demanding of strict rules. So the question is how important are the Cross Cultural Project Management Knowledge dimensions in balancing the acceptance or rejection of rules.

The questions that are posed in this Context asked the panelists' opinion on how important the Cross Cultural Project Management Knowledge dimensions are in balancing, normalizing, centering, etc. the needs of any culture regardless of where those needs are located on the GLOBE scale.

2.   Hypothesis Questions

The panel members were asked to evaluate each of the Cross Cultural Project Management Knowledge dimensions against each of the GLOBE dimensions with a similar question: Rate each of the dimensions below on how strong you see the connection between it and the concept of Uncertainty Avoidance (for example).

3.   The Cultural Mapping

The correlation, or mapping, was then performed by asking the Delphi panel members to rate the strength of the connection between each of the five knowledge dimensions, and each of the many GLOBE cultural dimensions. Following table provides a matrix of the GLOBE dimensions mapped onto the dimensions of this thesis.

Globe Dimension	Trust	Empathy	Transformation	Power	Communication
Uncertainty Avoidance					
Power Distance					
Group Collectivism					
Gender Egalitarianism					
Assertiveness					
Future Orientation					
Humane Orientation					
Performance Orientation					

Table 10.5 - Culture Mapping

10.5 Chapter Summary

In this chapter, the descriptive research on categories and concepts emerged from grounded theory using extant literature on knowledge base from 1967 through 2005, beginning with cultural theory including GLOBE survey and ending with conflict management. The differences in cultures and role of literature on knowledge dimensions were explored and key contributions are listed in tabular form.

This Chapter has presented the hypotheses of this thesis, and that there are Cross Cultural Project Management Knowledge dimensions that are essential regardless of culture. Those dimensions are **trust, empathy, transformation, power**, and **communication**. Author has described how the strength of each of these dimensions was mapped onto the GLOBE survey to connect the research back to a benchmark.

The knowledge dimensions of the cross cultural project management are one of the foundations for XCGPMI, along with cultural knowledge.

After review of the methodology and literature on other testing methods available, author decided to explore the use of the Delphi technique for testing of categories emerged from grounded research methodology. The next chapters include research design , hypothesis testing and analysis using both the methodology.

Chapter 11

RESEARCH DESIGN FOR HYPOTHESIS TESTING

11.1 Chapter Introduction

The research approach to a topic as broad and deep as universal knowledge dimensions which are basically core project management dimensions applicable across cultures for successful implementation of projects, mitigating uncertainties of project success, presents significant challenges both in the research and in the testing methodology. This report will describe the perspective that was adopted for the testing strategy, the approach that was selected, and the justification for the approach. The Delphi technique, utilized for the testing, will also be described.

11.2 Ontological & Epistemological Overview

The idea for this research came from author's experience working in multi-cultural environment, and being a part of different aspects of project management employed in managing and leading project teams in global scenario. Author felt that there were general patterns and similarities, blended with cultural and personal individualities, but that they were fairly vague and difficult to be defined in a concrete manner. From reading of business literature, author was not satisfied that the subject had been sufficiently codified to provide him with the connections and understanding that a subject as deep and diverse as "cross-cultural project management knowledge base dimensions" deserved. Author recognized that, he needed to engage in some research work to study the issue, and learn more from those who had explored it.

Thus, the ontological approach of this thesis was to use author's experience as a starting point to formulate and attempt to answer these questions. At the beginning, author had a crude outline of aspects for real life project cases and the important critical situations which could have effect on project as a failure or success, and that outline evolved as author embarked on the study of this projects in details and project books related to the selected international projects, selecting few important situations which led to some inadequacies in project management perspective, study those cases and come up with certain concepts to bring few categories using reflective learning, and research. Author sought to find multiple disciplinary views from a diversity of all project participants around and throughout the entire project cycle, and to investigate each inadequacy looking for connections and new paths to explore the situations with respect to the subject of interest under study. Thus from an ontological perspective, author began the journey with a goal in mind, sought all related information for selected projects for study and directions along the way, and found the goal described in somewhat different terms as case study.

From an epistemological perspective the questions, that emerged were how much bias was introduced because of author's experience? Did his research could get the concept which are emerged from grounded research using real life project situations? How would author test the hypothesis in the most unbiased way possible?   The answers to these questions lie in the basic approach to the research. From the beginning, author sought to find detail information and some

relevant data from real life projects situations. This avoided the bias of focusing only on Project books or on what author thought would be a fit for the research analysis and testing of hypothesis thereafter. Author pursued the various disciplinary pathways by attempting to spot connections, and to follow the leads out to all key participants involved in the projects under study.

Once there was a rich diversity of research, author used the grounded theory approach to look for the important categories and this evolved into the structure for the empirical testing with the help of descriptive research using extant literature. During descriptive research itself author connected this back to the GLOBE survey [Hanges, P.L and Dickeson M.W. (2004)], the benchmark, and sought to discover the correlations if they existed. The Delphi technique then minimized any bias from the panel members. Once the survey was completed and analyzed, author then used his experience to give the results a sanity check.

By following this approach author immersed himself in the trees, so as not to see the forest until the end of the process.

11.3   Selecting a Testing Method

During the course of the research work, author began considering how to best structure the research for this topic. The first area to be explored was the potential use of case study research. Yin provides a table that sets forth five different research strategies, including the case study approach, and discusses the appropriate usages of each, see Table 8.1.

The primary focus of this research was to establish what are the project management dimensions that form the core of a knowledge base essential for successful implementation of projects in global context , and secondarily to explore how and why they apply universally across all cultures using descriptive research for theory building. As the Table 11.1 indicates, the survey and archival analysis strategies offer approaches to answer the what (dimensions) and the where (cultures). In addition, it can be seen that neither the survey nor the archival analysis requires control over behavioral events, and both permit focus on contemporary events.

Strategy	Form of Research Question	Requires Control of Behavioral Events?	Focuses on Contemporary Events?
Experiment	how, why?	Yes	Yes
Survey	who, what, where, how many, how much?	No	Yes
Archival analysis	who, what, where, how many, how much?	No	Yes/No
History	how, why?	No	No
Case study	how, why?	No	Yes

Table 11.1 – Research Testing (Yin)

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The grounded research approach to the research itself seemed to fit properly into a strategy for testing that also focused on answering the same questions as it involved case study followed by with descriptive research for theory building supported by survey strategy.

The next major question was whether to take a qualitative or quantitative approach with the survey. At the outset, it was not entirely clear to author if the grounded research and followed by descriptive research for theory building would provide adequate detailed information on the quantitative information. The concern was, and is, that finding the dimensions of knowledge base of cross-cultural project management would be challenging enough without attempting to determine the ranking of each on a numeric basis.

Coming from a six-sigma background at General Electric, author was familiar with quantitative measurements, and with the issues involved with obtaining dependable and consistent quantitative metrics on simple things like manufacturing processes. Author also knew the inherent challenges of developing metrics for managerial, leadership, and customer satisfaction issues. Authors experience indicated that much of the social and managerial testing that was conducted began with qualitative data (strongly agree to strongly disagree), and was then transferred into a quantitative statistical analysis. Therefore, author looked to develop a qualitative methodology that could be analyzed in a quantitative manner.

Creswell (1998 pg. a) summarizes the use of qualitative research well (pg.9):"Qualitative inquiry represents a legitimate mode of social and human science exploration without apology or comparisons to quantitative research. Good models of qualitative inquiry demonstrate the rigor, difficulty, and time-consuming nature of this approach." Creswell uses the metaphor of a loom to describe qualitative research as a weaving together of minute threads that is not simply described.

Creswell's definition of qualitative research says that: "qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting," seeking an answer to a what question. This definition seemed to fit both the grounded research mthodology, and a qualitative approach followed by a quantitative analysis perfectly.

The next question was how best to design a test protocol.

11.4   Strategy for Design of the Test

With such a broad multifaceted and multidisciplinary topic, the challenge for the research and testing was vigilance to boundary maintenance. Alternatively, to borrow a term from Project Management, *Scope Creep* (gradual growth of the size of a project). As the research progressed, author discovered a number of major research projects that explored cross-cultural issues and management. However there were only a significantly smaller number of cross-cultural project management related studies. Author realized that the scope of this thesis demanded that he attempt to connect his work with a broad survey.

The value that this thesis was intended to add to the literature, and to the profession of Project Management, was from practitioner/academic blend. The practitioner side was to be provided by professionals, self included, who had worked internationally and dealt with cross cultural project management issues real-time. This research was from a different perspective, and utilized different types of people for the testing. What author mean by this is to say that most of the major studies took the perspective of how, for example, an Indian individual living and working in India would respond to a question regarding power distance or collectivism. The issue that needed to be addressed was firstly the multicultural reality of having an Indian with multi cultural exposure to say European cultures looking at the issues of power distance or collectivism and secondly this needed to be looked into from project management context. Hence the response group comprised of project professionals with exposure to multicultural environment.

Author's first choice of studies was the GLOBE survey [Hanges, P.L and Dickson M.W (2004)]. The survey included 17,000 managers from 951 organizations that functioned in 62 societies and took 10 years to complete. In the survey the respondents were asked to answer questions based on how things actually were in their times and how things should be. The breadth, thoroughness, and currency of the study were exactly what author sought. In addition, the study addressed the cross cultural issues. So author designed a set of questions as part of his survey to establish a correlation method to tie the core project management dimensions forming a knowledge base for successful implementations of projects in global context back to the GLOBE cultural findings. This required that the people who participated in the survey had strong project professional background and also good multicultural exposure. To specially ensure that the research conclusions are valid and relevant for Indian Project management teams competing in global scenario as is the case now-a- days the panelists were carefully chosen to ensure that all were Indians with exposure to at least one or more of foreign cultures.

The correlation and the multicultural issues described above confirmed the need for a Delphi panel of experts. The next question was how best to engage the members, and what metrics to use. Clearly, there was a need for a qualitative start to the testing to permit the panel members to opine. These opinions would have to be analyzed to see if there was consensus on the initial round by utilizing a quantitative approach. Then the subsequent rounds would repeat the process.

The panel members are geographically dispersed, and as professionals they have severe restrictions on their schedules, as do I. This dissuaded me from following face to face interaction with them and instead author chose to transmit the questionnaire to them requesting for their qualitative responses on a 7 point scale starting from strongly agree through to strongly disagree along with comments if any. The advantage of using this approach was that it provided ultimate flexibility, and thus a more robust range of experts. The disadvantages were that face-to-face interaction would yield a deeper context and thus better understanding of the nuances of opinions. The insurmountable disadvantage of the face-to-face interactions was the cost and the time. Of course the advantages of one approach are the disadvantages of the other approach.

The real question was what information author would give up by not sitting with each panel member. As part of the knowledge transfer process, reflection, internalization of information and externalization (feedback) are necessary steps. The feedback was the potentially missing

step for the chosen approach. The Delphi approach filled this need, and offered the opportunity for a perhaps more thorough exchange of knowledge between the panel members.

The design of the testing process that emerged from the above criteria was as follows:

1. Delphi panel of experts
2. Qualitative response to initial round of survey questionnaire floated to the panelists.
3. Quantitative Analysis of initial survey responses.
4. Second round of qualitative responses to survey questionnaire sent to the panelists. This time the qualitative findings of the panel response to initial round of survey is also furnished along with the questionnaire so that they have the choice to reconsider and revise their qualitative responses based on the panel findings of the first round.
5. Quantitative Analysis of second survey

11.5   Testing Evaluation Criteria

Dorfman, Hanges, et al. (Pg. 677) utilized a 7-point Likert scale for measuring Culturally Endorsed Implicit Leadership Theory (CLT). For their analysis, they considered the cultural endorsement of leadership dimensions proven if 95% of the averages exceeded a mean of 5 on the 7-point scale. Author think that a 7-point scale provides for more latitude and nuance in a qualitative survey, so this approach was adopted for the survey utilized to test the hypothesis.

The next issue was to establish a level of confirmation or rejection of the hypothesis. Starting with the CLT concept, author constructed a scale for this thesis as shown in Table 11.2

Average	Hypothesis Agreement Level
=7.0	Absolute Confirmation
>=6.0	Strong Confirmation
>=5.0	Confirmation
>=4.0	Weak Confirmation
>=3.0	Weak Rejection
>=2.0	Medium Rejection
>=1.0	Strong Rejection

Table 11.2 - Hypothesis Confirmation Criteria

At a *Target* level of 6.0, the hypothesis would have strong confirmation from the Delphi panel. At a level of 5.0, the hypothesis would be confirmed, above the CLT format.   At a level above 4.0, there would be weak confirmation, and at or below 4.0 the hypothesis would be rejected. A mean score of 6.0, and a standard deviation (σ) of 2.0 was selected as the control limit for identifying dimensions that displayed variability that needed further confirmation on the second Delphi session.

11.6   Delphi Technique

This section of the paper will describe one possible research trial that could be conducted to prove or disprove the dissertation hypothesis.   Again, the hypothesis in this case is that regardless of the ethnicities, the culture, the economic environment, or the complexity of a project or program there exist a set of project management dimensions which are universal in nature and form the core of knowledge base essential to mitigate cross cultural project uncertainties and lead towards successful project implementation. The focus of uncertainties in this context being especially those arising on account of diverse multicultural team functioning. Let us pose a relevant question in this context: "What principles and laws of project management especially related to project team functioning in global context transcend cultures, and can such principles be discovered and empirically verified?"   This question is being answered by the hypothesis, and explored in this thesis.

For verification of the principles, there are a number of broad and thorough studies conducted on an international scale such as the GLOBE survey. Originally author thought of obtaining survey questions from the GLOBE survey, and recast them to connect to the five major dimensions brought out in the hypothesis of this thesis. The premise was to confirm the correlation of an empirical survey that explored the hypothesis of this thesis, back to the GLOBE survey. By this approach it was thought that a limited sampling of data could be connected to an international sampling, and thereby enhance the richness of this testing.   Unfortunately, the GLOBE study questions could not to be available so this option was abandoned.

Other survey testing methods were considered, but the nature of the hypothesis is fairly vast and resources and time are not available to undertake a survey on this scale.   Consideration was given to selective testing of one aspect of the hypothesis, such as trust. This idea was likewise discarded as it suffered from the same resource issues, and it would only provide insight into one aspect of the hypothesis.

After review of the literature on other testing methods available, author decided to explore the use of the Delphi technique for testing. According to research in the nursing field, Kennedy indicates that the (Pg.1): "Delphi technique has gained popularity across many scientific disciplines as a method of inquiry." The author notes that in her studies there has been little or no substantiation of the Delphi technique, by utilizing subsequent surveys or other testing methods. In the author's work, she utilized two groups of experts (one composed of nurses and one composed of the recipients of the care) and then correlated the findings. She found a congruence of 97%.

According to Buckley one advantage of the Delphi technique is when the problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis. While there has been significant research on cross-cultural issues (like the GLOBE survey), and on Project Management and team functioning itself, there has been little or no research that starts to prove a model of cross-cultural project management attributes that is based on the body of research.

Keeney provides a critique of the Delphi method in nursing, and concludes that (Pg. 199): "It is clear from reviewing the advantages and criticisms of the Delphi that the arguments are no stronger or no more valid on one side than the other. This technique must be evaluated against the proposed study and advantages over other methods for this purpose."

Czinkota and Ronkainen pointed to two other studies performed in the international business area relative to its useful accuracy and stated (no page number HTML document): " To evaluate the accuracy of the Delphi technique for forecasting in the international business arena, we scrutinized three major Delphi studies carried out in the field (Czinkota, 1986; Czinkota & Ronkainen, 1992, 1997). In the 1986 study, 17 key forecasts were made of which 14 were deemed accurate 5 years later. In spite of this 82% ''hit-rate,'' however, the panel did not foresee one key, world altering event, namely the collapse of the Iron Curtain."

It may well be, however, that this failure to foresee was a function of the fact that this particular study drew only on experts who had exposure to just one country's business. Inputs from panelists with global perspectives might at least have raised the possibility of such an event. In the 1992 study, which did use a global perspective, 40 key predictions were made, with a 1997 accuracy of 32 dimensions or 80%. All the inaccuracies, however, were in the form of overstatements, i.e., the anticipation of more rapid transformations than actually took place, rather than in direction. Finally, the 1997 study offered 6 years later an accuracy level of 65% of its 69 predictions. Again, a major world-altering event and its consequences had not been predicted: the attacks of September 11, 2001. However, the imminence of these events was apparently missed even by the major intelligence agencies around the world. Overall, the average predictive accuracy in the three studies comes to 76%, which makes the Delphi method a powerful forecasting tool. Of course, the key aspect to the usefulness of this type of research will remain the selection of the participants, since their level of knowledge and degree of enthusiasm in participating in such a research venture will vitally affect the quality of the output."

11.7   Research Guidelines for Using Delphi Technique

Hasson, Keeney et al. proposed research guidelines from experience in using the Delphi technique. They recommend that the following topics be addressed in designing a Delphi approach:

11.7.1 Research Problem Identification

Turoff outlined four objectives that call for the use of the Delphi technique. One of those objectives was to correlate informed judgments on a topic that spans a wide range of disciplines. Reid contends that the decision to use the Delphi technique must center upon the appropriateness of the available alternatives. It is argued that the use of experts in the field is a technique perfectly suited to this hypothesis for two main reasons. First, the technique has not been utilized in the past, based upon the research performed. This provides the opportunity to cross verify the empirical data accumulated through the global research studies noted in this thesis. It also offers the opportunity to connect the research to this unified model of Knowledge bases of cross-cultural project management dimensions. Second, it offers the opportunity to check the validity of the cross discipline (social, psychological, ethical, managerial, cultural, anthropological, etc.) nature of the hypothesis.

11.7.2 Understanding the Process

The Delphi technique is a multistage process designed to combine opinion into group consensus. The process being:

- Pilot Testing – small group
- Initial questionnaire – qualitative comments solicited
- Initial feedback – quantitative after statistical analysis of the initial opinions
- Subsequent questionnaire – qualitative comments solicited again
- Subsequent feedback – quantitative after statistical analysis. This provided participants the opportunity to change their opinions.

11.7.3 Selection of Experts

Selecting Panel members who had a balance between impartiality, and an interest in the topic. Some studies have over 60 experts, some as few as 15. Selection of people knowledgeable in the field, and their commitment to multiple rounds of questions on the same topic are essential.

11.7.4 Informing Experts

It is important to explain what is required of them, how much time it will require, what they will be required to provide, what the purpose of the study is to be, and what will be done with the information.

11.7.5 Data Analysis - Discovery of opinions

According to Green, Jones, et al. two or three rounds are preferred. The authors also suggested that an 80% consensus should be the goal. Others such as Crisp, Pelletier et al. suggest that percentages should not be used, but rather the process should stop when stability of the data occurs.

11.7.6 Data Analysis - Process of determining the most important issues

According to Duffield the study undertaken provided pre-existing information for ranking purposes. Duffield designed a Delphi technique to make use of two panels of experts. The questions (168 each subdivided into categories) provided to the experts on both panels were predetermined from a review of the literature. Initially the method was tested for validity with four nurses that did not serve on the panels.

11.7.7 Data Analysis

The qualitative responses are quantitatively analysed, and provide feedback to the participants on the central tendencies (means) and on the levels of dispersion (standard deviation). Based upon the work of Lincola and Guba the criteria for qualitative studies such as the Delphi technique should be credibility (truthfulness), fittingness (applicability), auditability (consistency), and

conformability. According to Duffield (Pg. 230), "the method of retaining competencies as outlined by Murphy (1983) was adopted rather than the 50% acceptance level set by Goodrich (1982) which was seen to be too low to discriminate adequately."

Therefore those competencies with a mean score of three ("agree" on the Likert scale) or above were retained as necessary for the role of first-line nurse managers and those below three were excluded. Consensus for the purpose of this study was defined as the point at which 10% or less of the competencies moved from above to below the mean of 3.00 (the point of acceptance or rejection of competencies) or the reverse, from below to above the mean of 3.00 on a round. Therefore, when 17 competencies or fewer moved from above or below the mean score of 3.00 on a round consensus was achieved and no further rounds were undertaken. ". Consensus for panel 1 was achieved after the second round when only six competencies (3.57%) moved from above or below the mean of 3.00 between rounds 1 and 2. All the other competencies remained where they were on the first round, either above or below the predetermined mean score of 3.00." The results were then compared between panels, finding 89% of the attributes were the same on both panels.

11.7.8 Presentation and Interpretation

The author indicates that there are a number of methods for presenting the data two of which are graphical and statistical. Both of these techniques were utilized in the testing of this thesis.

Some of the arguments against the Delphi technique are that it is not rigorous scientific approach, and that it is subject to bias. There are an equal number of arguments that it is an appropriate method to use in circumstances where there is a crossing of disciplinary boundaries. Due to the nature of the topic, the Delphi technique offers a structured way to analyze the hypothesis by utilizing experts in the field.

11.8   Methodology Adopted for the Thesis Research Survey

The methodology for the study has been formulated based upon a review of Delphi techniques utilized in the nursing, agricultural, and librarian fields. Starting with the structure from Hasson, Keeney et al., the following outline has been established to structure the methodology:

11.8.1 Research Problem

Prove or disprove the validity of the hypothesis that trust, empathy, transformation, power, and communications are accepted attributes/expectations for successful project management with cross cultural teams/organizations in an international scenario.

11.8.2 Panelist Selection

The hypothesis is itself emerging out of Grounded theory and the survey utilizing Delphi panel technique is a further validation of the same. In this context the selection of panelists is done keeping in mind about the Indian managers who are working / worked in global projects and had faced cross cultural issues in their work/ projects. This sort of ensures that the research findings and the resultant model definitely will be reconfirmed as valid by Global Project management

fraternity of Indian origin and will stand them in good stead. Needless to say the applicability of the research findings will be appropriate to all international project management situations as the theory and hypothesis have emerged in the first place out of utilizing Grounded theory to international project situations with cross culturally diverse participants across the Globe

For purposes of this testing, an expert is defined as: a person with exposure to project functions and has an exposure to working in multicultural environment or worked as a part of multicultural team. To ensure that the research findings have relevance to Indian project management context it was ensured that all the panelists had Indian cultural background plus exposure to at least one or more foreign cultural environment. Also a good variety of people with experiences ranging from 5 to 35 plus years of experience was chosen to ensure that the results are validated across all age groups of project professionals. Similarly a rich mix of personnel having exposure to different project functions was chosen to ensure that the hypothesis is applicable across all departments of a composite project team.

Panelist Cultural Profile		
S.No.	Cultures	No. of Panelists
1	Americas	40
2	Middle East	8
3	Rest of Asia	18
4	Europe	38
5	Others	6

Panelist Experience Profile		
S.No.	Cultures	No. of Panelists
1	Upto 10 yrs	11
2	11-2 yrs	17
3	21-30 yrs	13
4	31+ yrs	15

Panelist Project Function Exposure Profile		
S.No.	Project Function	No. of Panelists
1	Project Management & coordination	43
2	Project Contracts	24
3	Project Construction	18
4	Project Material & Procurement	16
5	Project Engineering	9

Table 11.3 - Delphi Panel Demographics

11.8.3 Introduction of the Hypothesis to the Delphi Panel

The following introduction of hypothesis was provided to Delphi Panel Members:-

This survey will test hypothesis that there are universal project management dimensions which form the core of knowledge base to mitigate project uncertainties and lead to successful project implementation. These are both required and effective regardless of the cross cultural nature of project team as existent in current global scenario.

The hypothesis is based upon the concept that while there is infinite diversity on our planet, an effective project team will have the attributes and skills, and, the ability to apply them with compassion to each circumstance. So, whether you are an Indian expert who is leading a team in Japan with a trans global firm on her first international assignment, or you are a first generation Chinese-American with experience in numerous countries leading a team in Germany in a local company, there are global cross-cultural attributes forming an effective knowledge base that will enable the team to effectively perform. The team will have to adjust the emphasis and blend of attributes depending upon the situation and composition of team. The thesis further argues that the uncertainties affecting a project's success in such scenario greatly reduce depending on the ability of the project team especially the leadership to absorb and put to use the various elements of the aforementioned to the project specific situation.

There are two facets of this study: Project management dimension forming the core of knowledge base essential for successful project management and culture. Culture may be individual, or corporate. On each of the questions you will be asked your opinion (based on your experience) as to whether you agree or disagree strongly or weakly or stay neutral, regarding the notion that the project management dimensions as brought out in that question are cultural indifferent. That does not mean that all project team and project management philosophy use the same blend and strength of characteristics, but rather adjust them to fit the needs of the project specific situation.

11.8.4 First Round Questions

As with other previous work, (e.g. Duffield) there was an initial list of questions that was developed from the research. The first round provided the panelists with 135 total questions. The questions explored the cross cultural project management dimensions first, and then queried the connections between these dimensions and the GLOBE cultural dimensions. The panel was asked to connect the hypothesis dimensions of trust, empathy, transformation, power, and communication, to the GLOBE survey dimensions of culture.

11.8.5 First Round Analysis

The scores of the panel members were analyzed to find the statistical median of each question, the mean, and the standard deviation. The results of the first round indicated a reasonably tight grouping of opinion on most of the questions, with a few outliers.   The first round data was inspected to determine which project management and cultural dimensions had a standard

deviation greater than 2.0. Since there were none author decided to make the control limit still tighter and tried to select all those questions which had standard deviation greater than 1.5. Similarly there were no questions with mean sum of less than 4 and only two with sum less than 5 (weak confirmation). Author decided to make the control limit a little higher and selected all questions which had a mean of less than 5.5. A total of eight questions emerged which had std. deviation of >1.5 and /or mean of <5.5. For each of these questions scatter charts, scores vs. no. of respondents, and analysis (graphical) of means based on culture, experience level and fields of project exposure was prepared.

11.8.6 Second Round Questions

The median, average, and standard deviation for each question was provided to each panel member. On the eight questions selected as above scatter charts, scores vs. no. of respondents, and analysis (graphical) of means based on culture, experience level and fields of project exposure were also provided to enable the panel members to visualize the responses. In addition, each panel member was provided with their answers to the first round of questions. The panel members were then asked to reassess their first session answers, and to adjust them as they saw fit. A brief bio of all the Delphi Panel experts is provided in Appendix B-2.

11.8.7 Second Round Analysis

As with the first round, the scores were analyzed to find the median, average, and standard deviation of the responses. This is discussed in Section 12.2 of this thesis.

11.9 Chapter Summary

This chapter described the testing method, the strategy for the design of the test, the evaluation criteria, and a discussion of the Delphi panel technique and methodology. As with many cross cultural surveys, the qualitative method was utilized to acquire the opinions and a quantitative analysis was then performed on the data.

The next chapter provides the results of the testing.

Chapter – 12

ANALYSIS AND RESULTS

12.1 Chapter Introduction

The results of Delphi Panel Survey and confirmation or rejection of the hypothesis will be provided in this chapter. The results will be compared to the acceptance criteria, analyzed and discussed. The significance of the findings will be discussed in the summary of this chapter.

12.2 Interpretation of results

The results of the two sessions of Delphi Panel Survey are provided below along with a discussion of the findings for each of the "XCGPMI" (Cross Cultural Global Project Management Intelligence) aspects and dimensions. Complete Tabulation of the survey results is provided in CD Format at Appendix C of this thesis.

12.2.1 "XCGPMI" Aspect: Global Project Management Knowledge Base

Global Project Management knowledge base is the first aspect of "XCGPMI", with its key dimensions being **Communication, Empathy, Trust, Transformation** and **Power**. This section will review the results of each knowledge base dimensions one by one.

12.2.1.1 Communication

Each of the dimension descriptors for Communication was confirmed with 12 of the 23 being strongly confirmed and the rest confirmed. There were no weak confirmations indicating that the panelists overall agreed that this dimension is an important element of the "XCGPMI" Knowledge Base (Overall this dimension was confirmed with a mean score of 5.94). Authors research findings bringing out Communication as a vital dimension in Cross Cultural Project Management has been related and corroborated in author's International Conference Paper. [Grisham T., Srinivasan P., "Designing Communications on International Projects", Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no Page no.)]. Table 12.1 provides the result of the Delphi Survey for both sessions for this dimension. As this format will be used for each of the "XCGPMI" Knowledge Base aspects, a brief review of the format is in order. The "XCGPMI" aspects (Knowledge Base and Culture) and the "XCGPMI" dimensions are the basic definition in this thesis. The dimension descriptors were the adjectives used to describe the dimension of, in this case, communication. The means for session 1 and session 2 follows, and the column titled 'mean %age change', represents the change in the mean from session 1 to session 2. The column titled 'mean both sessions' calculates the mean for all respondents. The table also displays standard deviation for session 1 and session 2 and also the median scores for session 1 and session 2. The last column shows, if the hypothesis were confirmed. Table 11.2 in the earlier chapter provides the criteria for confirmation.

The look at the grouping mean pattern also indicates that all these dimensions descriptors had a universal acceptability. Fig. 12.1 shows the histogram of mean score for each group of

Table 12.1 'XCGPMI' Knowledge/Communication

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
		Effective Commn.	6.18	6	0.94	6.20	6.00	0.92	6.19	-0.29	SC
		Competence									
		Knowledge of competence	6.07	6	1.08	6.16	6.00	0.83	6.12	-1.47	SC
		Cultural Fluency	5.41	6	1.50	5.59	6.00	1.36	5.50	-3.30	C
		Communication Skills	5.77	6	0.95	5.86	6.00	0.84	5.81	-1.55	C
		Active Listening	5.77	6	1.28	5.82	6.00	1.22	5.79	-0.93	C
		Adaptability									
		Adaptability an essential attribute	6.29	6	0.62	6.29	6.00	0.62	6.29	0.00	SC
		Mutual understanding	6.23	6	0.81	6.27	6.00	0.75	6.25	-0.57	SC
		communicating effectively	6.23	6	0.63	6.25	6.00	0.55	6.24	-0.29	SC
		Patience									
		Patience an essential attribute	5.98	6	0.88	5.98	6.00	0.88	5.98	0.00	C
Knowledge	Communication	Creation of time to make commn.	6.00	6	1.22	6.11	6.00	1.09	6.05	-1.79	SC
		Repetition in Commn.	5.61	6	1.40	5.66	6.00	1.35	5.63	-0.96	C
		Wisdom									
		Wisdom an essential attribute	5.98	6	1.07	6.04	6.00	1.03	6.01	-0.90	SC
		Accurate Interpretation	6.04	6	1.13	6.13	6.00	0.90	6.08	-1.48	SC
		Cultural Commn.	5.66	6	1.62	5.64	6.00	1.57	5.65	0.32	C
		Creativity									
		Creativity an essential attribute	6.04	6	0.85	6.04	6.00	0.85	6.04	0.00	SC
		Effective story Telling	5.46	6	1.78	5.55	6.00	1.67	5.51	-1.63	C
		Use of Metaphor & symbolism	5.75	6	1.00	5.79	6.00	0.97	5.77	-0.62	C
		Sensitivity									
		Sensitivity an essential attribute	5.95	6	1.05	5.95	6.00	1.05	5.95	0.00	C
		Face work	5.32	6	1.48	5.38	6.00	1.47	5.35	-1.01	C
		Conflict Mgmt									
		To effectively manage conflict	6.05	6	1.09	6.16	6.00	0.85	6.11	-1.77	SC
		Knowledge of people	5.95	6	1.12	5.96	6.00	1.11	5.96	-0.30	C
		Effective Listening skills	6.16	6	0.89	6.21	6.00	0.73	6.19	-0.87	SC
		To prepare & assess the issues	6.25	6	0.69	6.25	6.00	0.69	6.25	0.00	SC

SC	Strong Confirmation
C	Confirmation

Overall Mean - Communication	5.94	C

C1	America	E1	Upto 10 Years	P1	Project Management	Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction	Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts	Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement	Overall Mean
C5	Other's			P5	Project Engineering	

Fig 12.1 'XCGPMI' Knowledge/Communication

panelists (based on cultural exposure, level of experience and fields of project exposure). As such this dimension with its entire descriptors find a way in the XCGPMI model proposed as a Ready Recknor for the International Project Management practitioners. This model acts as a tool box and is intended to guide the Project Management members, working in a cross cultural context to make sure that they are knowledgeable of these dimensions and their attributes while handling the Project Management issues. This knowledge and awareness appropriately tweaked to project specific conditions will go a long way in ensuring greater success of the project team.

The dimension descriptors of "Adaptability an Essential Attribute" scored the highest confirming author's personal international experience that project management should be as much adaptable as possible without compromising organizational objectives and business ethics, to embrace the diverse cultural influences of the project members and also the varied organizational cultures coming into play. A strong sense of adaptability to the national culture of the geographical location of the project also helps.

It is also to be noted that panelists overall scored "Effective Listening" as very important with a fairly high mean score of 6.112. In author's experience a good project management setup with diverse cultural backdrop of team members must be patient to listen to the other side of the table. Jumping quickly to judgmental mode of what others are communicating especially in situation

where the team members have very diverse ways of communicating (because of the cultural differences), will only lead to ineffective management. This could also erode into the confidence (Trust Level) of the concerned team members with the overall management, adding to uncertainty over the project performance. The panelists have confirmed that this was their opinion as well.

Author was interested to note that Conflict Management has also scored a strong confirmation with a mean score of 6.11. The literature indicates that conflict is either born or nurtured by a lack of communication and knowledge. The entire team in a cross cultural environment gets seriously impacted by how the management handles conflicts regardless of culture. Author's experience emphasized that more than anything else conflicts must be managed gracefully, as it is such an important part of any interpersonal interaction in project management. The panelists have confirmed their strong agreement for this as well.

Author was also interested to note that the panelists have scored "Story Telling (Creativity)" with mean score of 5.51 indicating a mere confirmation as opposed to his expectation of strong confirmation. As described in this thesis, Story Telling has been utilized since mankind evolved. Story telling, poetry and metaphors provide a vehicle for people to relate, complex items and emotions effectively. Effective project management in cross cultural context calls for the ability to communicate engaging stories and to inspire the team to seek more knowledge. This line of author's thinking that Metaphors and Story Telling are important knowledge transfer vehicles in the context of Cross Cultural Project Management has been related and corroborated in author's International Conference Paper, [Walker D.H.T., Srinivasan P., Grisham T., Maqsood T., Frameworks For Knowledge Management initiatives in the field of project management – using metaphor for improved visibility, Proceedings of The Joint International Conference on Construction, Culture, Innovation and Management (CCIM), Dubai, UAE, 2006, Nov 26-29, pp. (137)]. Fig. 12.2 illustrates the histogram of means scored by different groups of panelists based on groupings by cultural exposure, experience level and fields of project exposure to get a flavor of how different groupings of the Delphi population felt about this attribute. Fig. 12.3(a) & Fig. 12.3(b) show the distribution pattern of the no. of respondents having scored 1, 2, 3………7 respectively for this attribute. As can be seen the curve is skewed with a skewness of (-) 1.35 and (-) 1.43 in the two sessions of survey. In summary we can conclude that the hypothesis that the "XCGPMI" knowledge base dimension of communication and all its dimensions descriptors is *"ethic"* was confirmed by the Delphi panelists.

Having said the above, it is note worthy to point out that when the survey results for the same dimension of the communication was analyzed in different groups, grouping the panelists culture wise, experience wise and project management exposure wise, it was noted that:-

Face work (Sensitivity) was a weak confirmation in cultures other than American and European. Fig. no. 12.4 depicts the histogram of the means score of this attribute for each group of the panelists (on the basis of cultural exposure, experience level and the fields of experience). Fig. 12.5(a) and Fig. 12.5(b) depict the number of respondents who have scored 1, 2, 3……7 respectively for this attribute. As can be seen the distribution curve is skewed to the left with skewness of (-) 1.35, indicating that there were quite a few panelists whose experience caused them to score this attribute lesser than expected. Looking in juxtaposition

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.2 'XCGPMI' Knowledge/Communication/Effective Story Telling

Fig 12.3(a) 'XCGPMI' Knowledge /Communication / Effective Story Telling
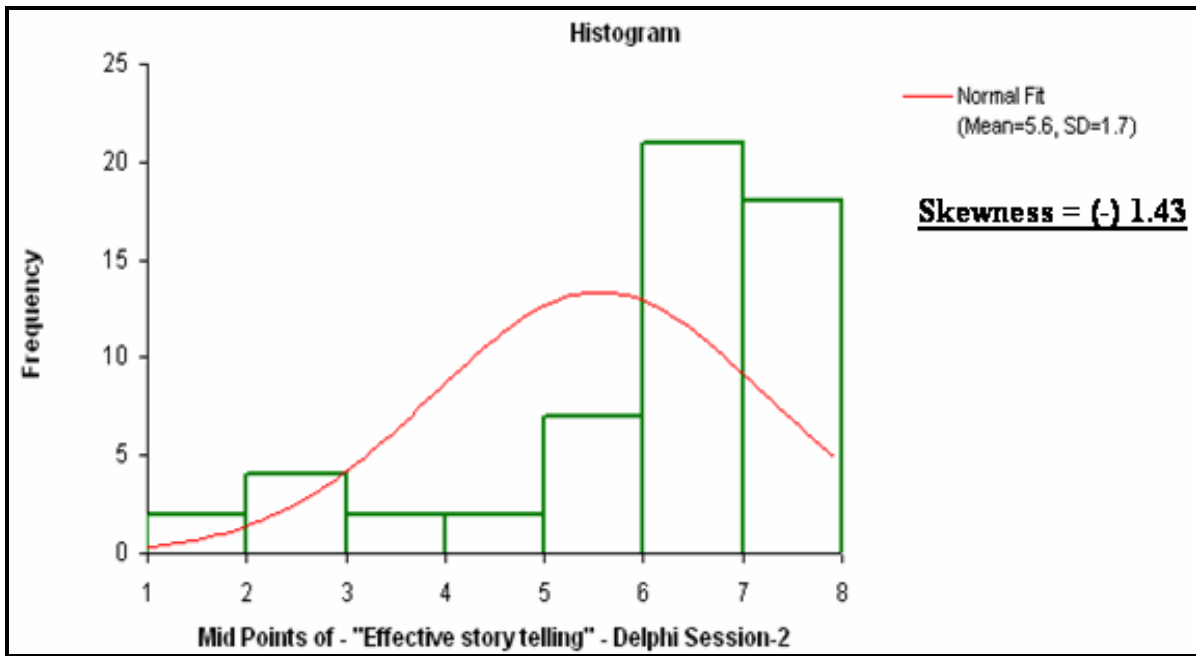
Fig 12.3(b) 'XCGPMI' Knowledge /Communication / Effective Story Telling

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.4 'XCGPMI' Knowledge /Communication/Face Work
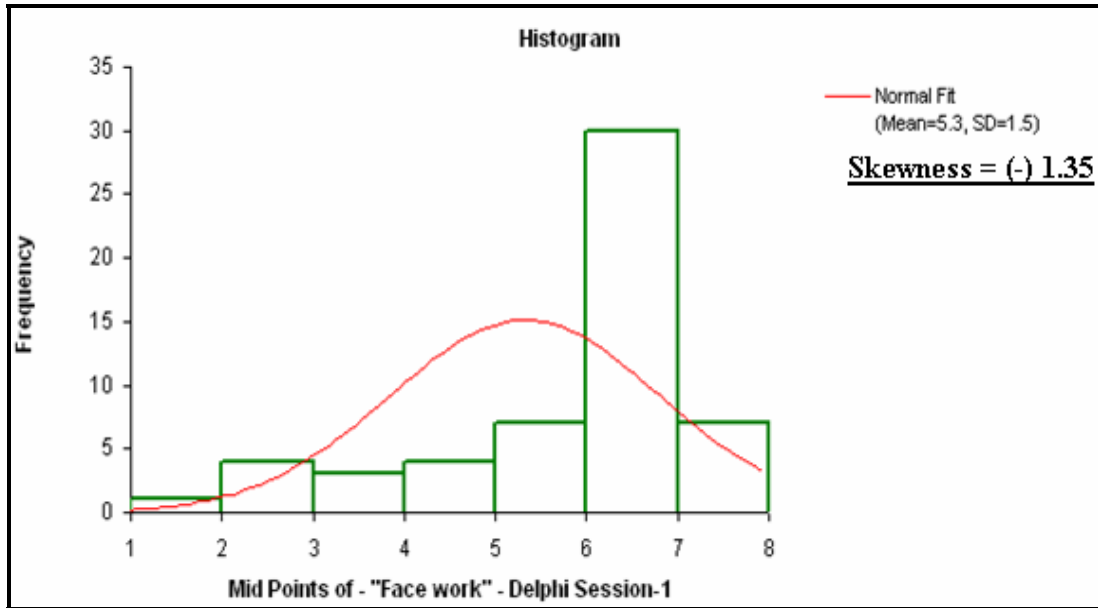
Fig 12.5(a) 'XCGPMI' Knowledge/Communication / Face Work
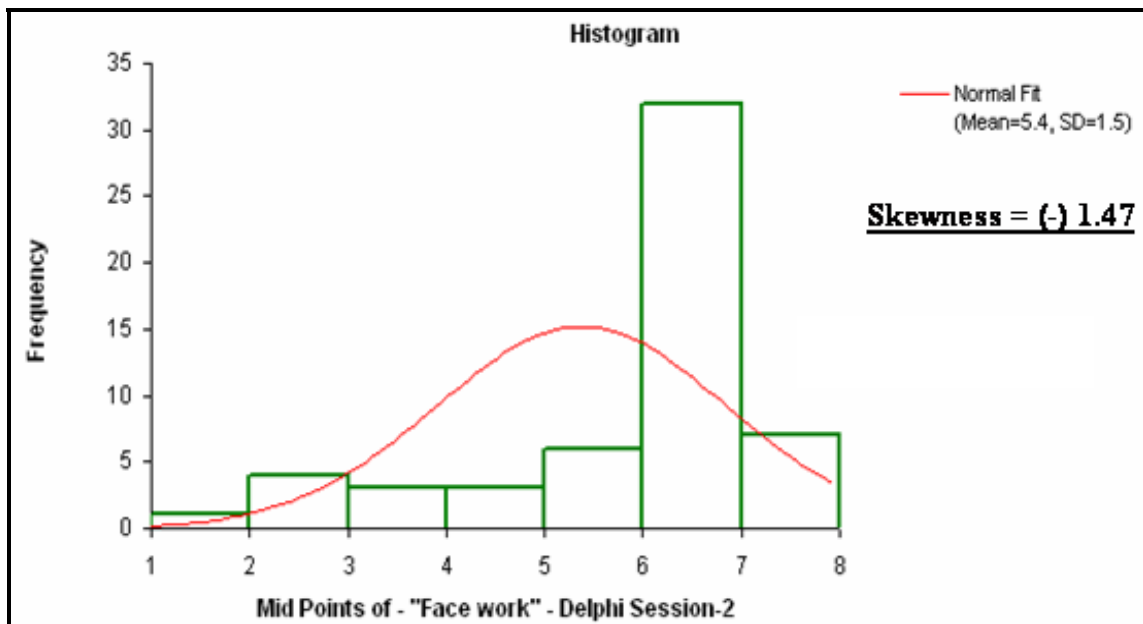
Fig 12.5(b) 'XCGPMI' Knowledge/Communication / Face Work

with Fig. 12.4, it would be inferred that this group of panelists mostly belong to cultures other than American and Europeans, giving this attribute a strong Western tilt. This attribute was also weakly confirmed by panelists belonging to experience category of 11-30 years and panelists belonging to project engineering discipline of project management. This dimension also recorded a weak rejection among the panelists belonging to contract profession.

Cultural fluency (competence) also scored weak confirmation in Asian cultures other than Middle East.

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.6 'XCGPMI' Knowledge/Communication/Cultural Fluency

Experience wise this dimension was weakly confirmed by panelists belonging to 11-20 years of experience while discipline wise panelists belonging to contracts profession also noted only a weak confirmation.
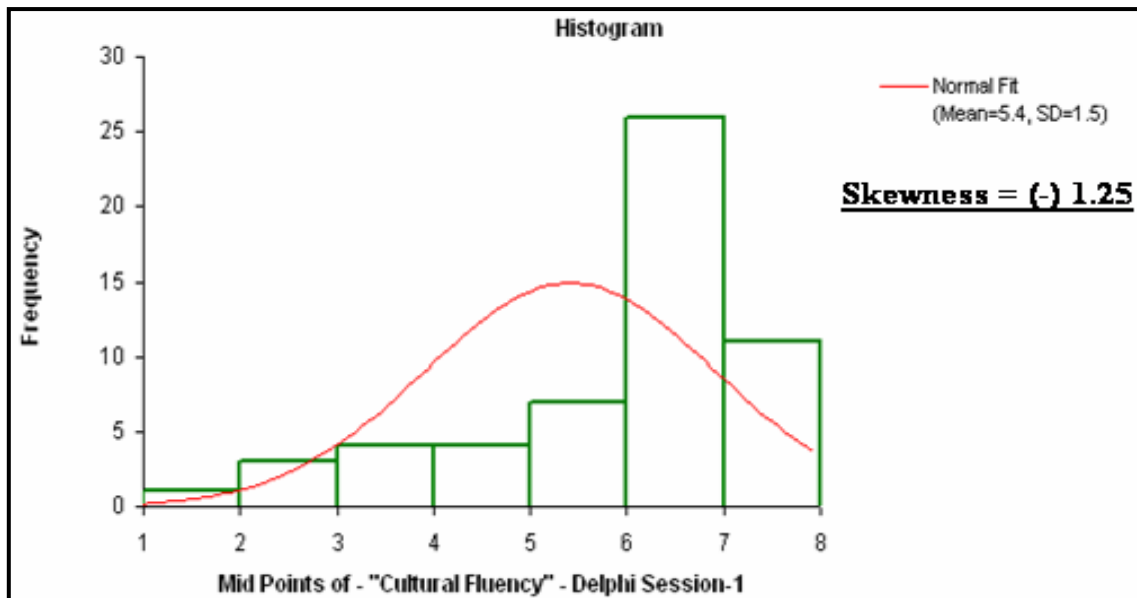
Fig 12.7(a) 'XCGPMI' Knowledge/Communication/Cultural Fluency

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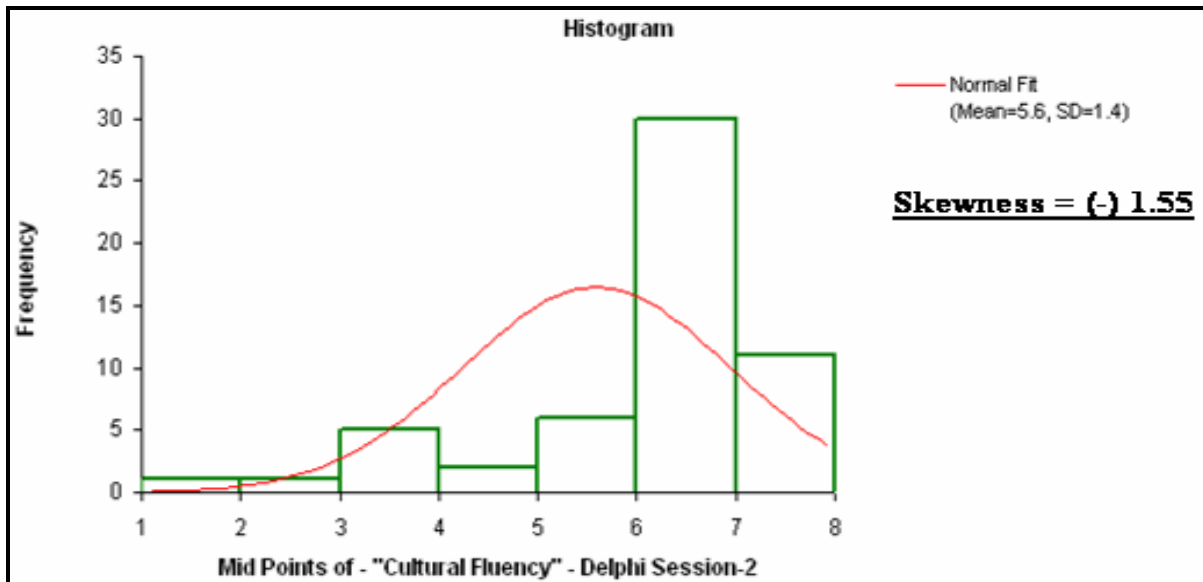
Fig 12.7(b) 'XCGPMI' Knowledge/Communication/Cultural Fluency

Fig. 12.6 shows the distribution of mean values for each of the groupings of the panelists based on culture, experience and fields of exposure. Fig. 12.7(a) & Fig. 12.7(b) give the numbers of respondent who have scored the results of 1, 2, 3…….7 respectively for this attribute. The distribution curve as can be seen is skewed to the left in both the sessions of this survey.

Repetition in communication (patience) also scored weak confirmation amongst senior level (21-30 years of experience) panelists. Panelists belonging to Project Contracts and Project Engineering disciplines also confirmed it weakly. The look at Fig 12.8 confirms the above inference. The distribution curve for this attribute is shown in Fig. 12.12.

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		
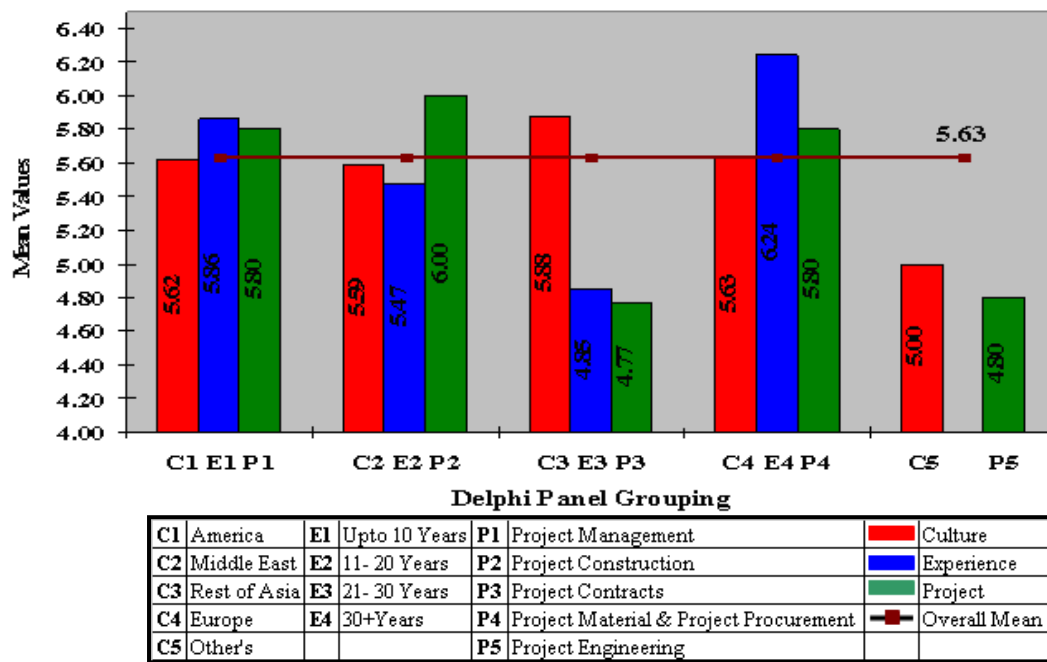
Fig 12.8 'XCGPMI' Knowledge/Communication/Repetition in Communication

Notably effective story telling (creativity) dimension descriptors also scored weak confirmation amongst panelists with 11-20 years of experience. The same was the case with panelists belonging to Contracts profession. Personally author think that this hints at the maturity level of the panelists (not junior enough to be readily influenced or senior enough / mature enough to comprehend the importance of this dimension.) and also the type of work (factual, hard numbers as related to Contracts). Please refer Fig. 12.2 and 12.3(a) and (b).
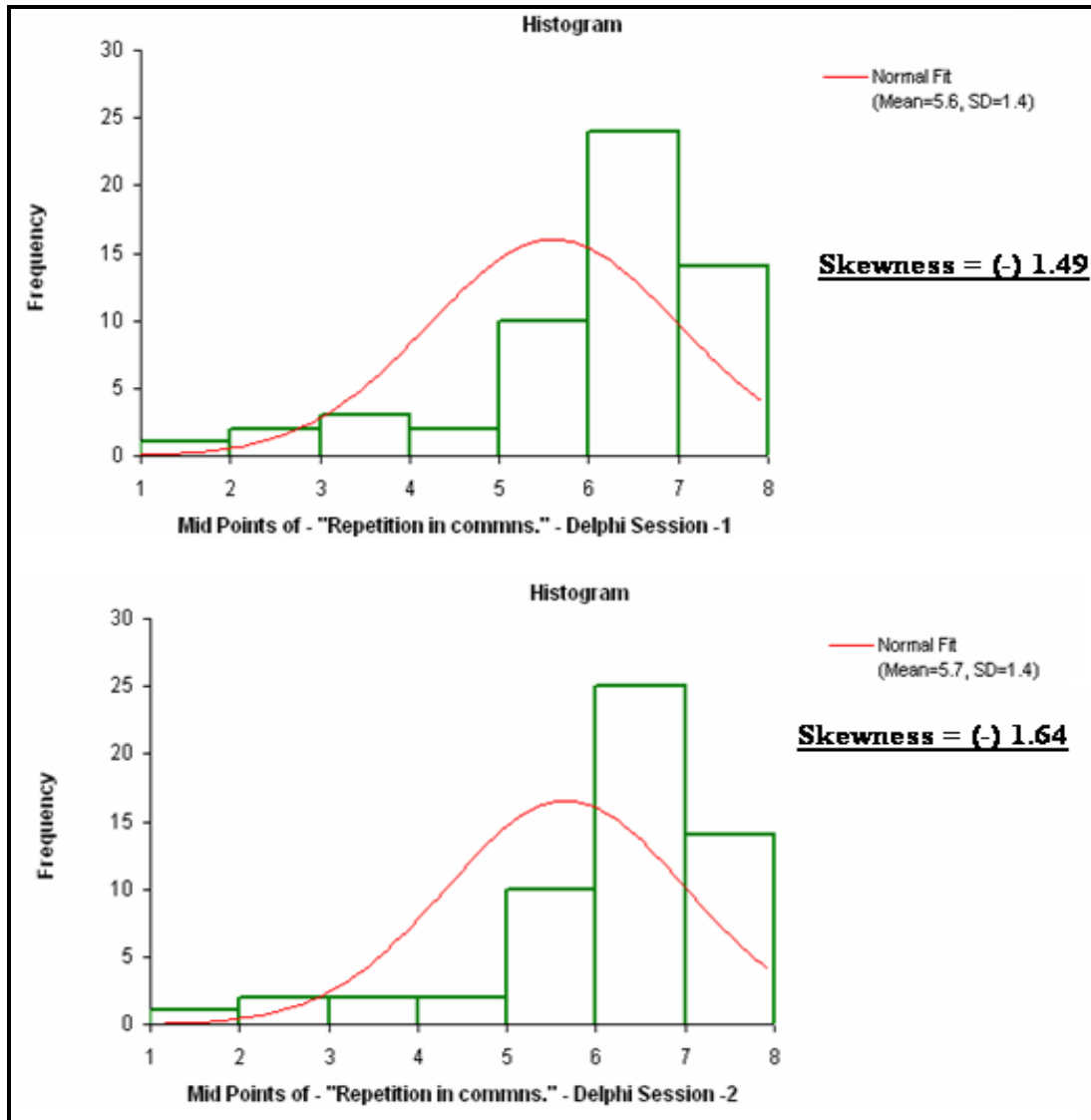
Fig 12.9 'XCGPMI' Knowledge/Communication/Repetition in Communication

Cultural communication (Wisdom) also got weakly confirmed amongst panelists belonging to Contracts discipline. Fig. 12.10 shows the mean value for this attribute against each of the groupings of the panelists. Fig. 12.11(a) & Fig. 12.11(b) illustrate the distribution curves for the respondent's scores in this case.

Fig 12.10 'XCGPMI' Knowledge/Communication/Cultural Communication
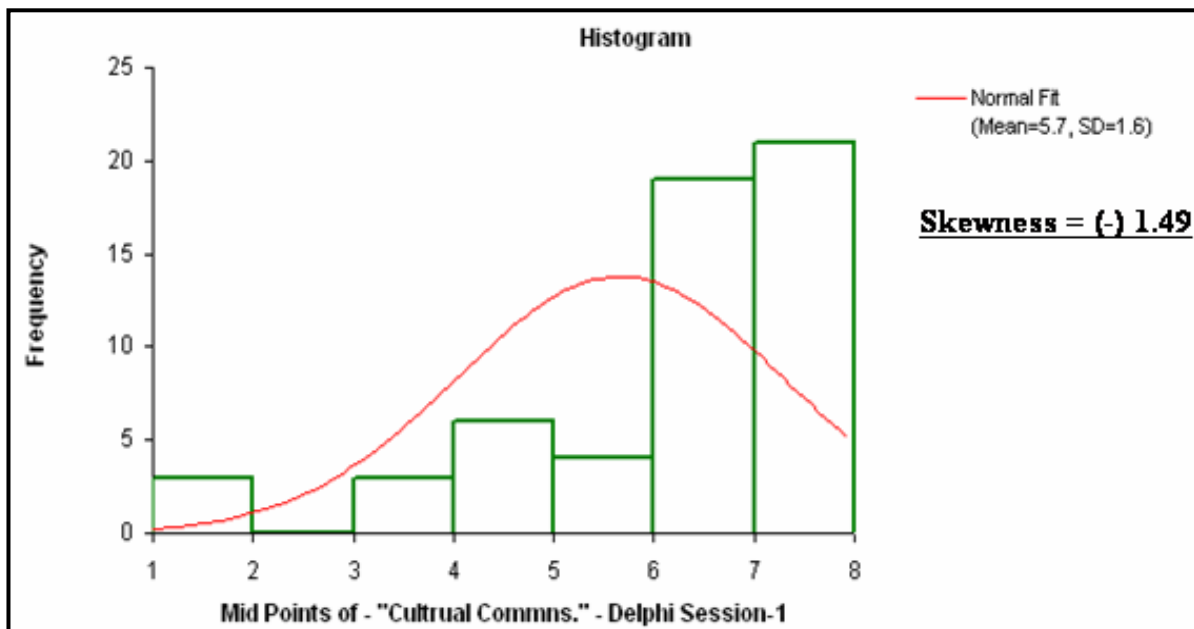
Fig 12.11(a) 'XCGPMI' Knowledge/Communication/Cultural Communication
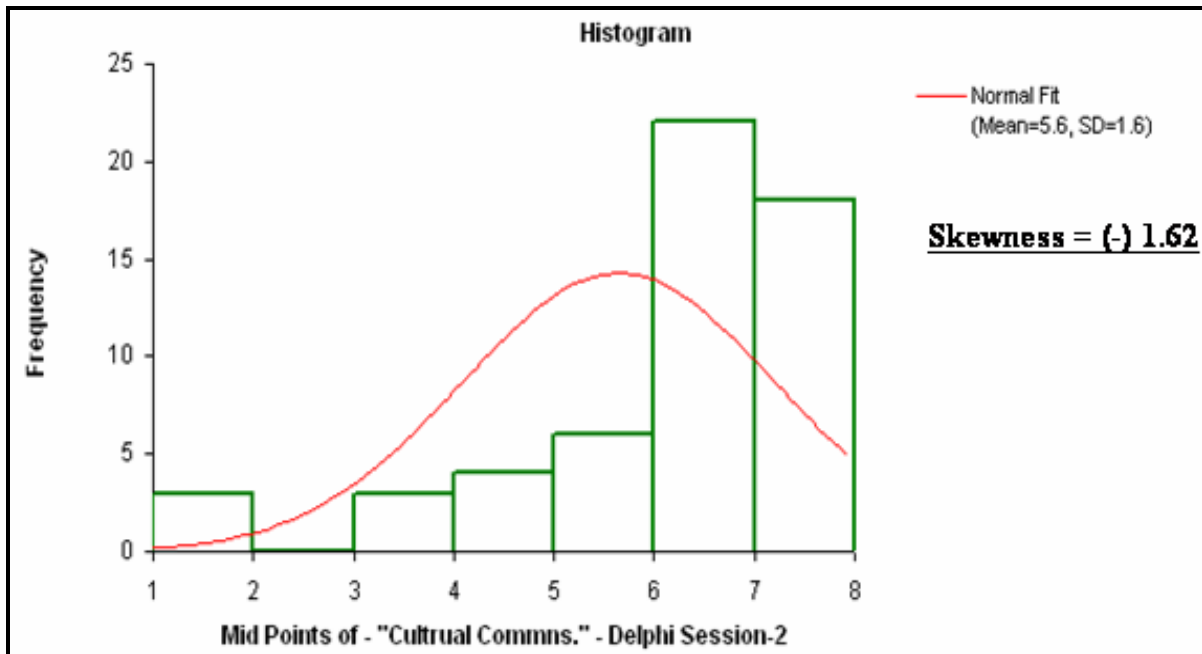
Fig 12.11(b) 'XCGPMI' Knowledge/Communication/Cultural Communication

The 'XCGPMI' Model while acknowledging communication along with all its dimensions descriptors as a universal knowledge dimension, also makes special mention of the above aspects with specific reference to the groupings where these are weakly confirmed so that project management practitioners belonging to such groupings can be particularly sensitive to these attributes based on the above analysis (for example this would mean that the project management style or the project management practitioners belonging to Asian /African /Australian culture should be more sensitive to face work during the project execution.).

12.2.1.2   Empathy

All the dimension descriptors of Empathy were confirmed with the overall score of 5.75. (Table 12.2 provides results of Delphi survey for both sessions for this dimension.). Author's theory that Empathy is an important dimension in Global Cross Cultural Project Management has been brought out in his International Conference Paper, [Srinivasan P., Grisham T., Designing Risks on International Projects, Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no page no.)]. Respect and consideration (Humaneness) scored the highest mean of 6.06 indicating the vital nature of humane touch to the dimension of Empathy. Author was interested to note that the descriptors of self sacrifice and servant leadership scored relativity low score of 5.58 and 5.71 respectively, classifying them as mere confirmation. This was somewhat surprising. One of the possible reason that author suspect for it not to have scored higher is the general impression that "in countries that utilizes servant leadership mainly Asian, African etc. management is still by dictatorship without the master giving of oneself". Fig. 12.12 and Fig. 12.13 show the mean values for these dimension

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descriptors as scored by the different panelists while Fig. 12.14(a) & Fig.12.14(b) and Fig. 12.15 show the distribution graphs of the respondent scores of theses attributes.

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
		Table 12.2 'XCGPMI' Knowledge/EMPATHY									
		Hypothesis Testing Results									
Knowledge	Empathy	Humaneness									
		Affection,Esteem,Rapport Sensitivity	5.75	6	1.13	5.77	6.00	1.13	5.76	-0.31	C
		Compassion	5.80	6	1.23	5.84	6.00	1.14	5.82	-0.62	C
		Respect & Consideration	6.07	6	1.02	6.05	6.00	1.03	6.06	0.29	SC
		Servant Leadership									
		Servant Leadership	5.66	6	1.38	5.75	6.00	1.31	5.71	-1.58	C
		Self Sacrifice	5.52	6	1.25	5.64	6.00	1.18	5.58	-2.27	C
		Empowerment of people	5.80	6	1.05	5.82	6.00	1.06	5.81	-0.31	C
		Cultural Intelligence									
		Insight,Understanding, Vicarious emotions.	5.59	6	1.36	5.64	6.00	1.27	5.62	-0.96	C
		Metaphors, Storytelling	5.64	6	1.09	5.70	6.00	0.97	5.67	-0.95	C
		Cultural Etiquettes,Customs & Traditions	5.64	6	1.07	5.71	6.00	1.02	5.68	-1.27	C

SC	Strong Confirmation
C	Confirmation

Overall Mean - Empathy	5.75	C

This augments my opinion and illustrates that the concept of servant leadership will potentially conflict with authoritarian (Large Power Distance) cultures. Author suspect that many panelists had a similar view resulting in it not scoring higher even though his experience strongly tells that this would be a very vital element in the knowledge base dimension to be possessed and practiced for effective cross cultural project management.

The hypothesis that 'XCGPMI' dimension of Empathy and its dimension descriptors is *"ethic"* was confirmed by Delphi panelists. As such this dimension with all its descriptors finds a way in the 'XCGPMI' Mode'. However, while analyzing the mean score grouping the panelist culture wise, it was noted that the attribute of servant leadership had weak confirmation amongst the group belonging to culture other than American, European and Asian. Similar was the case with the grouping belonging to project materials and project procurement (Fig. 12.14). Fig. 12.15 shows the distribution graph of respondent's scores. As such the tool box reflects this attribute as

something that should be carefully handled in the project management style applicable especially for cultures other than Asian, American and Europeans.

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.12 'XCGPMI' Knowledge/Empathy/Servant Leadership/Self Sacrifice
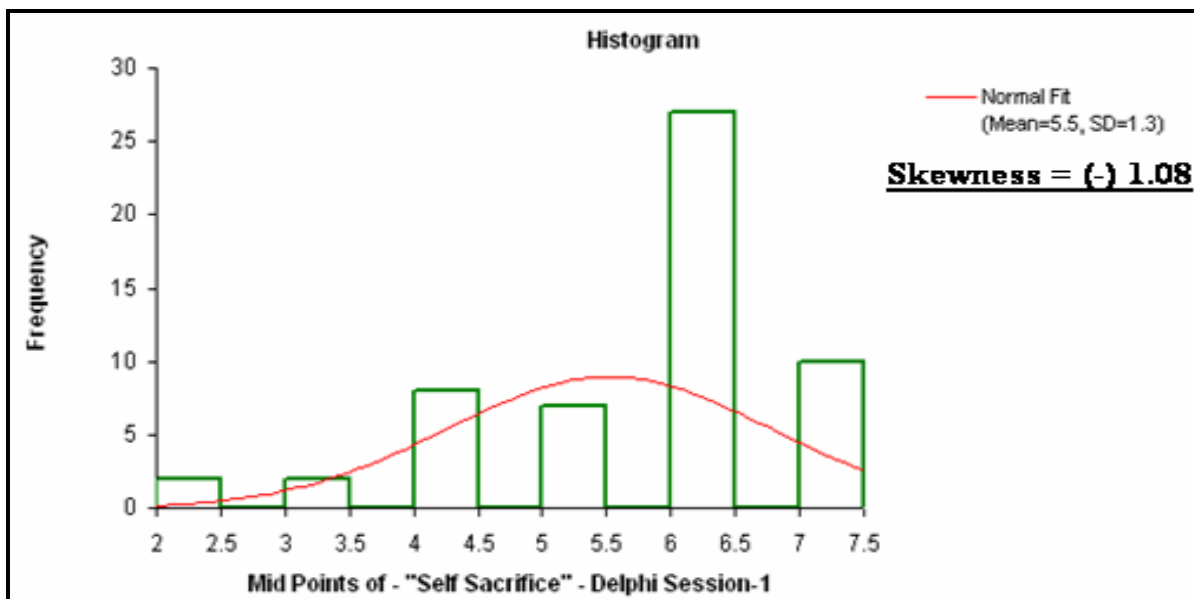
Fig 12.13(a) 'XCGPMI' Knowledge/Empathy/Servant Leadership/Self Sacrifice
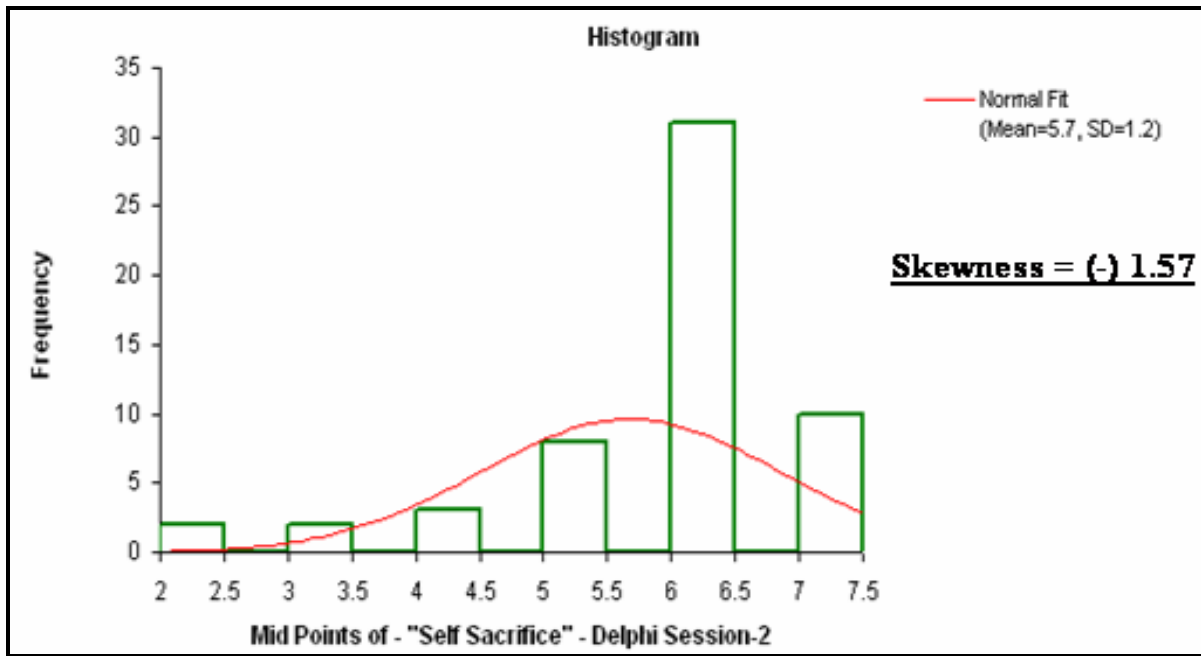
Fig 12.13(b) 'XCGPMI' Knowledge/Empathy/Servant Leadership/Self Sacrifice

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.14 'XCGPMI' Knowledge /Empathy/Servant Leadership
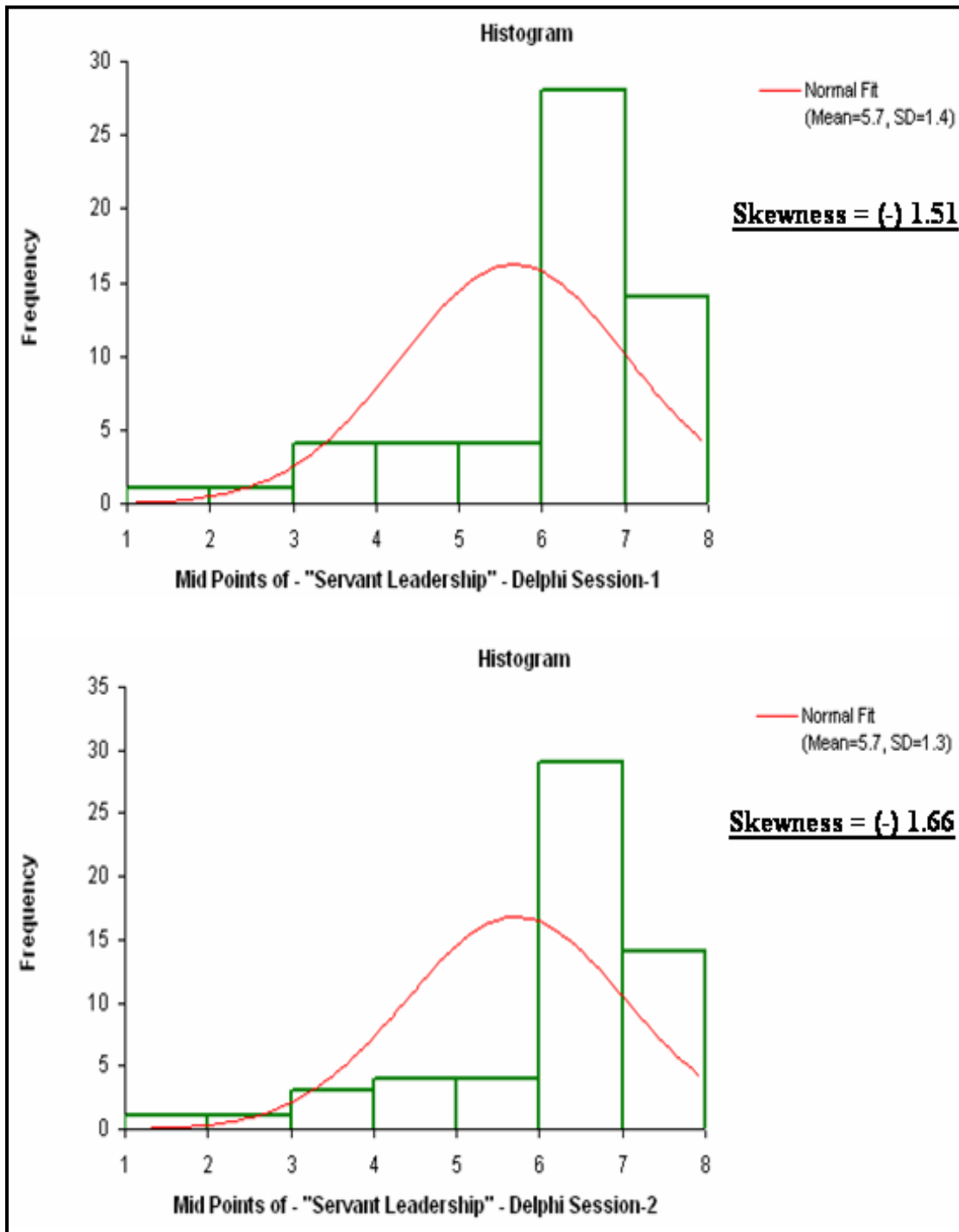
Fig 12.15 'XCGPMI' Knowledge /Empathy/Servant Leadership

12.2.1.3 Trust

All of the dimensions descriptors for trust were confirmed with no overall weak confirmations. The overall mean for this dimension was 5.94. Table 12.3 provides the results of the Delphi survey for both sessions for this dimension.

Table 12.3 'XCGPMI' Knowledge/TRUST

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Knowledge	Trust	Trust	6.07	6	0.78	6.14	6.00	0.67	6.11	-1.18	SC
		Care & Concern									
		Care & Concern	5.96	6	0.79	6.00	6.00	0.74	5.98	-0.60	C
		Esteem for Oneself & Others	5.89	6	0.82	5.95	6.00	0.77	5.92	-0.91	C
		Consideration of Face-respect,honor,and Reputation	5.79	6	0.93	5.84	6.00	0.89	5.81	-0.93	C
		Competence									
		Intellectual,Social, Emotional,and Cultural	6.00	6	0.91	6.05	6.00	0.88	6.03	-0.89	SC
		Technical Competence	5.84	6	1.19	5.84	6.00	1.19	5.84	0.00	C
		Judgement	5.55	6	1.23	5.61	6.00	1.22	5.58	-0.96	C
		Integrator									
		Integrator	5.89	6	0.93	5.89	6.00	0.93	5.89	0.00	C
		Setting & Definning Goals	6.05	6	0.90	6.05	6.00	0.90	6.05	0.00	SC
		Imbuing Cohensiveness	5.89	6	1.06	5.95	6.00	0.98	5.92	-0.91	C
		Dependability									
		Dependability	6.00	6	0.91	6.07	6.00	0.83	6.04	-1.19	SC
		Predictability	5.70	6	1.14	5.77	6.00	0.95	5.73	-1.25	C
		Making & Keeping Commitments	5.98	6	0.90	5.98	6.00	0.90	5.98	0.00	C
		Character									
		Character	6.20	6	0.88	6.23	6.00	0.83	6.21	-0.86	SC
		Honesty & Integrity	6.21	6	0.82	6.25	6.00	0.77	6.23	4.02	SC
		Duty & Loyalty	5.93	6	0.93	5.96	6.00	0.89	5.95	2.71	C
		Admiration	5.77	6	1.06	5.77	6.00	1.06	5.77	-3.41	C
		Truth & Justice									
		Truth & Justice	5.91	6	0.96	5.96	6.00	0.91	5.94	0.91	C
		Fairness	5.88	6	0.95	5.91	6.00	0.92	5.89	-3.04	C
		Candor	5.86	6	0.98	5.86	6.00	0.98	5.86	0.91	C
		Human Touch									
		Human Touch	6.05	6	0.94	6.05	6.00	0.94	6.05	-1.18	SC
		Tolerance-Personal,Social,Cultural,Religious	5.80	6	1.00	5.80	6.00	1.00	5.80	-4.00	C
		Respect-Personal,Socail,Cultural,Religious	6.04	6	0.66	6.04	6.00	0.66	6.04	1.78	SC
		Fearlessness									
		Fearlessness	6.09	6	0.72	6.13	6.00	0.66	6.11	-0.59	SC
		Confidence	5.98	6	1.02	6.04	6.00	0.97	6.01	-0.90	SC
		Self-Sacrifice	5.89	6	1.15	5.93	6.00	1.13	5.91	-0.61	C
		Integrity & Ethics									
		Integrity & Ethics	5.86	6	1.10	5.91	6.00	1.01	5.88	-0.91	C
		Demonstrating Morale & Ethical Values	6.02	6	0.77	6.05	6.00	0.77	6.04	-0.59	SC
		Ethical Prospective	5.68	6	0.86	5.68	6.00	0.86	5.68	0.00	C

SC	Strong Confirmation				Overall Mean - Trust		5.94	C
C	Confirmation							

Author's theory that Trust is an important factor in Global Cross Cultural Project Management has been brought out in my International Conference Paper, [Srinivasan P., Grisham T., Designing Risks on International Projects, Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no page no.)]. The dimension descriptor honesty and integrity (Character) expectedly scored the highest implying the importance of honesty and integrity in trust building in project management concept.

The lowest score was for judgment (competence) indicating that this dimension is more emotional and interpersonal in nature rather than based on competence.

The point to be noted is the relatively high score of 5.91 for Self Sacrifice (Fearlessness) indicating that while in culture with high power distance indices, it is certainly true that a leader may not need to display strong Self Sacrifice but in Western Cultures, it would be very important. Author trust that panelists tend to agree with his line of thinking, judging by the high score. Refer Fig. 12.16 and 12.17 for histogram of mean score of different groupings of the panelist population and the distribution pattern of the response (1, 2, 3……..7) by the panelists for this attribute.
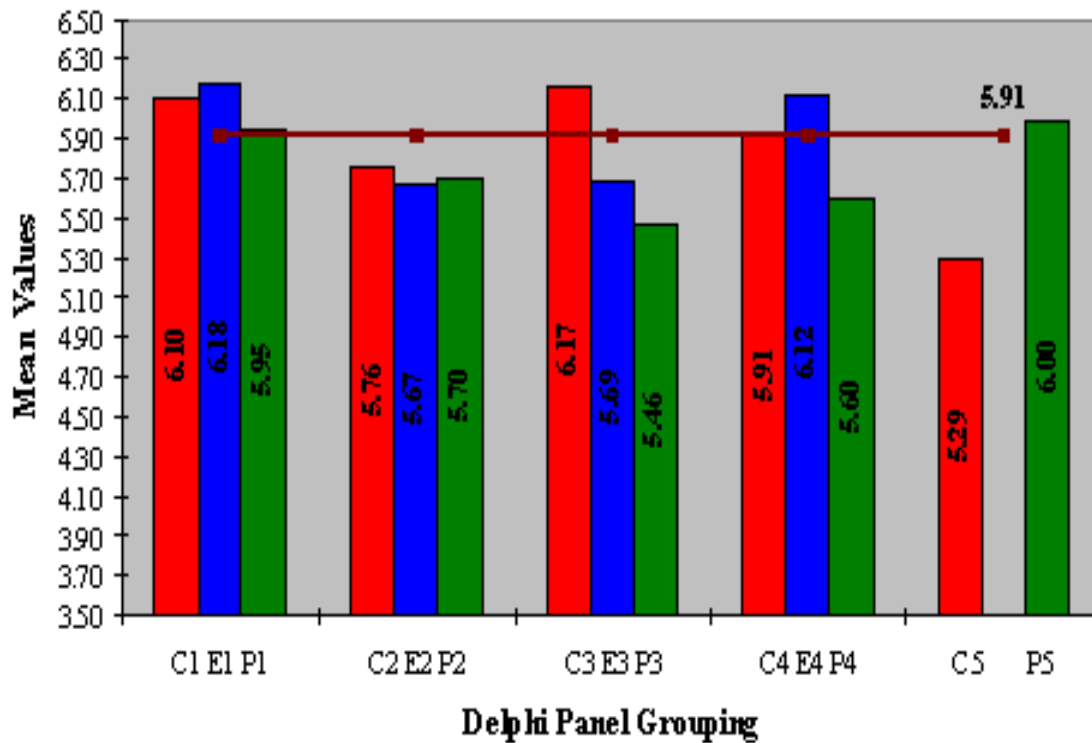
C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig-12.16 'XCGPMI' Knowledge /Trust/Fearlessness/Self Sacrifice

It is also interesting to note that candor (Truth and Justice) was not strongly confirmed. This surprised author a little because a lack of candor will erode trust and a subtle display of Candor will ultimately erode it. It is interesting that the panelists felt a relatively lesser role for Candor in trust relationships, refer Fig. 12.18, Fig. 12.19(a) & Fig. 12.19(b).

Fig-12.17 'XCGPMI' Knowledge/Trust/Fearlessness/Self Sacrifice

Fig 12.18 'XCGPMI' Knowledge/Trust/Candor
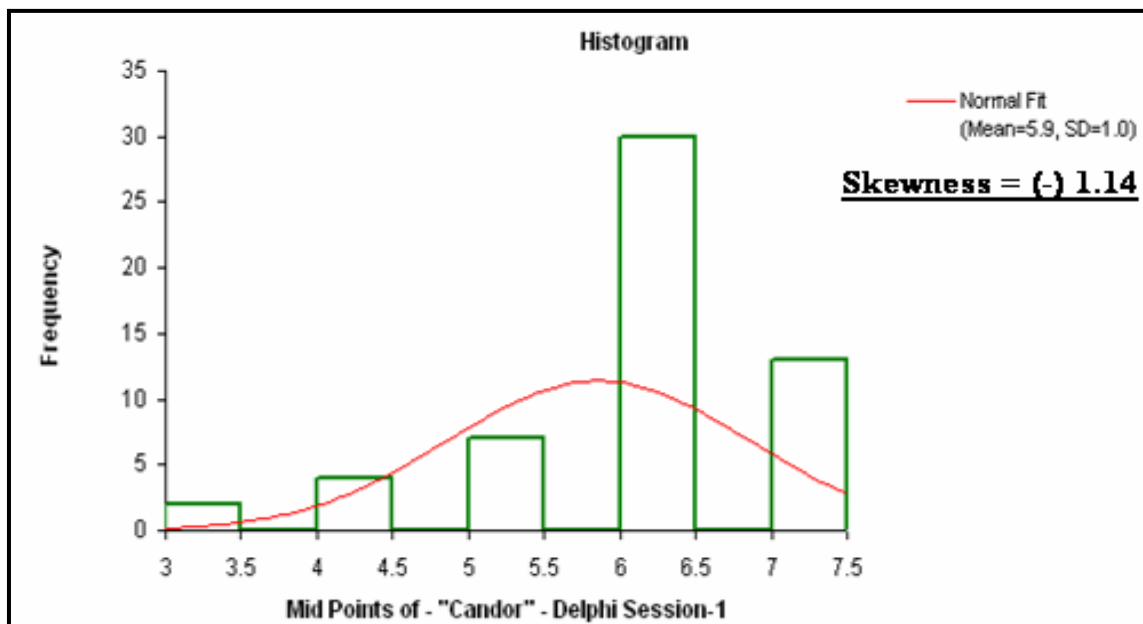
Fig 12.19(a) 'XCGPMI' Knowledge/Trust/Candor

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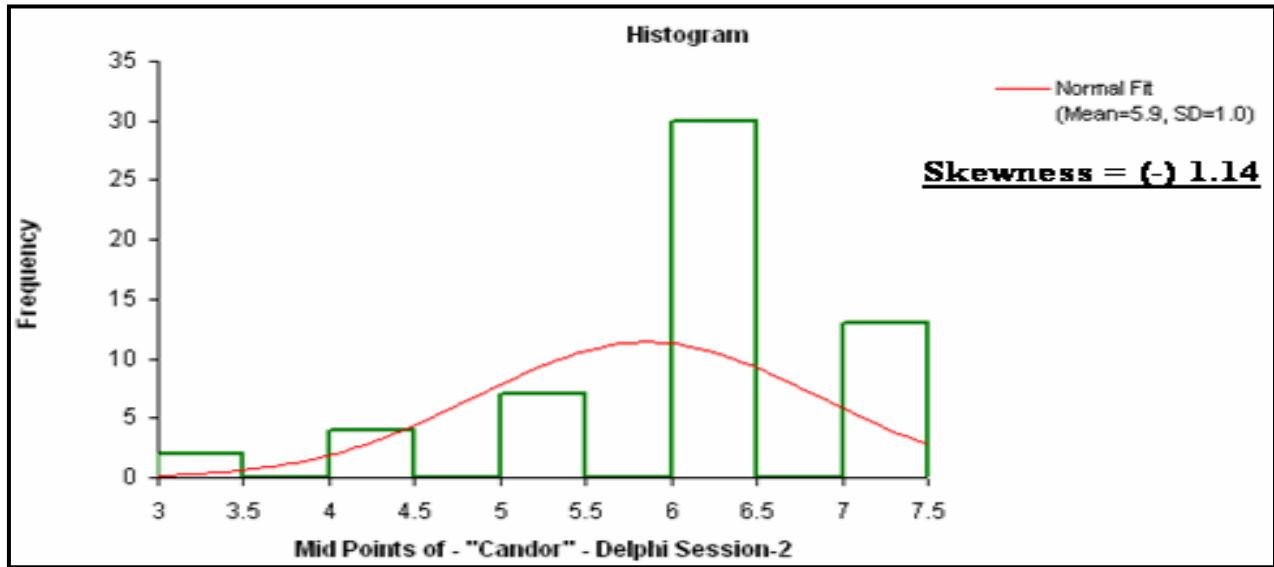
Fig 12.19(b) 'XPGPMI' Knowledge/Trust/Candor

The hypothesis that the "XCGPMI" dimension of trust with all its descriptors is *"ethic"* was confirmed by the Delphi panelist. As such these are included in the 'XCGPMI' Model. In the group wise analysis of the scores for this dimension it was observed that judgment (competence) scored a weak confirmation amongst panelists belonging to project contracts profession, refer Fig. 12.20 & 12.21. The model accordingly reflects this sub-descriptor as something that project management practitioner belonging to this experience category should be wary of.

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig. 12.20 'XCGPMI' Knowledge/Trust/Judgment

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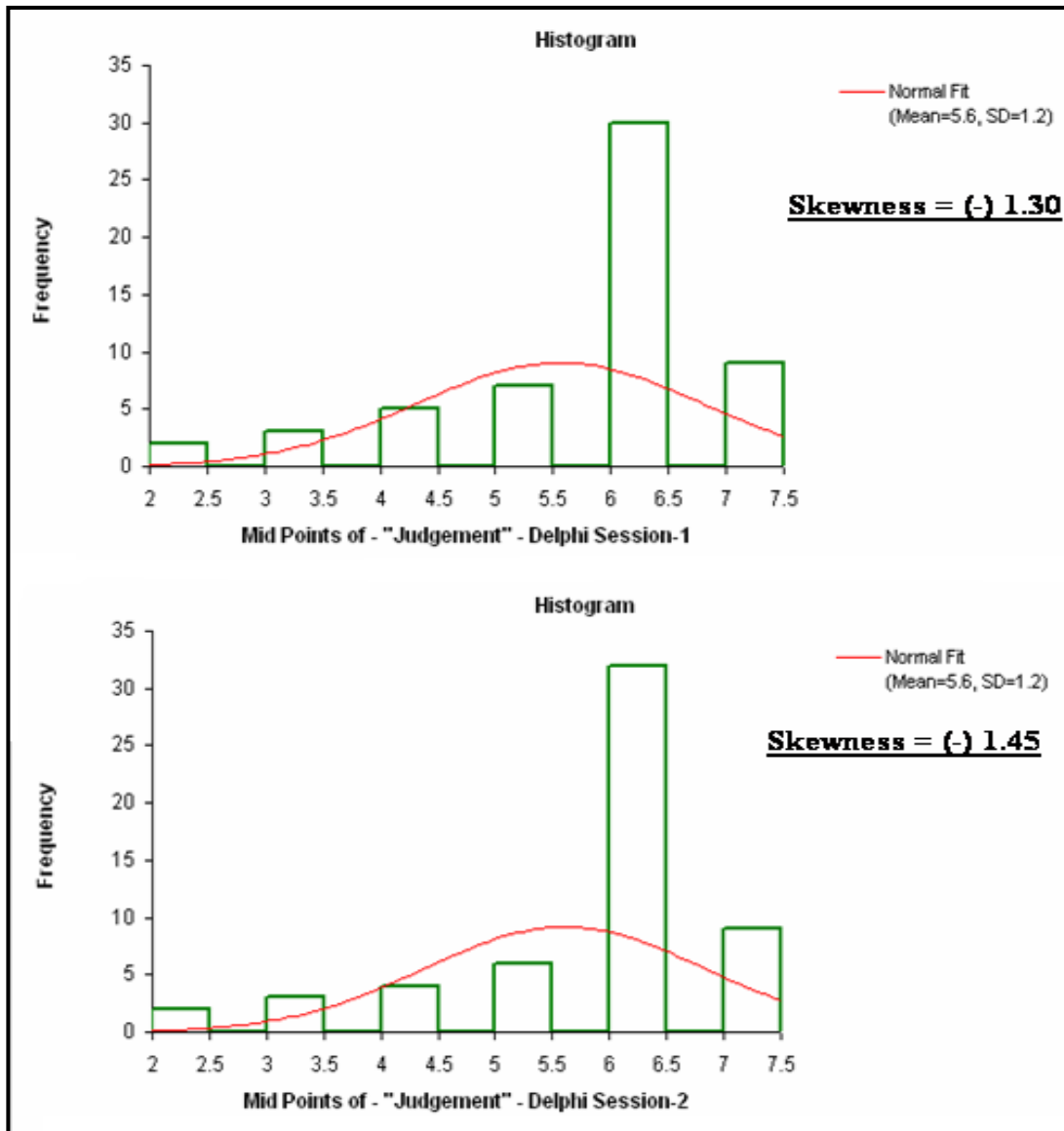
Fig. 12.21 'XCGPMI' Knowledge/Trust/Judgment

12.2.1.4 Transformation

All the dimension descriptors for transformation were confirmed with an overall mean of 5.84 with no weak confirmations. Table 12.4 provides the results of Delphi survey for both sessions for this dimension. Author's theory that Transformation is an important factor in Global Cross Cultural Project Management has been brought out in author's International Conference Paper. [Srinivasan P., Grisham T., Designing Risks on International Projects, Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no page no.)]. "Demonstrating foresight and predicting the future" (Vision) scored the overall highest of 6.09 which was in line with the general theory that clarity in preparing for the future is essential for transformation. "Imbuing a feeling of security to take risks" (Risk Change) and Uniqueness (Charisma) scored relatively lower scores of 5.60 and 5.72 respectively.

Table 12.4 'XCGPMI' Knowledge/Transformation

Table 12.4 'XCGPMI' Knowledge/Transformation

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Knowledge	Transformation	Transformation Leadership	5.82	6	1.01	5.82	6.00	1.01	5.82	0.00	C
		Risk Change									
		Inspiring People to Risk Change	5.89	6	0.82	5.89	6.00	0.82	5.89	0.00	C
		Injspiring the desire to change the status quo, restructure ideas, beliefs, structures etc.	5.88	6	0.76	5.89	6.00	0.73	5.88	-0.30	C
		Imbuing a feeling of security to take risks	5.59	6	0.91	5.61	6.00	0.89	5.60	-0.32	C
		Vision									
		Having a vision and the ability to share	5.91	6	0.88	5.91	6.00	0.88	5.91	0.00	C
		Demonstrating foresight & predicting the future	6.07	6	0.89	6.11	6.00	0.85	6.09	-0.59	SC
		Communicating goals & Objectives	5.91	6	0.98	5.98	6.00	0.90	5.95	-1.21	C
		Inspiration									
		Inspiration	5.75	6	1.01	5.77	6.00	1.01	5.76	-0.31	C
		Setting high expectations & motivating people	5.98	6	1.00	6.09	6.00	0.92	6.04	-1.79	SC
		Mentoring and coaching	5.66	6	1.28	5.68	6.00	1.28	5.67	-0.32	C
		Charisma									
		Charisma	5.80	6	0.92	5.80	6.00	0.92	5.80	0.00	C
		Being Decisive & Dynamic	5.79	6	1.02	5.79	6.00	1.02	5.79	0.00	C
		Uniqueness	5.68	6	1.10	5.77	6.00	1.01	5.72	-1.57	C

SC	Strong Confirmation		Overall Mean - Transformation	5.84	C
C	Confirmation				

Uniqueness was thought to be a good descriptor of that unusual quality that facilitates the perception of a charismatic leadership. However, judging by the score it is felt that some panelists were indifferent to this dimension in the context of transformation in 'project management'. Similarly imbuing a feeling of security to take risk was considered to be a positive quality to facilitate transformation. However, the relatively lower score indicates that this was not so high in the opinion of the Delphi panel.

The hypothesis that the "XCGPMI" knowledge base dimension of transformation and its descriptors are *"ethic"* was thus confirmed by Delphi panelists. As such this is also included in

the tool box with no special noting as there are no weak confirmations in any of the grouping patterns.

12.2.1.5 Power

All the dimension descriptors of power were overall confirmed by the Delphi panel with a mean score of 5.64. Table 12.5 shows the scores of both sessions of Delphi survey of this dimension. Author's theory that Power is an important factor in Global Cross Cultural Project Management has been brought out in author's International Conference Paper, [Srinivasan P., Grisham T., Designing Risks on International Projects, Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no page no.)]. The dimension descriptor of Knowledge Power (technical, cultural, emotional and organizational) has the highest score of 5.93 while "Political Power" (Position Power) scored a weak confirmation with the lowest score of 4.712. It is also interesting to mention that "Coercive Power" also scored relatively low score of 5.312. Personally author thought that the panelists would strongly disagree. Author would not have been surprised to see a weak confirmation or possible rejection for the same. However, the relatively higher score as compared to author's expectations and a "confirmation" seems to indicate that the panelists were focused on cultures with large power distance indices when responding to the question.

Author believe that it is perhaps the form of power that is most desirable in project management especially the leadership for this is the power that is bestowed upon the leadership / management by the followers, voluntarily. The panelists also shared this opinion as shown by the "confirmation" even though this form of power is not well tested. The weak confirmation by the panelists for "Political Power" (Position Power) again seems to support the above analysis of the score for referent power. Author suspect the reason to be that generally people perceived Political Power and Position Power in a negative way that would diminish rather than enhance the effectiveness of management.

The highest score of "Knowledge Power" was also in line with author's expectation and also indirectly vindicates the relatively high score for referent power. Often knowledge power helps to build referent power, implying that if the project management / leadership prove itself to be knowledgeable to the tasks at hand the follower attempts to voluntarily bestow power on the leadership/management making team functioning all the more effective.

The hypothesis that the "XCGPMI" dimension of power and its dimensions one *ethic* was overall confirmed by the Delphi panelists.

An analysis of the scores grouping wise threw the following insights:-

Political Power (Position Power) scored a weak confirmation in American, European and Asian cultures (including Middle East) while the other cultures scored it a weak rejection. Experience wise this attribute was again weakly confirmed by all the panelists belonging to the range of 11-30 years of experience. Project discipline wise this attribute again scored a weak confirmation amongst all the project management professions except project material and procurement. Fig. 12.22 illustrate the scores of means with respect to the different groupings of the panelists, while

Fig. 12.23(a) & Fig. 12.23(b) illustrates the distribution curve of the no. of panelists who had scored the responses of 1,2,3,………7 for this attribute.

**Table 12.5 'XCGPMI' Knowledge/Power**

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Knowledge	Power	Power	5.75	6	1.13	5.79	6.00	1.07	**5.77**	**-0.62**	C
		Knowledge Power									
		Knowledge power-technical,cultural,emotional & organizational.	5.91	6	1.00	5.95	6.00	0.96	**5.93**	**-0.60**	C
		Sharing of knowledge	5.86	6	0.94	5.89	6.00	0.91	**5.88**	**-0.61**	C
		Being a Teacher	5.79	6	0.89	5.77	6.00	0.87	**5.78**	**0.31**	C
		Power Distance									
		Power Distance	5.64	6	1.15	5.71	6.00	1.11	**5.68**	**-1.27**	C
		the locus of power	5.70	6	0.99	5.70	6.00	0.99	**5.70**	**0.00**	C
		Communitarianisam	5.39	6	1.29	5.57	6.00	1.23	**5.48**	**-3.31**	C
		Referent Power									
		Referent Power	5.46	6	1.19	5.55	6.00	1.16	**5.51**	**-1.63**	C
		Bravery & Confidence	5.61	6	0.98	5.66	6.00	0.90	**5.63**	**-0.96**	C
		Warmth towards others and service	5.80	6	0.90	5.86	6.00	0.84	**5.83**	**-0.92**	C
		Position Power									
		Position Power	5.73	6	1.00	5.68	6.00	1.03	**5.71**	**0.93**	C
		Legitimate Power	5.68	6	1.03	5.68	6.00	1.03	**5.68**	**0.00**	C
		Political Power	4.71	5	1.64	4.88	5.00	1.55	**4.79**	**-3.41**	WC
		Reward & Punishment Power									
		Reward & Punishment Power	5.75	6	1.19	5.75	6.00	1.19	**5.75**	**0.00**	C
		Coercive Power	5.39	6	1.37	5.39	6.00	1.37	**5.39**	**0.00**	C
		Reward & Punishment Power	5.80	6	0.94	5.80	6.00	0.94	**5.80**	**0.00**	C

WC	Weak Confirmation					Overall Mean - Power	5.64	C
C	Confirmation							

As such "XCGPMI" knowledge based dimension of power with its sub-descriptors find a way to the tool box with a special noting for being sensitive to Political Power (Position Power) across all cultures and also with respect to experience and project exposure groupings as brought out above.

Referent power scored a weak confirmation in culture group belonging to Rest of Asia while position power also scored a weak confirmation amongst panelists belonging to Project Engineering Discipline. Fig.s 12.24 and 12.26 show the mean scoring patterns for the attributes of 'referent power' and 'position power' respectively amongst the various groupings of panelists based on culture, levels of experience and project management fields of exposure. Fig. 12.25(a)

& Fig. 12.25(b) and 12.27 show the distribution pattern of the responses (1, 2, 3, ………...7) scored by the respondents for these attributes.

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.22 'XCGPMI' Knowledge/ Power / Political Power
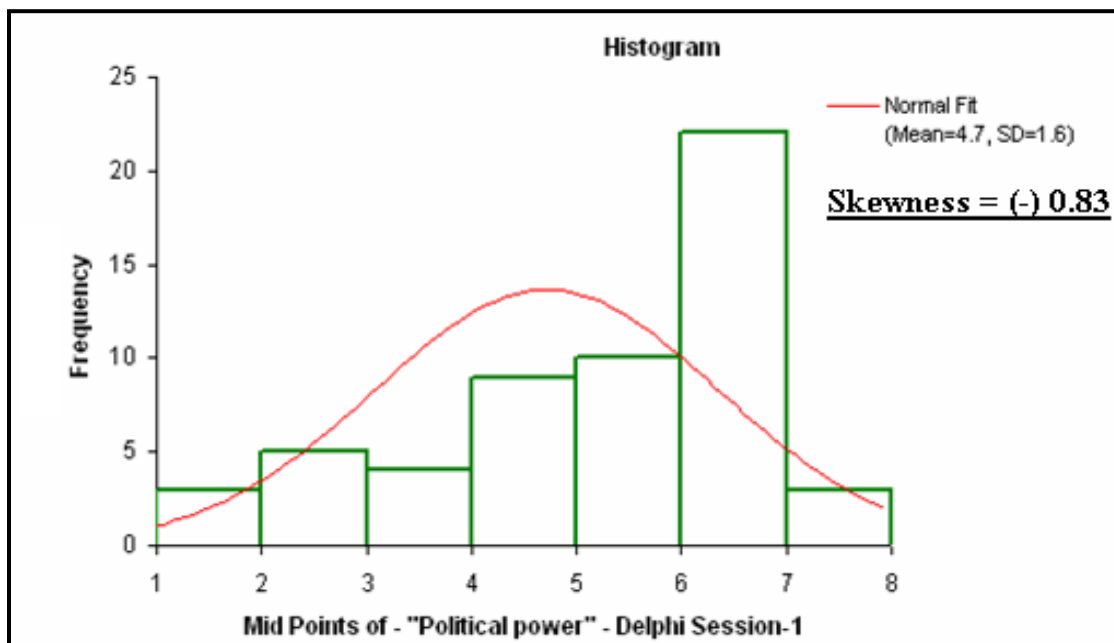
Fig 12.23(a) 'XCGPMI' Knowledge/ Power / Political Power
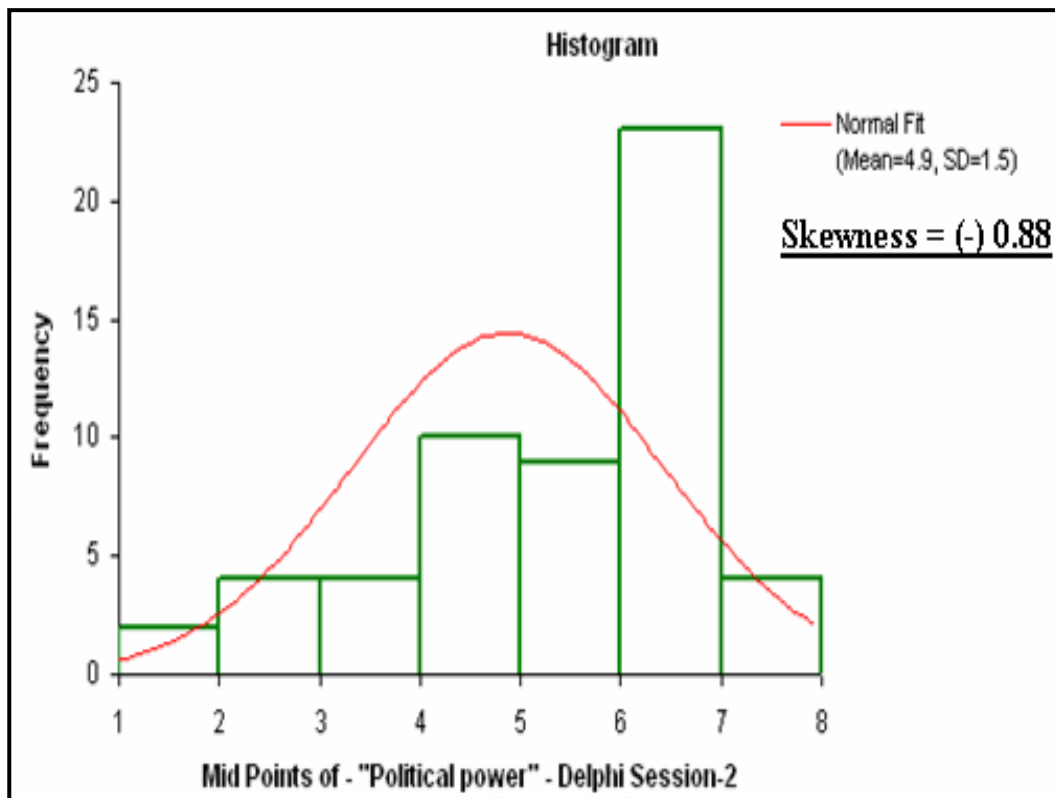
Fig 12.23(b) 'XCGPMI' Knowledge/ Power / Political Power

12.2.1.6 Summary

The XCGPMI aspect knowledge base and its dimensions **Communication, Empathy, Trust, Transformation,** and **Power** along with their dimension descriptors were all confirmed. Fig. 12.28 provides graphical overview of the findings from the Cross Cultural Global Project Management (XCGPMI) aspect of knowledge base dimensions. Author's hypothesis that **Trust, Empathy, Communication, Transformation** and **Power** are five key dimensions for Cross Cultural Project Management has been brought out in his International Conference Paper, [Srinivasan P., Grisham T., Designing Risks on International Projects, Proceedings of the International CIB (The International Council for Research and Innovation in Building and Construction) World Building Congress, Cape Town, S. Africa, 2007, May 14-16, pp. (CD Format, no page no.)]. author am pleased to be able to note here that the survey results have confirmed the same.

12.2.2 "XCGPMI" Aspect Culture

Culture is the second aspect of "XCGPMI" as discussed earlier in the thesis. The dimensions of culture utilized in this thesis were taken from the Globe Survey.

 (a)   Uncertainty Avoidance
 (b)   Power Distance
 (c)   Humane Orientation
 (d)   Institutional Collectivism

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.24'XCGPMI' Knowledge/ Power / Referent Powe
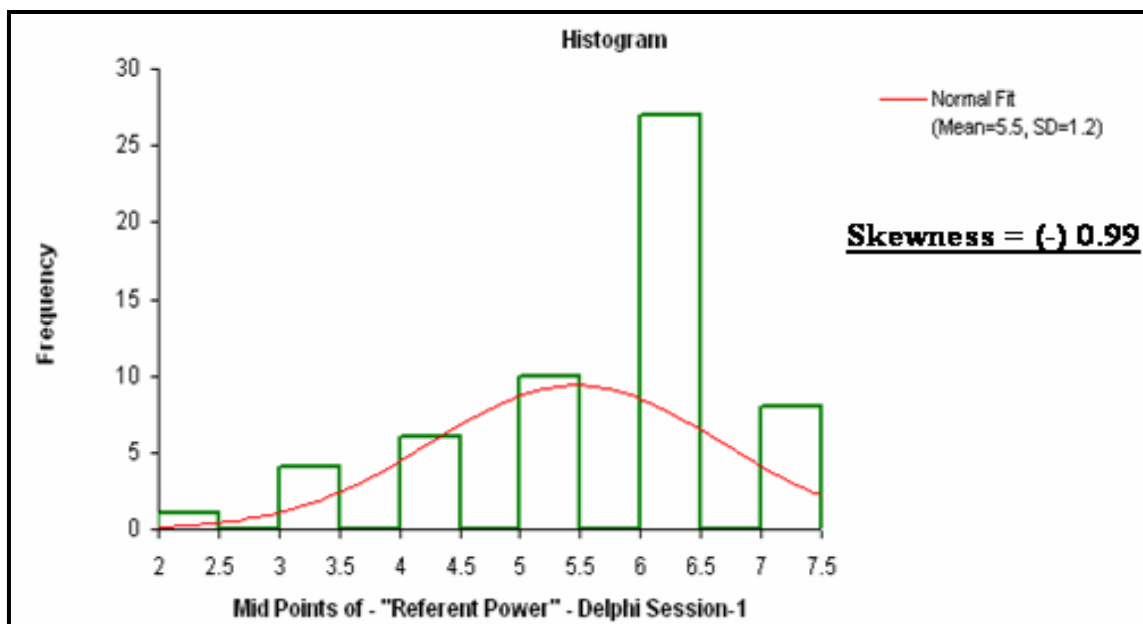
Fig 12.25(a) 'XCGPMI' Knowledge/ Power / Referent Power

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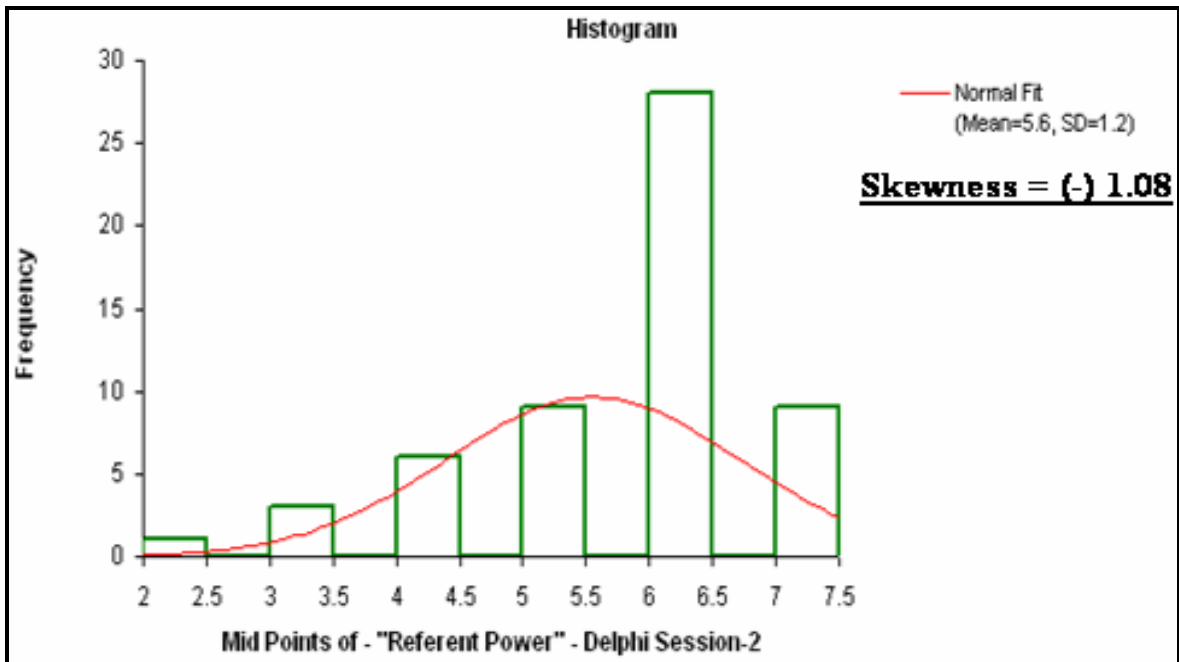
Fig 12.25(b) 'XCGPMI' Knowledge/ Power / Referent Power

C1	America	E1	Upto 10 Years	P1	Project Management		Culture
C2	Middle East	E2	11- 20 Years	P2	Project Construction		Experience
C3	Rest of Asia	E3	21- 30 Years	P3	Project Contracts		Project
C4	Europe	E4	30+Years	P4	Project Material & Project Procurement		Overall Mean
C5	Other's			P5	Project Engineering		

Fig 12.26'XCGPMI' Knowledge/ Power / Position Power
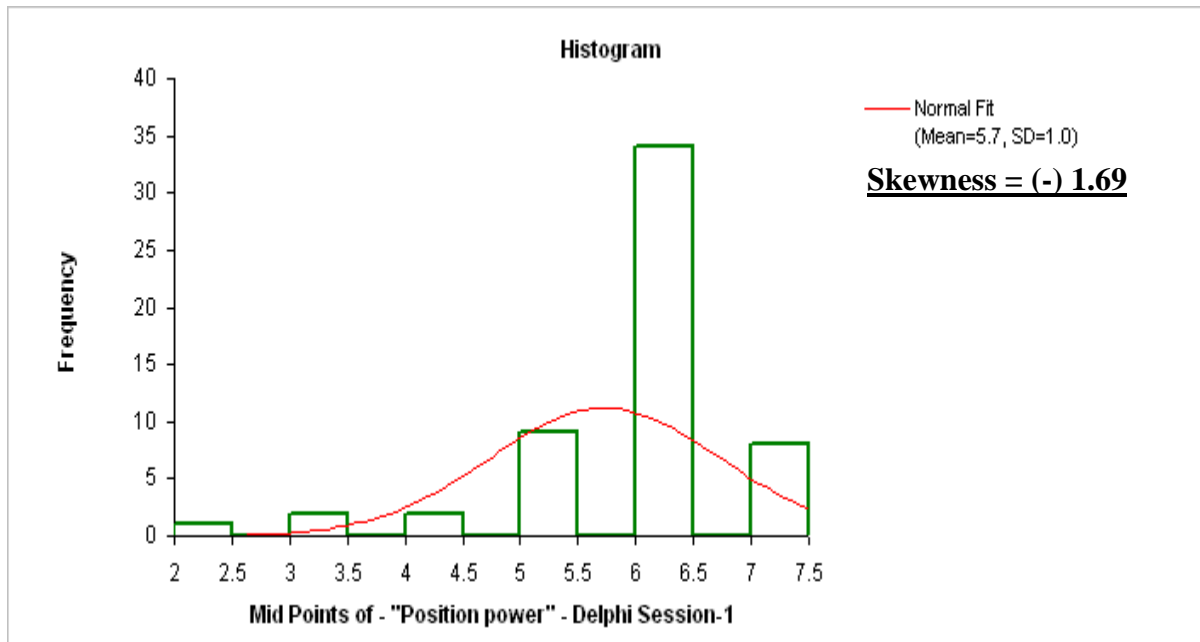
Fig 12.27(a) 'XCGPMI' Knowledge/ Power / Position Power
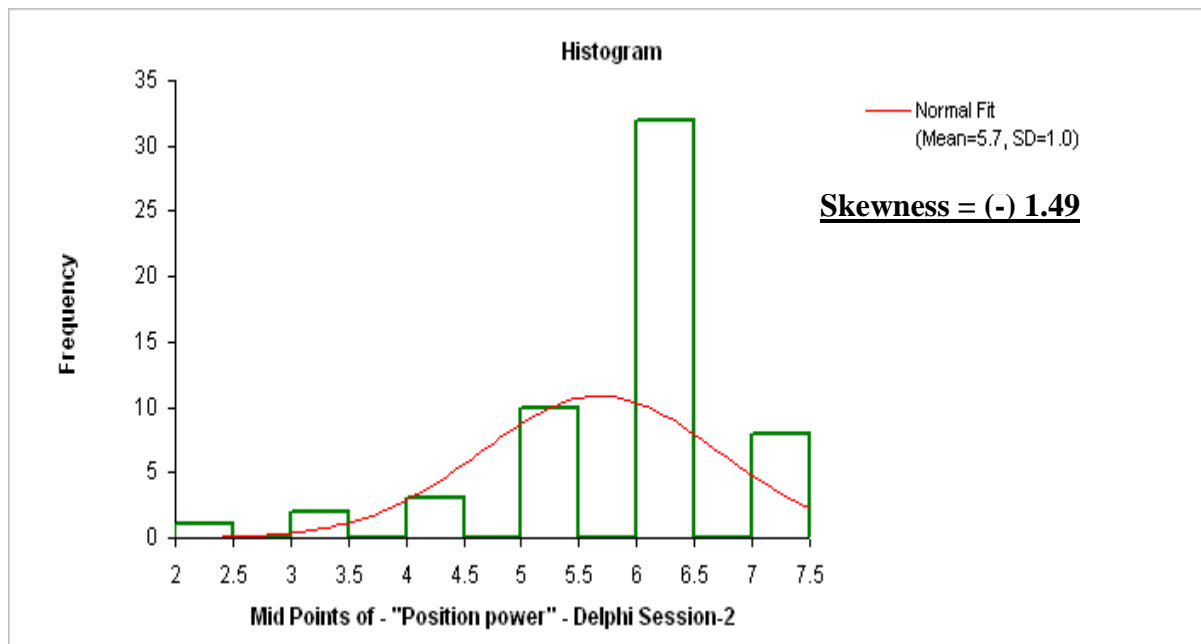
Fig 12.27(b) 'XCGPMI' Knowledge/ Power / Position Power

(e)   Group Collectivism
(f)   Gender Egalitarianism
(g)   Assertiveness
(h)   Future Orientation

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(i)   Performance Orientation

Fig. 12.28 XCGPMI Knowledge Aspects
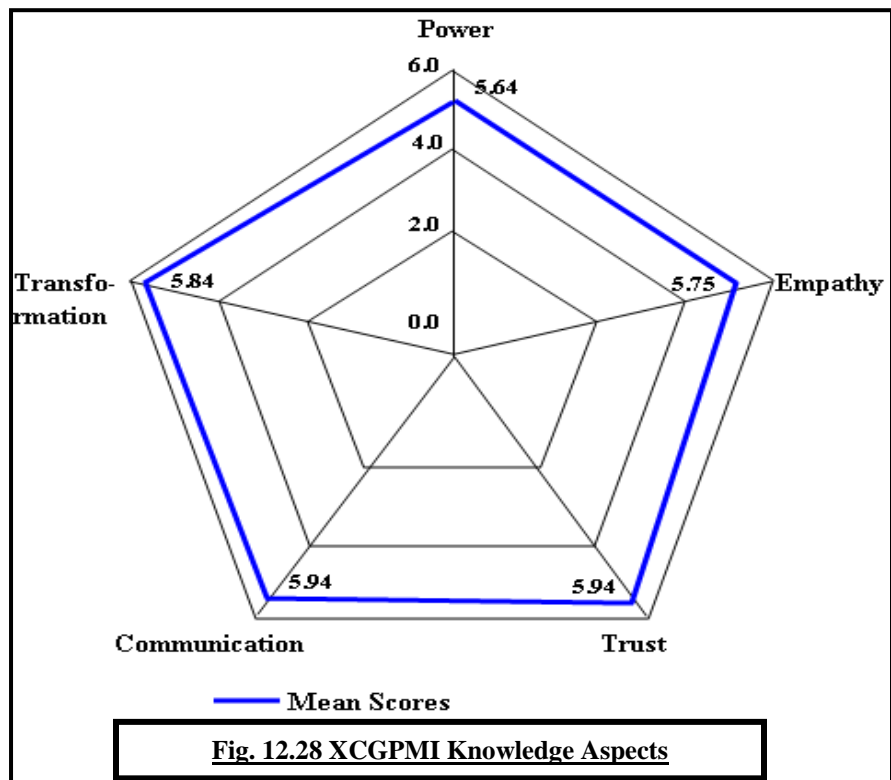
As discussed earlier in Section 10.7 the hypothesis states that the "XCGPMI" knowledge dimensions are connected to the Globe Dimensions of culture.

To test the hypothesis the Delphi panelists were asked to score the strength of the connection between the "XCGMPI" knowledge dimensions and the Globe cultural dimension. This section will review the results of each knowledge dimension in turn.

In the following sections author has used "XCGPMI" knowledge dimension to illustrate the connection between the data and application of theory to practice (as can be expected in Global Project Management execution). Each "XCGPMI" cultural aspect below would rely on all of the "XCGPMI" knowledge base aspects to some degree obviously. Therefore, author has not expanded the narrative to include a complete mapping of "XCGPMI" knowledge base aspects on to "XCGPMI" culture aspects, but rather taken specific examples to illustrate the connection and application.

12.2.2.1 Uncertainty Avoidance

Uncertainty avoidance is the extent that people strive to avoid uncertainty by relying upon social norms, rituals and bureaucratic practices. The Delphi panelists confirmed the hypothesis for all of the "XCGPMI" knowledge base dimensions as shown in Table 12.6 **-** as can be seen, there was no weak confirmation.

The Uncertainty Avoidance dimension of the GLOBE Survey, (Luque and Javidan, 2004) asked the respondents to score this dimension from both the practice, (how things are done: "*as-is*"),

and a values (how things should be done – *"should-be"*) perspective. The GLOBE Survey asked questions about both the societal and organizational opinions of the people surveyed. As international organizations vary widely, author have chosen to focus on the GLOBE societal question in this thesis. Two of the questions were (page-619):

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
		Table 12.6 'XCGPMI' Culture / Uncertainty Avoidance **Hypothesis Testing Results**									
Culture	uncertainty Avoidance	Communication	5.70	6	1.37	5.77	6.00	1.33	5.73	-1.25	C
		Empathy	5.82	6	0.94	5.86	6.00	0.90	5.84	-0.61	C
		Trust	5.95	6	1.00	5.93	6.00	0.99	5.94	0.30	C
		Transformation	5.95	6	0.80	5.95	6.00	0.80	5.95	0.00	C
		Power	5.79	6	0.95	5.82	6.00	0.92	5.80	-0.62	C
C	Confirmation					Overall Mean - Uncertainity Avoidance			5.85	C	

- For *as-is*- "In this society, orderliness and consistency are stressed, even at the expanse of experimentation and innovation (reverse scored)". As noted by the authors (page 619): "the items were coded so that strong agreement with this statement resulted in high Uncertainty Avoidance scale of scores." Reverse   score means that a rank of one assigned by the person being interviewed was treated as score of 7 by the GLOBE team.
- For *should-be,* "I believe that orderliness and consistency should be stressed even at the expense of experimentation and innovation (reverse scored")".

For Russia the "*as-is*" score was 2.88 which was the lowest score recorded (society does not stress orderliness), and "*should-be*" score was 5.0 (but it should stress orderliness more). For Switzerland the *as-is* score was 5.37 which was the highest score recorded (implying that society stressed orderliness) and *should-be* score was 3.16 indicating that this culture would prefer orderliness to be given less stress.

Let us consider the project management potential for "XCGPMI" knowledge dimension of Empathy in both the above cases. To understand that people feel that there should be more orderliness in Russia and less in Switzerland enables a management to get a better stature in the eyes of the team by merely displaying that they understand that such a dichotomy exists.

Then by using the "XCGPMI" dimension of transformation the management has the option to nurture more orderliness with Russian members of the team and nurture more empowerment and volition with the Swiss members of the team. In all such transactions the management should

exercise extreme care to understand the personal views of the individuals themselves as each Russian or Swiss person will have different views of orderliness, depending upon their values and upbringing.

Using the same examples as above the "XCGPMI" knowledge dimension of trust would encourage the management to empower the Swiss to take more responsibility or power and would provide the Russian member with the added stability or security being sought. Clearly on the empowerment side, project management would need to adjust the approach to power with both of these people. Communication of goals and objectives would like wise need to be adjusted, the Swiss generally needing less specific direction as compared to the Russian needing more.

If both were on the same project team the management must be aware of the way that each individual perceives this different approach by the management towards each of them. If they tend to understand the cultural differences between the members of the team, they will be more likely to accept this dichotomy leading to a more effective project performance. In fact it is author's experience that if educated about the differences, the Swiss individual will most likely offer to provide the additional guidance to the Russian individual and possibly the Russian may not misunderstand the intent of this gesture. It can then become symbiotic relationship.

From India perspective, it is worth mentioning that the practice and value scores were 4.15 and 4.73 respectively indicating that the people stressed for orderliness but wanted it to be stressed even more.

In summary the hypothesis that each of the "XCGPMI" knowledge dimension is correlated with the GLOBE dimension of "Uncertainty Avoidance" was confirmed by the Delphi panelists.

12.2.2.2 Power Distance

Power distance is the degree that people expect and agree that power would be stratified and concentrated at high levels of organizations. The panelists confirmed the hypothesis for all of the "XCGPMI" knowledge dimensions as shown in Table 12.7.

Table 12.7 'XCGPMI' Culture / Power Distance										
Hypothesis Testing Results										
Culture	power distacne	Communication	5.86	6	0.80	5.86	6.00	0.80	**5.86**	**0.00**	C
		Empathy	5.84	6	0.89	5.84	6.00	0.89	**5.84**	**0.00**	C
		Trust	5.77	6	0.99	5.80	6.00	0.96	**5.79**	**-0.62**	C
		Transformation	5.95	6	0.92	6.02	6.00	0.84	**5.98**	**-1.20**	C
		Power	6.04	6	0.85	6.04	6.00	0.85	**6.04**	**0.00**	SC

SC	Strong Confirmation		Overall Mean - Power Distance	5.90	C
C	Confirmation				

Power distance dimension of the GLOBE Survey (Carl, Gupta and Javidan, 2004) asked the respondents to score this dimension from both a practice (how things are actually done: "*as-is*"), and values (how this should be done: "*should-be*") perspective. Two of the questions were (page 537).

- For *as-is*: "In this society, followers are expected to (reverse scored)." Obey their leaders without question = 1. Question their leaders when in disagreement =2 and so on. Reverse Scored means that a rank of 1 assigned by the person being interviewed translates in to a score of 7 by the GLOBE team.
- For *should-be*: "I believe that followers should (reverse scored):" obey their leaders without question =1, question their leader when in disagreement = 2. Reverse Score means that a rank of 1 scored by the respondent translates into a score of 7 by the GLOBE team.

The extreme examples in this case are worth maintaining. In Morocco *as-is* score was 5.80 which was the highest score recorded (authority is accepted), and the *should-be* score was 3.11 (implying that it should not be accepted to the same extent). Therefore, the perspective of the Moroccans surveyed was that while the society stresses the acceptance of the authority it should not be to the same extent. For Denmark the *as-is* score was 3.89 which was the lowest score recorded, (indicating that authority can be questioned) and *should-be* score was 2.76 (implying that authority should be even more questioned).

The use of "XCGPMI" knowledge dimension of power in both cases means that for a Moroccan there should be questioning of authority and more regard for a person's abilities. In Denmark there is more questioning of authority and people feel it should be even more questioned. The management should realize that both groups want questioning authority more than they do and be prepared to empower the team and facilitate the natural growth that will automatically occur.

In this example the project management could team the Moroccan with the Dane and facilitate the joint exploration of ideas to occur. Using the "XCGPMI" knowledge dimension of trust the project management would accomplish this by providing both individuals security to explore their *should-be* values. As with all of the "XCGPMI" cultural aspects knowledge of cultures is essential and sensitivity to diversity (one size does not fit all) of the individuals is critical.

The Practice and value scores for India was 5.47 and 2.64 respectively making India one of the high Power Distances Index countries. However, the value score indicates that Indians would want authority to be questioned and not accept it as it is.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimensions is correlated with the GLOBE dimension of power distance was confirmed by the Delphi panelists.

12.2.2.3   Humane Orientation

Humane Orientation is the degree that societies and organizations reward fair altruistic, friendly, generous and caring for others. The panelists confirmed the hypothesis with no weak confirmation as shown in Table 12.8.

Table 12.8 'XCGPMI' Culture / Humane Orientation

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Culture	Humane Orientation	Communication	6.00	6	0.66	6.00	6	0.66	**6.00**	**0.00**	SC
		Empathy	5.79	6	0.71	5.79	6	0.71	**5.79**	**0.00**	C
		Trust	5.89	6	0.80	5.89	6	0.80	**5.89**	**0.00**	C
		Transformation	5.95	6	0.75	5.95	6	0.75	**5.95**	**0.00**	C
		Power	5.96	6	1.16	5.96	6	1.16	**5.96**	**0.00**	C

SC	Strong Confirmation	Overall Mean - Human Orientation	5.92	C
C	Confirmation			

The Humane Orientation of the GLOBE Survey (Kabasakal and Bodur, 2004) asked the respondents to score this dimension from both the practice (how things are actually done – "*as-is*"), and a value (how things should be done- "*should-be*") perspective. Two of the questions were (page 571):

- For *as-is* – "In this society people are generally (reverse scored)": very concerned about others = 1. Not at all concerned about others = 7. Reverse score means that a rank of 1 assigned by the person being interviewed was translated in to a score of 7 by the GLOBE team.
- For *should-be*- "In this society people should be encouraged to be (reverse scored):" Very concerned about others = 1. Not at all concerned about others = 7.

For Zambia the *as-is* score was 5.23 which was the highest score recorded (people are very concerned about others), and the *should-be* score was 5.53 indicating that people should be even more concerned about others. At the other end West Germany recorded the *as-is* score of 3.18 (people are not very concerned about others) and *should-be* score was 5.44 indicating that people should significantly be more concerned about others.

For India the *as is* score was 4.57 and should be score 5.28, emphasizing a feeling of high concern for others and a desire to be even more concerned.

The Zambian team can demonstrate the very attributes that the West Germans desired and this will create an opportunity to develop communication pathways that will be strong and efficient.

The hypothesis that each of the "XCGPMI" knowledge dimensions is correlated with the GLOBE dimension of Humane Orientation was confirmed by the Delphi panelists.

Let us see how this information is practically useful for a project management team. In case a team contains Zambians and West Germans, it is but natural that trust and transformation are obvious choices for the project management to concentrate in this regard because on these

dimensions the two groups of Zambians and West Germans will complement one another naturally. A good project management will make appropriate use of this knowledge to effectively handle the team in these circumstances.

12.2.2.4 Institutional Collectivism

Institutional Collectivism is the degree to which society and organization encourage and reward collective distribution of resources. The panelists confirmed this hypothesis with no weak confirmation as shown in Table 12.12.

The Institutional Collectivism dimension of GLOBE Survey (Gelfand, Bhawuk, Nishi and Bechtold, 2004) asked the respondents to score this dimension from both a practice (how things are actually done – "*as-is*") and the values (how things should be done – "*should-be*") perspective. The authors distinguish between Institutional Practices and values, the subject of this section and that of In-Group practices and values which will be subject of the next section. Two of the questions asked were (page-464):

- For *as-is* – "In this society leaders encourage group loyalty even if individual goals suffer (reverse scored"). Reverse scored means that rank of 1 assigned by the individual translates into a score of 7 by the GLOBE team.

Table 12.9 'XCGPMI' Culture / Institutional Collectivism

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Culture	institutional collectivism	Communication	5.84	6	1.30	5.84	6	1.30	**5.84**	**0.00**	C
		Empathy	6.02	6	0.73	6.04	6	0.71	**6.03**	**-0.30**	SC
		Trust	6.07	6	0.78	6.09	6	0.77	**6.08**	**-0.29**	SC
		Transformation	5.91	6	0.79	5.95	6	0.75	**5.93**	**-0.60**	C
		Power	5.75	6	0.84	5.80	6	0.80	**5.78**	**-0.93**	C

SC	Strong Confirmation		Overall Mean - Institutional Collectivism	5.93	SC
C	Confirmation				

- For *should-be* – "I believe that, in general leaders should encourage group loyalty even if individual goals suffer (reverse scored)":

At the extremes for Sweden the as-is score was 5.22 which was the highest score recorded (where group loyalty is encouraged), and the *should-be* score was 3.94 (individual goals should be more encouraged). The perspective of Swedish individuals surveyed was that while society

stresses the importance of group loyalty, it should do so to a lesser degree. For Greece the as-is score was 3.25 which was the lowest score recorded implying that individual goals are more encouraged), and *should-be* score was 5.4 (implying that group loyalty should be more strongly encouraged). Therefore, the Greeks wanted more focus on group goals, while the Swedish wanted a bit less focus on group goals.

Taking cue from this example, the project management could team Greeks with the Swedish and facilitate the internal balancing or normalization to occur. By using the "XCGPMI" knowledge dimension of trust the management could facilitate this by providing both individuals the latitude and security to explore their respective *should-be* values. Similarly the "XCGPMI" knowledge dimension of communication would encourage the management to facilitate the transfer of their learning's for one another. On the "XCGPMI" power dimension, the management could create an opportunity by possibly encouraging the Greeks to lead the way.

The practice and value scores for India were 4.38 and 4.71 indicating that group loyalty is fairly well rewarded but would prefer group loyalty to be even more rewarded.

As with all of the "XCGPMI" cultural aspects knowledge of the culture is essential. Sensitivity to the diversity (one size does not fit all) of the individuals is critical.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimension is correlated with the GLOBE dimension of Institutional Collectivism was confirmed by the Delphi panelists.

12.2.2.5 Group Collectivism

Group Collectivism is the degree to which individual expresses pride, loyalty, cohesiveness in their organizations and families. The Delphi panelists confirmed the hypothesis with no weak confirmation as shown in Table 12.10.

Table 12.10 'XCGPMI' Culture / Group Collectivism

Hypothesis Testing Results

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Culture	Group collectivism	Communication	5.79	6	1.28	5.82	6.00	1.25	5.80	-0.62	C
		Empathy	5.89	6	0.76	5.93	6.00	0.71	5.91	-0.61	C
		Trust	5.95	6	0.70	5.95	6.00	0.70	5.95	0.00	C
		Transformation	5.86	6	0.75	5.89	6.00	0.71	5.88	-0.61	C
		Power	6.02	6	0.73	6.05	6.00	0.67	6.04	-0.59	SC

SC	Strong Confirmation	Overall Mean - Group Collectivism		5.91	SC
C	Confirmation				

The Group Collectivism dimension of the GLOBE Survey (Gelfand et.al., 2004) asked the respondents to score this dimension from both the practice (how things are actually done – "*as-is*"), and the values (how things should be – "*should-be*") perspective. Two of the questions were (page 464):

- For *as-is*: "In this society parents take pride in individual accomplishments of their children (reverse scored)." Reverse Scored means that the score of 1 assigned by the respondent was translated in the score of 7 by the GLOBE team.
- For *should-be:* "In this society parents should take pride in the individual accomplishments of the children (Reverse Scored)".

Philippines scored the highest *as-is* score of 6.36 (implying family loyalty is very strongly encouraged) and the *should-be* score was 6.18 (indicating that family loyalty is about where it *should-be*). In the Philippines the *as-is* and *should-be* score showed a remarkable convergence of values and practice. In New Zeeland the *as-is* score was 3.67 which was one of the lowest score recorded (family loyalty is not stressed in that culture) and the *should-be* score was 6.21, indicating people felt that family loyalty should in fact be strongly encouraged. Therefore, both the groups felt that family loyalty should be emphasized, but the New Zealanders said that in practice family loyalty should be emphasized more than it is.

Judging from above it can be logically inferred that the "XCGPMI" knowledge base dimension of Empathy and Trust would be important considerations for the New Zealanders as they would be encouraged by this dimension to work in their *should-be* world. An effective project management could provide the security for the New Zealanders to bond with the team (concept of team being an extended family) and the understanding that this is what his/her *should-be* world looks like. For the people from Philippines they could help provide a sense of balance for this team, as they are accustomed to being a part of a family, and could facilitate the management in showing the New Zealanders by example.

For India the "*as-is*" score was 5.92 while the "*should be*" score was 5.32 indicating that family loyalty is highly valued. The relativity little differences between the practice and value scores confirms that Indians are fairly comfortable with the practice but would prefer family loyalty to be a little less encouraged.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimensions is indeed correlated to the Globe dimension of Group Collectivism was confirmed by the Delphi panelists.

12.2.2.6 Gender Egalitarianism

Gender Egalitarianism is the degree to which societies and organizations promote Gender equalities. The Delphi panelists confirmed the hypothesis for all the GLOBE dimensions as shown in Table 12.11. As can be seen, there are no weak confirmations.

The Gender Egalitarianism dimension of the GLOBE Survey (Emrich, Denmark and Den Hartog, 2004) asked the respondents to score this dimension from both the practice (how things

are actually done: "*as-is*") and the values (how things should be done: "*should-be*") perspective. Two of the questions were (page no. 360):

XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
		Communication	5.82	6	0.88	5.82	6.00	0.88	**5.82**	0.00	C
		Empathy	5.75	6	1.01	5.75	6.00	1.01	**5.75**	0.00	C
Culture	Gender Egalitarism	Trust	5.86	6	0.86	5.86	6.00	0.86	**5.86**	0.00	C
		Transformation	5.79	6	0.89	5.80	6.00	0.88	**5.79**	-0.31	C
		Power	5.93	6	0.87	5.93	6.00	0.87	**5.93**	0.00	C
C	Confirmation				Overall Mean - General Egalitarism				5.83	C	

Table 12.11 'XCGPMI' Culture / Gender Egalitarism

Hypothesis Testing Results

- For *as-is*: "In this society who is more likely to serve in a position of high office:" men =1 and women = 7.
- For *should-be* -"I believe that opportunity for leadership (management) positions *should-be*." 1 = More available for men than for women, 7 = more available for women than for men.

The highest score recorded was from Hungary where the as-*is* score was 4.08 (women are slightly more likely to have a position of power), and the, *should-be* score was a more robust 4.63 indicating that women should be in positions of power. In South Korea the lowest score was recorded. The *as-is* score was 2.5 (men frequently hold positions of power) and the *should-be* score was 4.22. The mean as-is score for survey was 3.35 and the *should-be* score for the survey was 4.58. It can be seen that the *should-be* score was close to that of the Hungarian's *should-be* score. Therefore, both the groups felt that there should be more equality in gender but that this is less in practice. Also it is interesting to note that in Sweden the scores were reversed with the *as-is* score being 3.84 and the *should-be* score was 1.15. In Qatar (Middle East) also the scores were reversed but by less of a margin with the *as-is* score of 3.63 and the *should-be* score of 3.38.

Let us now consider the "XCGPMI" knowledge base dimension of Empathy in this context. Many people, not all, want to have more gender equality in their societies, and many firms are pushing hard to make men and women more equal at the work place. Countries like Egypt with two low scores (*as-is* 2.81, *should-be* 3.18) are exceptions. In author's international experience with a multinational firm, we had a gender equality policy we attempted to apply in every country in which we did business. Training sessions were obligatory and the policy was initiated by the CEO himself. However, thousands of years of societal practice cannot be overcome in just a few years. Project management must empathize with the values and aspirations of the

organizations and also of the individual in striving for gender quality, but must balance these against social customs and taboos for the project to function smoothly. If the team can be made knowledgeable of the management intent to support them in their endeavors they will be more inclined to adjust to an environment in which gender diversity is celebrated (Trust Dimension of "XCGPMI" knowledge base dimension).

The Practice score of 2.90 for India indicates that in Indian society men are more likely to have positions of power but the values score of 4.51 shows that the society would prefer to move towards gender equality.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimension is correlated with the GLOBE dimension of Gender Egalitarianism was confirmed by the Delphi panelists.

12.2.2.7 Assertiveness

Assertiveness is the degree to which an individual expresses assertive, confrontational or aggressive behavior in the organization and society. The panelists confirmed the hypothesis with no weak conformations as shown in Table 12.12.

Table 12.12 'XCGPMI' Culture / Assertiveness Hypothesis Testing Results										
XCGPMI Aspect	Dimension	Dimension Descriptors	Mean score Session 1	Median score Session 1	Std. Deviation Session 1	Mean score Session 2	Median score Session 2	Std. Deviation Session 2	Mean Both Sessions	Mean % Change	Hypothesis Confirmation Strength
Culture	Assertiveness	Communication	5.80	6	0.84	5.80	6.00	0.84	5.80	0.00	C
		Empathy	5.84	6	0.87	5.84	6.00	0.87	5.84	0.00	C
		Trust	5.71	6	0.91	5.73	6.00	0.90	5.72	-0.31	C
		Transformation	5.77	6	0.93	5.79	6.00	0.93	5.78	-0.31	C
		Power	5.91	6	0.88	5.91	6.00	0.88	5.91	0.00	C
C	Confirmation					Overall Mean - Assertiveness			5.81	C	

The Assertiveness dimension of the GLOBE survey (Den Hortog, 2004) asked the respondents to score this dimension from both the practice (how things are actually done: "*as-is*") and a values (how things should be done: "*should-be*") perspective. Two of the questions were (page 407):

- For *as-is*- : "In this society people are generally (reverse scored):" Assertive = 1 Non Assertive = 7. Reverse score means a score of 1 by respondents will be translated in to a score of 7 by the GLOBE team.
- For *should-be*: "In this society people should be encouraged to be (reverse scored):" Assertive = 1, Non Assertive = 7.

For Albania the *as-is* score of 4.89 was the highest score recorded (implying that people in that culture tend to be Assertive), and the *should-be* score was 4.41 indicating that people should be a little less Assertive than what they are. In Thailand, (one of the lowest score recorded) the *as-is* score was 3.64 (people are non Assertive), and the *should-be* score was 3.48, indicating that people felt that they should be even more non Assertive. This is an interesting set of scores for Thailand.

Author had lived in Thailand for some time and found that they preferred to avoid confrontation. They are however, very strong in their beliefs and while they do not avoid explaining themselves, it is done in a very delicate manner.

If a project has a team made up of Albanians and Thais the Albanians would generally have a tendency not to follow the ideas of others, and the Thais generally not to put forward their ideas based on the scores above. Using the "XCGPMI" knowledge base dimension of power, the management could empower the Thais to take a lead in the decisions and the Albanians to support them. Using the "XCGPMI" knowledge base dimension of transformation and communication, the management could inspire the Albanians to use their natural assertiveness to inspire the Thais and the Thai's natural courtesy to balance the Albanians potential assertiveness.

If the team included Turks (*as-is* 4.53 and *should-be* 2.66) and the Malays (*as-is* 3.87, *should-be* 4.81) then the picture becomes even more interesting with the Turks believing that people should be far less assertive and the Malays believing that people should become more assertive.

If the management adopts the style of empowering people to share their opinions in a non aggressive manner then everyone would be comfortable sharing their ideas: (Trust and Security). One of author's peers lived in Istanbul. During one of their interactions he told that Turks had very strong beliefs (like the Thais), but often they do not share them because of the power distance consideration in their culture. They do tend to share them when supported and encouraged to do so. Using the "XCGPMI" knowledge base dimension of communication the management could provide the example for the team to follow so that everyone was appropriately calibrated. The "XCGPMI" knowledge base dimension of trust would provide a stable foundation for those not inclined to share their ideas. The key here is that assertiveness should not be confused with aggressiveness.

A practice score of 3.73 and a value score of 4.76 for India emphasizes that people are relatively less assertive but would prefer to be more assertive.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimension is correlated with the GLOBE dimension of Assertiveness was confirmed by the Delphi panelists.

12.2.2.8 Future Orientation

Future Orientation is the degree to which individuals engage in future activities such as planning and postponing collective gratification. The Delphi panelists have confirmed the hypothesis with no weak confirmation as shown in Table 12.13.

The Future Orientation dimension of the GLOBE Survey (Ashkanasy, Gupta, Mayfill & Trevor-Roberts, 2004) asked the respondents to score this dimension from both the practice (how things

Aspect	Dimension	Descriptors	Session 1	Session 1	Session 1	Session 2	Session 2	Session 2	Sessions	Change	Strength
		Table 11.13 'XCGPMI' Culture/Future Orientation									
		Table 12.13 'XCGPMI' Culture / Future Orientation									
		Hypothesis Testing Results									
Culture	Future Orientation	Communication	6.00	6	0.81	6.04	6	0.76	6.02	-0.60	SC
		Empathy	5.77	6	0.89	5.82	6	0.83	5.79	-0.93	C
		Trust	5.91	6	0.94	5.91	6	0.94	5.91	0.00	C
		Transformation	5.98	6	0.86	5.98	6	0.86	5.98	0.00	C
		Power	5.84	6	0.80	5.84	6	0.80	5.84	0.00	C

SC	Strong Confirmation		Overall Mean - Future Orientation	5.91	C
C	Confirmation				

are actually done – "*as-is*"), and values (how things should be done – "*should-be*") perspective. Two of the questions were (page 302):

- For *as-is* – "In this society the accepted norm is to (reverse score):" plan for the future = 1, accept the status quo = 7. Reverse scored means that a rank of 1 gets translated as a score of 7 by the GLOBE Team.
- For *should-be*: "I believe the accepted norm in this society should be (reverse scored):" plan for the future =1, accept the status quo = 7.

For Singapore which recorded the highest score, the *as-is* score was 5.07 implying that people do plan for the future and the *should-be* score was 5.51 indicating that people should plan for the future even more.

In Russia the lowest score recorded, the *as-is* score was 2.88 (people accept the status quo) and the *should-be* score was 5.48, indicating that people should plan. Author think these are an interesting set of scores for Russia considering that they are what Gannon (2004) calls a "Torn Culture". The Soviet era concepts and beliefs still linger in the society and author's peers at Russia have shared with author that it was clear that the Russians were in a quandary between the old days and the new era. On the other hand everyone knows the story of Singapore and of Le Kum Yew, its patriachical leader. Planning is a bedrock principle for most Singaporeans and the scores bear this out.

Using the "XCGPMI" knowledge base dimension of transformation and communication the management can have the Singaporeans take a lead in planning activities in the project team. The Russians in the team could learn the mind set and how to plan, which is, what they would want anyway according to the GLOBE score. If people feel comfortable to take risks, moving away from the status quo then they will be more inclined to accept change and to look towards the future with anticipation. The "XCGPMI" knowledge base dimension of trust will serve well in such circumstances for the management to help provide the stable platform for the team members to experiment.

India scored 4.19 and 5.60 for "*as-is*" and *"should be" respectively* implying that people attach lots of value for future plan and would want to plan even more. It is interesting to note that the value score of India is even higher than the value score of Singapore which is well known for its extremely meticulous planning culture.

In summary the hypothesis that each of the "XCGPMI" knowledge base dimension is correlated with the GLOBE dimension of Future Orientation was confirmed by the Delphi panelists.

12.2.2.9 Performance Orientation

Performance Orientation is the degree to which society or organization rewards performance and excellence. The Delphi panelists confirmed the hypothesis as shown in Table 12.14.

				Table 12.14 'XCGPMI' Culture / Performance Orientation								
				Hypothesis Testing Results								
XCGPMI Aspect	**Dimension**	**Dimension Descriptors**	**Mean score Session 1**	**Median score Session 1**	**Std. Deviation Session 1**	**Mean score Session 2**	**Median score Session 2**	**Std. Deviation Session 2**	**Mean Both Sessions**	**Mean % Change**	**Hypothesis Confirmation Strength**
Culture	Performance Orientation	Communication	6.05	6	0.70	6.05	6.00	0.70	**6.05**	**0.00**	SC
		Empathy	5.95	6	0.67	5.95	6.00	0.67	**5.95**	**0.00**	C
		Trust	5.93	6	0.85	5.93	6.00	0.85	**5.93**	**0.00**	C
		Transformation	6.00	6	0.74	6.00	6.00	0.74	**6.00**	**0.00**	SC
		Power	6.04	6	0.74	6.04	6.00	0.74	**6.04**	**0.00**	SC
SC	Strong Confirmation				Overall Mean - Performance Orientation				5.99	C	
C	Confirmation										

The Performance Orientation dimension of the GLOBE survey (Javidan, 2004) asked the respondents to score this dimension both from the practice (how things are actually done: "*as-is*", and the values (how things should be done: "*should-be*") perspective. Two of the questions were (page-246):

- For "*as-is*"- In this society, students are encouraged to strive for continuously improved performance (reverse scored):" Strongly agree = 1. Reverse score means that rank of 1 scored by the person being interviewed was translated as a score of 7 by the GLOBE team.
- For "*should-be*": "In this society, students should be encouraged to strive for continuously improved performance (reverse scored):" Strongly agree = 1.

The highest score recorded was for Switzerland where the *as-is* score was 4.94 (implying that people are encouraged to strive for improved performance), and the *should-be* score was a 5.82 indicating that people should be more encouraged to improve performance. In Venezuela, one of the lowest scores recorded, the *"as-is"* score was 3.32 (people are not encouraged to strive for

more performance), and the *"should-be"* score was 6.35 indicting that people should be significantly encouraged to strive for improved performance.

In case of project management, using the "XCGPMI" knowledge base dimensions of transformation and communication, if the Swiss led the way in setting the standards, the people from Venezuela will readily accept the opportunity, since scores indicate that there is a hunger for performance improvement in that country. For the Venezuelans the "XCGPMI" knowledge base dimensions of Trust and Empathy will also be very important so that they can feel secure.

If the Project has a team made up of Singaporeans and Russians the management will do well to let the Russians take the lead in planning for the future despite their inclinations of reverting back to older ways. Singaporeans would not be inclined to forego the status quo so the issue for the management would be one of showing the way which translates in to the "XCGPMI" knowledge base dimension of transformation.

The practice and value scores for India were 4.25 and 6.05 respectively leading to the inference that the people are fairly well encouraged for improved performance. The very high *"should be"* score of 6.05 points that Indians would prefer much greater encouragement for improved performance.

In summary the Delphi panelists confirmed the hypothesis that each of the "XCGPMI" knowledge base dimensions is correlated with the GLOBE dimension of performance Orientation.

Fig. 12.29 XCGPMI Culture Aspects
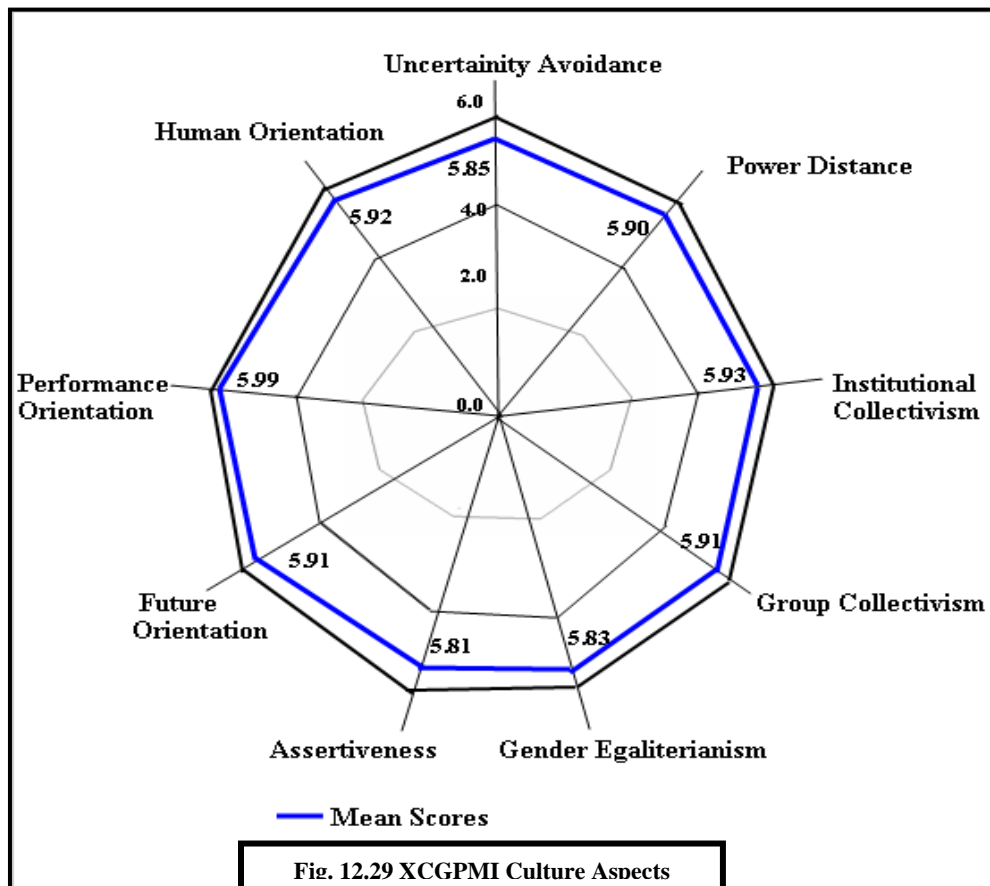
12.2.2.10 Summary

The "XCGPMI" aspect culture, its dimensions and all its dimension descriptors were confirmed. Fig. 12.29 provides a graphical overview of the findings.

12.3 Chapter Summary

The results of the Delphi panel survey have demonstrated that the hypotheses were confirmed overall with no dimension being either weakly confirmed or rejected which fully validates the hypothesis.

The significance of the result is that the "XCGPMI" model can provide a framework for cross cultural project management in Global context. Whether the team project members are working in the home country at one extreme, or working as expatriates with teams in multiple countries, at the other extreme, the same knowledge dimensions can be utilized to overcome cultural uncertainties and manage the projects. The "XCGPMI" model also provides the framework for developing and teaching Global project management skills in a cross cultural context thus reducing the incompleteness of knowledge in this regard and eliminating at least some of the associated uncertainties. This would improve the effectiveness of the project management enhancing the possibility of project success. Fig 12.30 is a pictorial representation of the overall findings of the survey and also shows the correlation of the "XCGPMI" Culture Aspects with the Knowledge Base Aspects.
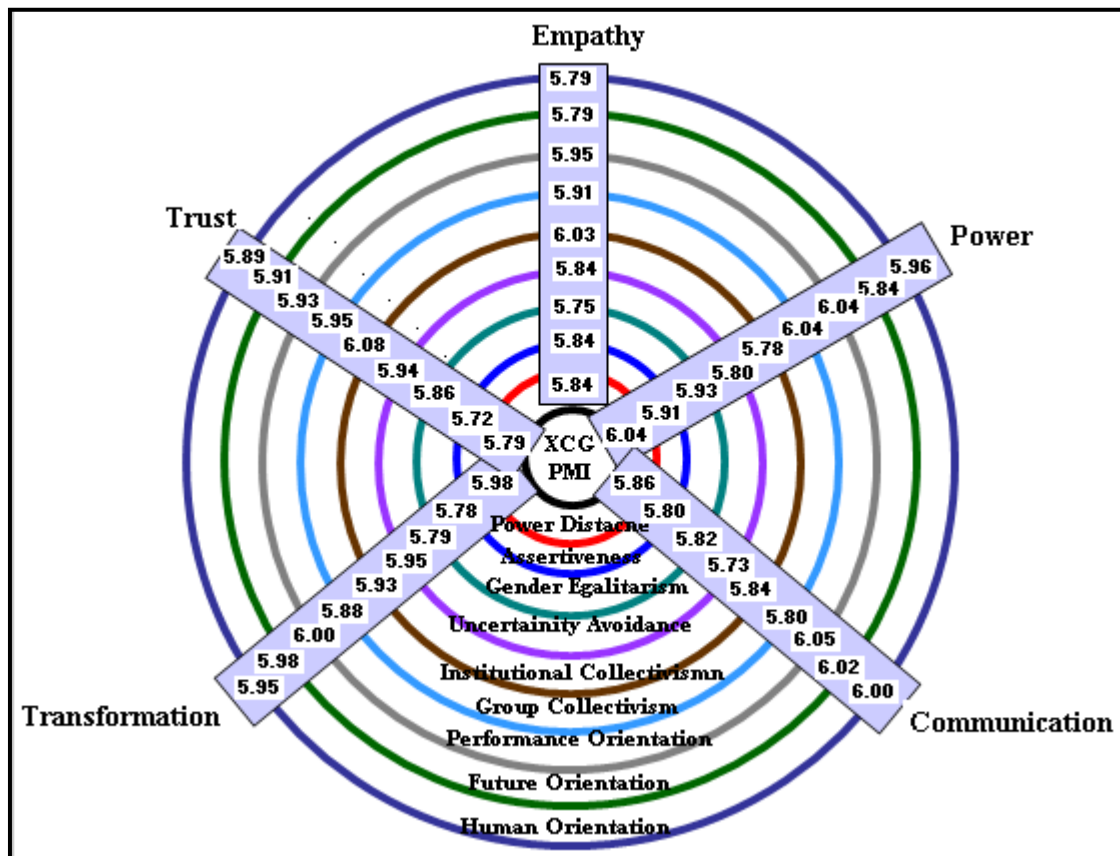
Fig. 12.30 XCGPMI – Knowledge and Cultural aspects

For the project management discipline there has been a call by the community for a multidisciplinary approach to the task of project management especially in multi cultural context, as has been noted earlier in this thesis (Turner and Muelor, 2005).

This thesis is an attempt to fill in the gap in this vital knowledge base. In addition this thesis provides the model that can be utilized to improve the effectiveness of project management with diverse cultural over tones as is being increasingly experienced in the current day scenario of Global Project Management.

Chapter 13

CONCLUSIONS

13.1 Chapter Introduction

As discussed in Chapter-1 the initial goal was to unearth key knowledge dimensions essential for cross-cultural project management. The projects data shown in Fig. 1.3 have served as the basic structure for this thesis. The hypotheses set forth in this thesis the XCGPMI Knowledge Management Dimensions are **trust, empathy, transformation, power,** and **communication**.

This thesis has also explored the connection between the Cross Cultural Project Management hypothesis and culture, by exploring the relationship of the hypothesis to the GLOBE survey results in extant literature review. Author had called this the XCGPMI Culture Dimension.

13.2 Discussion

The goal of this thesis was to develop a model for cross-cultural Project Management. The methodology was discussed in Chapter 1 of this thesis. To meet this goal the first step was to brief summary of author's plans to pursue this Doctorate program. That is followed by an overview of the Project Management Body of Knowledge (PMBOK) relating to knowledge management in the profession, which leads into the research analysis using Grounded theory as a research methodology, and an introduction to hypothesis. The descriptive research using extant literature included multi-disciplinary sources, and utilized grounded theory as research methodology to arrive at the important knowledge dimensions. The hypothesis were defined in Chapter 10 and tested utilizing the Delphi technique described in Chapter 11. The results of the testing were then provided and discussed in Chapter 12.

In concluding this thesis first author would like to present the steps leading to evolution of 'XCGPMI' Model (Fig. 13.1)

Step 1   shows that cross cultural uncertainties tend to create diversive forces in a cross cultural atmosphere.

Step 2   indicates that in such an atmosphere the project is likely to be torn apart leading to project failure.

Step 3   shows that the knowledge and practice of the five key influencing dimensions (as validated by the thesis) of **'Trust', 'Empathy', 'Power', 'Transformation',** and **'Communication'** in the project management will lend stability to the project and prevent it from being pulled apart by disruptive Cross Cultural forces.

Step 4   The nine cultural aspects (GLOBE Survey) are represented at the core of the cross cultural atmosphere. As validated by the thesis the five key knowledge dimensions of cross cultural project management are correlated to nine cultural dimensions of GLOBE Survey and this is represented by linking the dimensions to the core.

Step 5   This takes the shape of a wheel and symbolizes that despite cross cultural uncertainties the project is stabilized and can rotate (move) forward leading to enhanced chances of project success (uncertainty reduction).

Fig. 13.2 shows the complete blown up diagram of the model. Each of the sub descriptors (attribute) of the five knowledge dimension are also shown in the model. This intelligence would help the project management to address the issues of cultural uncertainties in a global project context. It could also be seen that special mentions are made in case of some of the sub descriptors indicating that the specific cultural groups, experience category and/or project field of exposure indicated should take special attention/care regarding those attributes. For example let us take the example of "cultural theory" one of the dimension descriptors of the key knowledge dimension of communication. This box in the model has specific mention of 'C2' ("Rest of Asia" cultural grouping), E2 (Experience category of 11-20 years) and P3 (Project Contract). What this would mean is that any project management professional belonging to any of these groupings should be extra careful while addressing this attribute in his/her project management style. The same applies in case of any project management professional handling a project located in that cultural grouping or having a project team with team members from that cultural grouping. Similar caution is to be exercised for the experience category and project exposure groupings indicated in that box.

As such this model arms the project management profession with the overall intelligence and also specific areas to exercise extra caution, while handling global projects in a cross cultural context.

A man could not reach his work place in time as the conveyance (Taxi) was erratic and too expensive for his pocket and there was no public transport (uncertainties) which impacted his performance at work (Project Failure). He had a car (only chassis) which had no wheels and steering. He fixed new tyres and steering and connected them to the axle and he was able to drive to office in time and perform effectively.

The car symbolizes the project management as it is the vehicle to achieve project success. The four tyres and the steering wheels symbolize the five key knowledge blocks which are connected (correlated) to the axle representing the core (GLOBE Survey cultural aspects) of cross cultural atmosphere and this is able to arm the project to overcome the uncertainties and move forward towards success.

The XCGPMI Knowledge Model was constructed from the XCGPMI Aspects of knowledge base and Culture. The XCGPMI Knowledge Dimensions **(Trust, Empathy, Transformation, Power,** and **Communications)** are made up of Descriptors and Sub-descriptors as shown in Table 13.1 (also see Table 12.1 through 12.5)

Table 13.1 - 'XCGPMI' Leadership Descriptors & Sub-Descriptors

XLQ Dimension	Descriptors	Sub-Descriptors
Trust	Care and Concern	Esteem, Face
	Character	Honesty & Integrity, Duty & Loyalty, Admiration
	Competence	Technical, Judgment
	Dependability	Predictability, Commitments
	Fearlessness	Confidence, Self-Sacrifice
	Humaneness	Tolerance, Respect
	Integrator	Goals, Cohesiveness
	Integrity & Ethics	Values, Ethics
	Truth & Justice	Fairness, Candor
Empathy	Cultural Intelligence	Metaphors, Customs
	Humaneness	Compassion, Consideration
	Servant Leadership	Self Sacrifice, Empowerment
Transformation	Inspiration	Expectations, Mentoring
	Charisma	Decisive, Uniqueness
	Risk Change	Desire to change, Security
	Vision	Foresight, Goals
Power	Knowledge Power	Sharing knowledge, Mentor
	Position Power	Legitimate, Political
	Power Distance	Locus, Communitinarism
	Referent Power	Bravery, Warmth
	Reward & Punishment Power	Coercive, Reward
Communication	Adaptability	Understanding, Communication
	Competence	Cultural, Communication, Listening
	Creativity	Storytelling, Metaphor
	Patience	Time, Repetition
	Sensitivity	Facework
	Wisdom	Accuracy, Culture
	Conflict Management	Knowledge, Listening, Preparation

Author also wants to reemphasize that the cultural issues raised in this thesis must be used in the manner in which they are intended. Adler has argued that it is legitimate to use stereotypes in cross-cultural contexts if they are (Pg. 297): "descriptive rather than evaluative, substantiated, and subject to change." According to Webster's Ninth New College Edition Dictionary, stereotype means "a standardized mental picture that is held in common by members of a group and that represents an oversimplified common, affective attitude, or uncritical judgment." The

use of metaphors, the research done by many renowned authors like Hofstede, and the GLOBE survey, only provide a sort of Quibla compass – a general direction.

Author argues, strongly, that general patterns of social attitudes and beliefs can greatly enhance the sensitivity of the project management to the diversity of our societies. However, each individual has a different way of defining themselves, and their values. For project management in cross cultural context too it is critical to spend the time necessary every day to check on the location, physical and emotional, of the team and also to provide just the right level of guidance, mentoring, and coaching needed. The XCGPMI Model hopes to provide a structured way to provide effective cross-cultural project management in an infinitely diverse world.

Author began the thesis with the hope of finding a compass for cross-cultural project management, or a general guide for Project Managers working globally. As the research progressed, and the patterns of knowledge formed, he discovered that a more tangible metaphor would be a better model. Author decided that the metaphor, shown in Fig. 13.1, was a more useful way of describing the model in a more simple and understandable way.

13.3   Implications for Project Management

International Project Management, and business management, has suffered from a lack of a codified approach to the training and accruing of necessary skill sets for project management professionals to work in multi-cultural environments. There are no shortages of cultural training programs in existence, and certainly no shortage of management and cultural theories. What this thesis has attempted to do is to provide a simple model for cross-cultural project management that can be used for evaluating, addressing and reducing cultural uncertainties encountered during the course of project management efforts, resulting in improved performance.

The model provides a simple outline of cross cultural project management attributes that can be utilized to structure assessment and training for management project professionals in a consistent and systematized manner. For the model, it does not matter if the Project Management practitioner was born in India and raised in the USA, or born in the USA and raised in Japan since it is a universal *ethic* template. So training for cross cultural project management skills in Malaysia or Botswana can be structured in the same way, with the emphasis on the XCGPMI knowledge dimensions.

The model also provides a structure for future research and testing. For example by testing a group of project executives from a number of cultures for the importance of any of the knowledge dimensions/sub descriptors, the relationship of the relevant XCGPMI dimension can be linked and further explored. Future research can be connected back to XCGPMI Model to further amplify and confirm/reject the Descriptors and Sub-descriptors. Also, research on metrics for evaluation of cross cultural training for project management can utilize the Delphi panel scores as a benchmarking system.

For the field of Project Management, the XCGPMI is an important knowledge addition. As noted in this thesis, there is effectively nothing in the Project Management Body of Knowledge at this time for cross cultural aspect of project management. The XCGPMI Model could also be appended into the Human Resource Management knowledge area or the Integration Management

knowledge area readily. As more and more projects are likely to work with cross-cultural teams, they will need to have these skills to compete effectively and assure successful projects.

Author hopes that this thesis provides such a model for the benefit of others.

13.4 Limitations and Future Research

13.4.1 Limitations

As with any thesis, time and resources are limited, and that was the case with this thesis. The literature related cross cultural aspects of management is near limitless. A search for these key words at www.amazon.com yielded over 71,000 references. A search conducted in the electronic EBSCO database for articles supporting these key words yielded well over a lakh articles.

The first challenge was to find research methodology for research analysis. In terms of the relationship between research question and research method, grounded theory starts from a very vague initial question and allows the theory to emerge from the data. So this approach is not about identifying and testing hypotheses. Grounded theory methodology is predicated on the few assumptions as discussed in the methodology chapter.

The second challenge was to attempt to focus on the pivotal works required for descriptive research for grounder theory research methodology to the extent possible. Author can only hope that his efforts in this regards were adequate. There is a wealth of significant work in cross cultural aspects of management and he attempted to highlight those authors who seemed to change the course of the dialogue.

The third challenge was that the grounded research using case studies was undertaken, almost completely, from practical and self experience perspective. Fortunately, during the research period, author could collect all the data required for case studies using project book and self interviewing. This has added a needed depth, but has also added even more complexity to an already complex debate. The fourth challenge was to codify the research itself. Author found that the grounded theory research approach was a useful one for addressing the complexity of these topics.

The fifth, and certainly not the least challenge, was how to test the hypothesis. Hofstede's initial survey of IBM personnel (Appendix A–2), and the GLOBE survey, had the benefit of access to multiple managers and research in multiple countries. For this thesis, Author had far more restrictive considerations than did these two surveys. The use of the Delphi panel to leverage the knowledge of related individuals was his approach to overcome the resource limitations.

13.4.2 Future Research

This research adds value to PMBoK (Project Management Body of Knowledge) as an essential skill set for the international project management. There are many areas/avenues opened up to conduct further research in this area. However, it is important to point a few topics that I believe deserve immediate attention.

The first research topic needs to be focused on metrics for evaluating and training on XCGPMI Knowledge skills for project management professionals. There is a wealth of information on evaluation and training in the literature, but it needs to be related back to the XCGPMI Model. A research paper to investigate how to connect the previous work in this regard to the XCGPMI Model would enable a training program to be developed and tested in multiple cultures. To be useful, the model needs metrics that can provide a way of measuring the knowledge transfer.

Further research into virtual team trust and communications is needed. Many people work in a virtual environment, and the e-sociality dimension of project management needs to be explored in far more detail than it has been to date. There is some interesting research on the topic, but once again, it needs to be connected to XCGPMI Knowledge dimensions. One of my papers relating to 'Trust' in virtual team functioning in a project context has already been reviewed and accepted by IEEMA Journal and awaiting publication. Clearly this area can provide many avenues for further research work which will be very valuable to project management profession as more and more of the Global project teams are getting to become virtual.

Another interesting area opened up for further research is to capture a database linking live projects cross cultural issues to the 'XCGPMI' dimensions and attributes and develop a sort of hand book with possible approaches/solutions/methods to overcome specific cross cultural uncertainties in particular project set ups. This would need time to be developed and multiple research efforts spawning different project set ups with different cultural backdrops.

An attempt to apply the model cutting across organizational and industry boundaries could be taken up as a potential research area to develop and customize sub models specific to industries to initiate project management development processes.

Another important area of research work opened up is to develop learning/training processes to mandatorily arm the project management professionals and based on its merit could be even considered /stipulated as an essential qualification required for international project management.

13.5 Summary

The thesis set out to test the hypothesis that there are *ethic,* or globally viable, cross-cultural project management dimensions. Those knowledge dimensions are **Trust, Empathy, Transformation, Power,** and **Communication.** The research further defined each dimension, and the hypothesis was then confirmed by the Delphi panel. The results were used to create the XCGPMI Model.

As shown in Fig. 1.2, the process has taken me from the initial course work through introspection, retrospection, testing, evaluation, and sensemaking. Author had also applied his years of experience in giving a *sanity check* to the results. Author had published a number of conference papers and journal papers that are related to this thesis. (List attached at the end of this thesis)

Author's goal was to highlight the capstones and trendsetters to the best of his ability within the time available. Author apologizes to any authors that he did not have time to include, and to those that he has not given more consideration to in completing this work. Author is humbled by

the depth of the knowledge on Cross Cultural aspects related to management, and did his best to respect those researchers that have gone before me.

The work is limited by the context and confines of this doctoral research programme and resources available, and is not intended as a panacea for solving all of the issues related to cross-cultural project management. What the Cross-Cultural Global Project Management Intelligence (XCGPMI) model offers is a codified structure for helping Project management Professionals in multi cultural environments, to assess their cross-cultural management skills and improve their performance. Author hope that in the future it will provide a tool for establishing metrics that can be used for evaluation and training.

STEP 1

In a global context, diverse cultures coexist leading to divisive forces pulling things apart

Failed project

When a project is imposed on these culturally diversified atmosphere, it is likely to be torn apart by the divisive forces as explained in step 1 leading to project failure

STEP 2

Project

STEP 3

For global project to succeed against these divisive forces, strengthening blocks are needed. This is achieved by the knowledge of 5 key dimensions influencing cross cultural project management (as validated by this thesis). This stabilizes the project environment

Trust

Empathy

Core

Transformation

Power

Communication

STEP 4

The wheel effect so achieved ensures that project can rotate forward in cross cultural environment overcoming pulls and forces to become a success

Enhances Project Success

Trust

Empathy

Core

Transformation

Power

Communication

The 9 cultural aspects (Globe Survey) are symbolized as the core of the global cross cultural environment. The 5 key dimensions are correlated (as validated by the thesis) to these core cultural attributes. This is represented by linking them through arms. This takes the shape of a wheel, with spokes.

Fig. 13.1 - Model Evolution

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Fig. 13.2 - Cross Cultural Global Project Management Intelligence (XCGPMI) Model

CROSS CULTURAL ATMOSPHERE

9 key cultural aspects (Globe Survey) at the core of global cross cultural enviornment

COMMUNICATION

Effective commn	Knowledge of competence	Cultural fluency [1]	Commn. skills	Active listening	Adaptability an essential attribute
Mutual Understanding	Commn. effectively	Patience an essential attribute	creation of time to make commn.	Wisdom an essential attribute	Accurate interpretation
Cultural Commn [2]	Creativity an essential attribute [3]	Effective story telling	use of metaphor & Symbolism	Sensitivity an essential attribute	Face work [4]
To effectively manage conflict	Knowledge of people	Effective listening skills	To prepare & assess the issues	Repetition in Commn. [5]	

TRANSFORMATION

Transformation Leadership	Inspiring people to risk change	Having a vision & the ability to share	Imbuing a feeling of security to take risk
Inspiring the desire to change the status quo, restructure ideas, beliefs, structures etc.	Setting High Expectation & Motivating people	Demonstrating foresight & Predicting future	Communicating goals & Objectives
Inspiration	Uniqueness	Mentoring & Coaching	Being decisive & Dynamic
Charisma			

EMPATHY

Affection, Esteem, Rapport, Sensitivity	Compassion	Respect & Consideration
Servant Leadership [6]	Self Sacrifice	Empowerment of people
Insight, Understanding, Vicarious Emotions	Metaphors, Story Telling	Culture etiquettes, customs & Traditions

POWER

Power	Knowledge Power - Technical, Cultural, Emotional & Organizational	Sharing of knowledge	Being a teacher	Power Distance	Political power
Communitarianisam	Referent Power [8]	Bravery & Confidence	Warmth towards others & service	Position Power [10]	
Reward & Punishment Power	Coercive Power	Reward & Punishment Power	The locus of power	Legitimate Power	

Power Distance [9]

TRUST

Trust	Care & Concern	Esteem for oneself & others	Consideration of face - respect, honor & Reputation	Intellectual, Social, Emotional & Cultural	Technical competence
Judgment [7]	Integrator	Setting & defining Goals	Imbuing cohesiveness	Dependability	Predictability
Making & Keeping commitments	Character	Honesty & Integrity	Duty & Loyalty	Admiration	Truth & Justice
Fairness	Candor	Human Touch	Tolerance - Personal, Social, Cultural, Religious	Respect - Personal, Social, Cultural, Religious	Fearlessness
Confidence	Self-sacrifice	Integrity & ethics	Demonstrating morale & Ethical values	Ethical Prospective	

Core (green ellipse):
Power Distance
Assertiveness
Gender Egalitarism
Uncertainty Avoidance
Institutional Collectivism
Group Collectivism
Performance Orientation
Future Orientation
Human Orientation

Project Management & Cross-Cultural Dynamics Interface

ARMS

LEGEND

CULTURE
C1 - America
C2 - Middle East
C3 - Rest of Asia
C4 - Europe
C5 - Others

Experience
E1 - Upto 10 Years
E2 - 11-20 Years
E3 - 21-30 Years
E4 - 30 + Years

Project
P1 - Project Management
P2 - Project Construction
P3 - Project Contracts
P4 - Project Materials and Project Procurement
P5 - Project Engineering

Correlation Table

Note No.	Legend	Note No.	Legend
1	C3, E2, P3	6	C5, P4
2	P3	7	P3
3	E2, P3	8	C3
4	C2, C3, C5, E2, E3, P3, P5	9	C1 to C5, E2, E3, P1, P2, P3, P5
5	E3, P3, P5	10	P5

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Appendices –A

Appendix: A-1
Cross Reference (An illustrative example for 'Trust' Dimension provided below)

Trust Synonyms	GLOBE	Thesis	Question
Community (Acknowledgement of community)	Collaborative Team Orientation	Care & Concern	
Affection	Integrity	Care & Concern	
Care (Emotional)	Integrity	Care & Concern	Yes
Caring	Integrity	Care & Concern	
Compliance with norms (Diffuse/Specific)	Integrity	Care & Concern	
Concern (Emotional)	Integrity	Care & Concern	Yes
Esteem	Integrity	Care & Concern	
Face	Self Sacrifice	Care & Concern	
Face	Self Sacrifice	Care & Concern	Yes
Ascription (Conflict between cultures)	Team Integrator	Care & Concern	
Conviction	Integrity	Character	
Duty (fulfill commitment)	Integrity	Character	Yes
Duty to Family (Social responsibility)	Integrity	Character	
Faithfulness	Integrity	Character	
Honesty	Integrity	Character	Yes
Honorable	Integrity	Character	
Idealized influence	Integrity	Character	
Integrity (Identification based trust)	Integrity	Character	Yes
Admiration	Integrity	Character	
Believe in	Integrity	Character	
Character	Integrity	Character	
Choose who we trust (Cognitive)	Integrity	Character	
Guardianship	Integrity	Character	
Loyalty	Integrity	Character	Yes
Loyalty (Group Collectivism)	Integrity	Character	
Authenticity	Integrity	Character	Yes
Achievement (conflict between cultures)	Administratively Competent	Competence	
Competence	Administratively Competent	Competence	Yes
Judgment	Decisive	Competence	Yes
Meaning (Interpret of meaning)	Decisive	Competence	
Optimism	Diplomatic	Competence	
Patience	Diplomatic	Competence	Yes
Social Literacy (pragmatic trust)	Integrity	Competence	
Intellectual communication		Competence	
Accountability	Integrity	Dependability	
Commitments (Deliver on commitments)	Integrity	Dependability	Yes
Consistency (personal and emotional control)	Integrity	Dependability	
Constancy	Integrity	Dependability	
Depend on	Integrity	Dependability	

Trust Synonyms	GLOBE	Thesis	Question
Devoted	Integrity	Dependability	
Predictability	Integrity	Dependability	Yes
Reliability / Dependability	Integrity	Dependability	Yes
Sincerity	Integrity	Dependability	
Expectation	Integrity	Dependability	
Reciprocal	Self Sacrifice	Dependability	
Hope	Integrity	Fearless	
Avoidance (Fear of the unknown)	Self Sacrifice	Fearless	
Comfortable (Uncertainty Avoidance)	Self Sacrifice	Fearless	
Confidence	Self Sacrifice	Fearless	Yes
Conflict	Self Sacrifice	Fearless	
Confront danger	Self Sacrifice	Fearless	Yes
Loss of anxiety	Self Sacrifice	Fearless	
Reduction of threats	Self Sacrifice	Fearless	
Risk Taking (encourages)	Self Sacrifice	Fearless	
Security	Self Sacrifice	Fearless	
Humaneness	Humane Orientation	Humane	Yes
Parents love	Humane Orientation	Humane	
Tolerance	Humane Orientation	Humane	Yes
Respect	Integrity	Humane	Yes
Intimacy	Modesty	Humane	
Shame (Social responsibility)		Humane	
Group Identity (Strengthen identity of group)	Collaborative Team Orientation	Integrator	
Pride (Group Collectivism)	Collaborative Team Orientation	Integrator	
Goals and Objectives (Identification based trust)	Performance Orientated	Integrator	Yes
Cohesiveness (Group Collectivism)	Team Integrator	Integrator	Yes
Strength of relationship		Integrator	
Synchronize actions		Integrator	Yes
Synchronize expectations		Integrator	
Synchronize interpretations		Integrator	
Moral duty	Integrity	Integrity & Ethics	
Moral Judgment	Integrity	Integrity & Ethics	
Morality	Integrity	Integrity & Ethics	Yes
Religiousness	Integrity	Integrity & Ethics	
Faith	Self Sacrifice	Integrity & Ethics	Yes
Interests (Identification based trust)		Integrity & Ethics	
Perspective (way of seeing)		Integrity & Ethics	Yes
Similar Reactions (Identification based trust)		Integrity & Ethics	
Persuasion	Diplomatic	Trust and Justice	Yes
Candor	Diplomatic	Trust and Justice	Yes
Justice	Integrity	Trust and Justice	
Justice	Integrity	Trust and Justice	Yes
Law	Integrity	Trust and Justice	
Social Justice	Integrity	Trust and Justice	
Truth (Universalism / Particularism	Integrity	Trust and Justice	Yes
Fairness	Self Sacrifice	Trust and Justice	
Fairness (Institutional Collectivism)	Self Sacrifice	Trust and Justice	
Punishment (Calculus based trust)		Trust and Justice	
Reward (Calculus based trust)		Trust and Justice	

Appendix : A-2
Hofstede (Modified)

	Hofstede Countries	Power Distance	Uncertainty Avoidance	Individualism & collectivism	Masculinity / Femininity	Long/Short Term Orientation
				Hofstede Scores from IBM Data		
GLOBE Regions	Country	Index	Index	Index	Index	Index
Middle East	Arab Countries	80	68	38	53	
Latin America	Argentina	49	86	46	56	
Anglo	Australia	36	51	90	61	31
Germanic Europe	Austria	11	70	55	79	3
Latin Europe	Belgium	65	94	75	54	38
Latin America	Brazil	69	76	38	49	65
Anglo	Canada	39	48	80	52	23
Latin America	Chile	63	86	23	28	
Latin America	Colombia	67	80	13	64	
Latin America	Costa Rica	35	86	15	21	
Nordic Europe	Denmark	18	23	74	16	46
Sub Saharan Africa	East/West Africa	70.5	53	23.5	43.5	20.5
Latin America	Ecuador	78	67	8	63	
Nordic Europe	Finland	33	59	63	26	4
Latin Europe	France	68	86	71	43	39
Germanic Europe	Germany	35	65	67	66	31
Anglo	Great Britain	35	35	89	66	25
Eastern Europe	Greece	60	112	35	57	
Latin America	Guatemala	95	101	6	37	
Confucian Asia	Hong Kong	68	29	25	57	96
Southern Asia	India	77	40	48	56	61
Southern Asia	Indonesia	78	48	14	46	
Southern Asia	Iran	58	59	41	43	
Anglo	Ireland	28	35	70	68	43
Latin Europe	Israel	13	81	54	47	
Latin Europe	Italy	50	75	76	70	34
Latin America	Jamaica	45	13	39	68	
Confucian Asia	Japan	54	92	46	95	80
Confucian Asia	Korea (South)	60	85	18	39	75
Southern Asia	Malaysia	104	36	26	50	
Latin America	Mexico	81	82	30	69	
Germanic Europe	Netherlands	38	53	80	14	44
Anglo	New Zealand	22	49	79	58	30
Nordic Europe	Norway	31	50	69	8	44
Southern Asia	Pakistan	55	70	14	50	0
Latin America	Panama	95	86	11	44	
Latin America	Peru	64	87	16	42	
Southern Asia	Philippines	94	44	32	64	19
Latin Europe	Portugal	63	104	27	31	30

	Hofstede Countries	Power Distance	Uncertainty Avoidance	Individualism & collectivism	Masculinity / Femininity	Long/Short Term Orientation
Hofstede Scores from IBM Data						
GLOBE Regions	**Country**	**Index**	**Index**	**Index**	**Index**	**Index**
Latin America	Salvador	66	94	19	40	
Confucian Asia	Singapore	74	8	20	48	48
Anglo	South Africa	49	49	65	63	
Latin Europe	Spain	57	86	51	42	19
Nordic Europe	Sweden	31	29	71	5	33
Germanic Europe	Switzerland	34	58	68	70	40
Confucian Asia	Taiwan	58	69	17	45	87
Southern Asia	Thailand	64	64	20	34	56
Middle East	Turkey	66	85	37	45	
Anglo	United States	40	46	91	62	29
Latin America	Uruguay	61	100	36	38	
Latin America	Venezuela	81	76	12	73	
Eastern Europe	Yugoslavia	76	88	27	21	
	Max	**104.00**	**112.00**	**91.00**	**95.00**	**96.00**
	Min	**11.00**	**8.00**	**6.00**	**5.00**	**0.00**
	Averages	**56.57**	**65.69**	**43.43**	**48.84**	**40.50**

Appendix: A-3
GLOBE Culture 1 (Modified)

CLT Leadership Dimensions (GLOBE)								
		Uncertainty Avoidance		Power Distance		Institutional Collectivism		Societal In-Group Collectivism	
Culture Cluster	Country	Practice	Values	Practice	Values	Practice	Values	Practice	Values
Eastern Europe	Albania	4.57	5.37	4.62	3.52	4.54	4.44	5.74	5.22
	Georgia	3.50	5.24	5.22	2.84	4.03	3.83	6.19	5.66
	Greece	3.39	5.09	5.40	2.39	3.25	5.40	5.27	5.46
	Hungary	3.12	4.66	5.56	2.49	3.53	4.50	5.25	5.54
	Kazakhstan	3.66	4.42	5.31	3.15	4.29	4.04	5.26	5.44
	Poland	3.62	4.71	5.10	3.12	4.53	4.22	5.52	5.74
	Russia	2.88	5.07	5.52	2.62	4.50	3.89	5.63	5.79
	Slovenia	3.78	4.99	5.33	2.57	4.13	4.38	5.43	5.71
Latin America	Argentina	3.65	4.66	5.64	2.33	3.66	5.32	5.51	6.15
	Bolivia	3.35	4.70	4.51	3.41	4.04	5.10	5.47	6.00
	Brazil	3.60	4.99	5.33	2.35	3.83	5.62	5.18	5.15
	Colombia	3.57	4.98	5.56	2.04	3.81	5.38	5.73	6.25
	Costa Rica	3.82	4.58	4.74	2.58	3.93	5.18	5.32	6.08
	Ecuador	3.68	5.16	5.60	2.30	3.90	5.41	5.81	6.17
	El Salvador	3.62	5.32	5.68	2.68	3.71	5.65	5.35	6.52
	Guatemala	3.30	4.88	5.60	2.35	3.70	5.23	5.63	6.14
	Mexico	4.18	5.26	5.22	2.85	4.06	4.92	5.71	5.95
	Venezuela	3.44	5.26	5.40	2.29	3.96	5.39	5.53	6.17
Latin Europe	France	4.43	4.26	5.28	2.76	3.93	4.86	4.37	5.42
	Israel	4.01	4.38	4.73	2.72	4.46	4.27	4.70	5.75
	Italy	3.79	4.47	5.43	2.47	3.68	5.13	4.94	5.72
	Portugal	3.91	4.43	5.44	2.38	3.92	5.30	5.51	5.94
	Spain	3.97	4.76	5.52	2.26	3.85	5.20	5.45	5.79
	Switzerland	5.37	3.16	4.90	2.44	4.06	4.69	3.97	4.94
Confucian Asia	China	4.94	5.28	5.04	3.10	4.77	4.56	5.80	5.09
	Hong Kong	4.32	4.63	4.96	3.24	4.13	4.43	5.32	5.11
	Japan	4.07	4.33	5.11	2.86	5.19	3.99	4.63	5.26
	Korea, South	3.55	4.67	5.61	2.55	5.20	3.90	5.54	5.41
	Singapore	5.31	4.22	4.99	3.04	4.90	4.55	5.64	5.50
	Taiwan	4.34	5.31	5.18	3.09	4.59	5.15	5.59	5.45
Nordic Europe	Denmark	5.22	3.82	3.89	2.76	4.80	4.19	3.53	5.50
	Finland	5.02	3.85	4.89	2.19	4.63	4.11	4.07	5.42
	Sweden	5.32	3.60	4.85	2.70	5.22	3.94	3.66	6.04
Anglo	Australia	4.39	3.98	4.74	2.78	4.29	4.40	4.17	5.75
	Canada	4.58	3.75	4.82	2.70	4.38	4.17	4.26	5.97
	Ireland	4.30	4.02	5.15	2.71	4.63	4.59	5.14	5.74

Contd.

CLT Leadership Dimensions (GLOBE)								
		Uncertainty Avoidance		Power Distance		Institutional Collectivism		Societal In-Group Collectivism	
Culture Cluster	Country	Practice	Values	Practice	Values	Practice	Values	Practice	Values
	New Zealand	4.75	4.10	4.89	3.53	4.81	4.20	3.67	6.21
	South Africa	4.09	4.79	4.11	2.64	4.62	4.38	4.50	5.91
	United Kingdom	4.15	4.00	4.88	2.85	4.20	4.17	4.25	5.77
	United States	4.65	4.11	5.15	2.80	4.27	4.31	4.08	5.55
Sub-Saharan Africa	Namibia	4.20	5.13	5.29	2.86	4.13	4.38	4.52	6.07
	Nigeria	4.29	5.60	5.80	2.69	4.14	5.03	5.55	5.48
	South Africa	4.59	4.67	5.16	3.65	4.39	4.30	5.09	4.99
	Zambia	4.10	4.67	5.31	2.43	4.61	4.74	5.84	5.77
	Zimbabwe	4.15	4.73	5.67	2.67	4.12	4.87	5.57	5.85
Southern Asia	India	4.15	4.73	5.47	2.64	4.38	4.71	5.92	5.32
	Indonesia	4.17	5.23	5.18	2.69	4.54	5.18	5.68	5.67
	Iran	3.67	5.36	5.43	2.80	3.88	5.54	6.03	5.86
	Malaysia	4.78	4.88	5.17	2.97	4.61	4.87	5.51	5.85
	Philippines	3.89	5.14	5.44	2.72	4.65	4.78	6.36	6.18
	Thailand	3.93	5.61	5.63	2.86	4.03	5.10	5.70	5.76
Germanic Europe	Austria	5.16	3.66	4.95	2.44	4.30	4.73	4.85	5.27
	Germany East	5.16	3.94	5.54	2.54	3.79	4.82	4.02	5.22
	Germany West	5.22	3.32	5.25	2.69	3.56	4.68	4.52	5.18
	Netherlands	4.70	3.24	4.11	2.45	4.46	4.55	3.70	5.17
	Switzerland	4.98	3.83	4.86	2.80	4.22	4.31	3.85	5.35
Middle East	Egypt	4.06	5.36	4.92	3.24	4.50	4.85	5.64	5.56
	Kuwait	4.21	4.77	5.12	3.17	4.49	5.15	5.80	5.43
	Morocco	3.65	5.32	5.80	3.11	3.87	5.00	5.87	5.68
	Qatar	3.99	4.82	4.73	3.23	4.50	5.13	4.71	5.60
	Turkey	3.63	4.67	5.57	2.41	4.03	5.26	5.88	5.77
	Max	**5.37**	**5.61**	**5.80**	**3.65**	**5.22**	**5.65**	**6.36**	**6.52**
	Min	**2.88**	**3.16**	**3.89**	**2.04**	**3.25**	**3.83**	**3.53**	**4.94**
	Averages	**4.16**	**4.62**	**5.17**	**2.75**	**4.25**	**4.73**	**5.13**	**5.66**
	Std Deviation	0.604412	0.60543	0.407897	0.34883	0.42382	0.48968	0.73003	0.3542
	Mean	**4.10**	**4.70**	**5.22**	**2.70**	**4.22**	**4.73**	**5.43**	**5.71**

Appendix: A–4
GLOBE Culture II (Modified)

CLT Leadership Dimensions (GLOBE)											
		Gender Egalitarianism		Assertiveness		Future Orientation		Performance Orientation		Humane Orientation	
Culture Cluster	Country	Practice	Values	Practice	Values	Practice	Values	Practice	Values	Practice	Values
Eastern Europe	Albania	3.71	4.19	4.89	4.41	3.86	5.42	4.81	5.63	4.64	5.34
	Georgia	3.55	3.78	4.18	4.35	3.41	5.55	3.88	5.69	4.18	5.60
	Greece	3.48	4.89	4.58	2.96	3.40	5.19	3.20	5.81	3.34	5.23
	Hungary	4.08	4.63	4.79	3.35	3.21	5.70	3.43	5.96	3.35	5.48
	Kazakhstan	3.84	4.75	4.46	3.84	3.57	5.05	3.57	5.41	3.99	5.62
	Poland	4.02	4.52	4.06	3.90	3.11	5.20	3.89	6.12	3.61	5.30
	Russia	4.07	4.18	3.68	2.83	2.88	5.48	3.39	5.54	3.94	5.59
	Slovenia	3.96	4.83	4.00	4.59	3.59	5.42	3.66	6.41	3.79	5.25
Latin America	Argentina	3.49	4.98	4.22	3.25	3.08	5.78	3.65	6.35	3.99	5.58
	Bolivia	3.55	4.75	3.79	3.73	3.61	5.63	3.61	6.05	4.05	5.07
	Brazil	3.31	4.99	4.20	2.91	3.81	5.69	4.04	6.13	3.66	5.68
	Colombia	3.67	5.00	4.20	3.43	3.27	5.68	3.94	6.42	3.72	5.61
	Costa Rica	3.56	4.64	3.75	4.05	3.60	5.20	4.12	5.90	4.39	4.99
	Ecuador	3.07	4.59	4.09	3.65	3.74	5.94	4.20	6.32	4.65	5.26
	El Salvador	3.16	4.66	4.62	3.62	3.80	5.98	3.72	6.58	3.71	5.46
	Guatemala	3.02	4.53	3.89	3.64	3.24	5.91	3.81	6.14	3.89	5.26
	Mexico	3.64	4.73	4.45	3.79	3.87	5.86	4.10	6.16	3.98	5.10
	Venezuela	3.62	4.82	4.33	3.33	3.35	5.79	3.32	6.35	4.25	5.31
Latin Europe	France	3.64	4.40	4.13	3.38	3.48	4.96	4.11	5.65	3.40	5.67
	Israel	3.19	4.71	4.23	3.76	3.85	5.25	4.08	5.75	4.10	5.62
	Italy	3.24	4.88	4.07	3.82	3.25	5.91	3.58	6.07	3.63	5.58
	Portugal	3.66	5.13	3.65	3.58	3.71	5.43	3.60	6.40	3.91	5.31
	Spain	3.01	4.82	4.42	4.00	3.51	5.63	4.01	5.80	3.32	5.69
	Switzerland	2.97	4.92	4.51	3.21	4.73	4.80	4.94	5.82	3.60	5.54
Confucian Asia	China	3.05	3.68	3.76	5.44	3.75	4.73	4.45	5.67	4.36	5.32
	Hong Kong	3.47	4.35	4.67	4.81	4.03	5.50	4.80	5.64	3.90	5.32
	Japan	3.19	4.33	3.59	5.56	4.29	5.25	4.22	5.17	4.30	5.41
	Korea, South	2.50	4.22	4.40	3.75	3.97	5.69	4.55	5.25	3.81	5.60
	Singapore	3.70	4.51	4.17	4.41	5.07	5.51	4.90	5.72	3.49	5.79
	Taiwan	3.18	4.06	3.92	3.28	3.96	5.20	4.56	5.74	4.11	5.26
Nordic Europe	Denmark	3.93	5.08	3.80	3.39	4.44	4.33	4.22	5.61	4.44	5.45
	Finland	3.35	4.24	3.81	3.68	4.24	5.07	3.81	6.11	3.96	5.81
	Sweden	3.84	1.15	3.38	3.61	4.39	4.89	3.72	5.80	4.10	5.65
Anglo	Australia	3.40	5.02	4.28	3.81	4.09	5.15	4.36	5.89	4.28	5.58
	Canada	3.70	5.11	4.05	4.15	4.44	5.35	4.49	6.15	4.49	5.64
	Ireland	3.21	5.14	3.92	3.99	3.98	5.22	4.36	5.98	4.96	5.47
	New Zealand	3.22	4.23	3.42	3.54	3.47	5.54	4.72	5.90	4.32	4.40

Cont.

Appendix: A-4 (contd…)
GLOBE Culture II (Modified)

		CLT Leadership Dimensions (GLOBE)									
		Gender Egalitarianism		Assertiveness		Future Orientation		Performance Orientation		Humane Orientation	
Culture Cluster	Country	Practice	Values	Practice	Values	Practice	Values	Practice	Values	Practice	Values
	South Africa	3.66	4.26	4.36	3.82	4.64	5.66	4.66	6.23	3.49	5.65
	United Kingdom	3.34	5.06	4.55	4.32	4.15	5.31	4.08	5.90	4.17	5.53
	United States	3.67	5.17	4.15	3.70	4.28	5.06	4.49	6.14	3.72	5.43
Sub-Saharan Africa	Namibia	3.88	4.25	3.91	3.91	3.49	6.12	3.67		3.96	5.40
	Nigeria	3.01	4.24	4.79	3.23	4.09	6.04	3.92	6.27	4.10	6.09
	South Africa	3.27	4.60	4.60	3.69	4.13	5.20	4.11	4.92	4.34	5.07
	Zambia	2.86	4.31	4.07	4.38	3.62	5.90	4.16	6.40	5.23	5.53
	Zimbabwe	3.04	4.46	4.06	4.60	3.77	6.07	4.24	6.45	4.45	5.19
Southern Asia	India	2.90	4.51	3.73	4.76	4.19	5.60	4.25	6.05	4.57	5.28
	Indonesia	3.26	3.89	3.86	4.72	3.86	5.70	4.41	5.73	4.69	5.16
	Iran	2.99	3.75	4.04	4.99	3.70	5.84	4.58	6.08	4.23	5.61
	Malaysia	3.51	3.78	3.87	4.81	4.58	5.89	4.34	6.04	4.87	5.51
	Philippines	3.64	4.58	4.01	5.14	4.15	5.93	4.47	6.31	5.12	5.36
	Thailand	3.35	4.16	3.64	3.48	3.43	6.20	3.93	5.74	4.81	5.01
Germanic Europe	Austria	3.09	4.83	4.62	2.81	4.46	5.11	4.44	6.10	3.72	5.76
	Germany East	3.10	4.89	4.73	3.23	3.95	5.23	4.25	6.09	3.40	5.46
	Germany West	3.06	4.90	4.55	3.09	4.27	4.85	4.09	6.01	3.18	5.44
	Netherlands	3.50	4.99	4.32	3.02	4.61	5.07	4.32	5.49	3.86	5.20
	Switzerland	3.42	4.69	3.47	3.78	4.27	4.79	4.25	5.98	3.93	5.62
Middle East	Egypt	2.81	3.18	3.91	3.28	3.86	5.80	4.27	5.90	4.73	5.17
	Kuwait	2.58	3.45	3.63	3.76	3.26	5.74	3.95	6.03	4.52	5.06
	Morocco	2.84	3.74	4.52	3.44	3.26	5.85	3.99	5.76	4.19	5.51
	Qatar	3.63	3.38	4.11	3.80	3.78	5.92	3.45	5.96	4.42	5.30
	Turkey	2.89	4.50	4.53	2.66	3.74	5.83	3.83	5.39	3.94	5.52
	Max	**4.08**	**5.17**	**4.89**	**5.56**	**5.07**	**6.20**	**4.94**	**6.58**	**5.23**	**6.09**
	Min	**2.50**	**1.15**	**3.38**	**2.66**	**2.88**	**4.33**	**3.20**	**4.92**	**3.18**	**4.40**
	Averages	**3.37**	**4.44**	**4.14**	**3.82**	**3.85**	**5.49**	**4.10**	**5.93**	**4.09**	**5.42**
	Std Deviation	0.368488	0.63796	0.371818	0.64635	0.46243	0.40512	0.40886	0.33569	0.46704	0.25805
	Mean	**3.35**	**4.58**	**4.11**	**3.75**	**3.81**	**5.54**	**4.11**	**5.97**	**4.05**	**5.46**

Appendix: A-5
GLOBE Leadership (Modified)

		CLT Leadership Dimensions GLOBE					
Culture Cluster	Country	Charismatic – Value – Based	Team Oriented	Participative	Humane Oriented	Autonomous	Self Protective
Eastern Europe	Albania	5.79	5.94	4.50	5.24	3.98	4.62
	Georgia	5.65	5.85	4.88	5.61	4.57	3.89
	Greece	6.01	6.12	5.81	5.16	3.98	3.49
	Hungary	5.91	5.91	5.22	4.73	3.23	3.24
	Kazakhstan	5.54	5.73	5.10	4.26	4.58	3.35
	Poland	5.67	5.98	5.04	4.56	4.34	3.52
	Russia	5.66	5.63	4.67	4.08	4.63	3.69
	Slovenia	5.69	5.91	5.42	4.44	4.28	3.61
Latin America	Argentina	5.98	5.99	5.89	4.70	4.55	3.45
	Bolivia	6.01	6.10	5.29	4.56	3.92	3.83
	Brazil	6.00	6.17	6.06	4.84	2.27	3.49
	Colombia	6.04	6.07	5.51	5.05	3.34	3.37
	Costa Rica	5.95	5.81	5.54	4.99	3.46	3.55
	Ecuador	6.46	6.21	5.51	5.13	3.53	3.62
	El Salvador	6.08	5.95	5.40	4.69	3.47	3.43
	Guatemala	6.00	5.94	5.45	5.00	3.37	3.77
	Mexico	5.66	5.74	4.64	4.72	3.86	3.86
	Venezuela	5.72	5.62	4.88	4.85	3.39	3.81
Latin Europe	France	4.93	5.11	5.90	3.82	3.32	2.81
	Israel	6.23	5.91	4.96	4.68	4.26	3.64
	Italy	5.98	5.87	5.47	4.38	3.62	3.25
	Portugal	5.75	5.92	5.48	4.62	3.19	3.10
	Spain	5.90	5.93	5.11	4.66	3.54	3.38
	Switzerland	5.90	5.62	5.30	4.55	4.02	2.94
Confucian Asia	China	5.56	5.57	5.04	5.19	4.07	3.80
	Hong Kong	5.66	5.58	4.86	4.89	4.38	3.67
	Japan	5.49	5.56	5.07	4.68	3.67	3.60
	Korea, South	5.53	5.52	4.92	4.87	4.21	3.67
	Singapore	5.95	5.76	5.30	5.24	3.87	3.31
	Taiwan	5.58	5.69	4.73	5.35	4.01	4.28
Nordic Europe	Denmark	6.00	5.70	5.80	4.23	3.79	2.81
	Finland	5.94	5.85	5.91	4.30	4.08	2.55
	Sweden	5.84	5.75	5.54	4.73	3.97	2.81
Anglo	Australia	6.09	5.81	5.71	5.10	3.95	3.05
	Canada	6.15	5.84	6.09	5.20	3.65	2.96
	Ireland	6.08	5.81	5.64	5.06	3.95	3.00
	New Zealand	5.87	5.44	5.50	4.78	3.77	3.19

Cont.

CLT Leadership Dimensions GLOBE						
Culture Cluster	Country	Charismatic – Value – Based	Team Oriented	Participative	Humane Oriented	Autonomous	Self Protective
	South Africa	5.99	5.80	5.62	5.33	3.74	3.19
	United Kingdom	6.01	5.71	5.57	4.90	4.00	3.04
	United States	6.12	5.80	5.93	5.21	3.75	3.15
Sub-Saharan Africa	Namibia	5.99	5.81	5.48	5.10	3.77	3.36
	Nigeria	5.76	5.65	5.18	5.49	3.62	3.89
	South Africa	5.16	5.23	5.04	4.79	3.94	3.62
	Zambia	5.92	5.86	5.29	5.27	3.43	3.66
	Zimbabwe	6.11	5.97	5.57	5.18	3.37	3.20
Southern Asia	India	5.85	5.72	4.99	5.26	3.85	3.77
	Indonesia	6.15	5.92	4.60	5.43	4.19	4.12
	Iran	5.81	5.90	4.97	5.75	3.85	4.34
	Malaysia	5.89	5.80	5.12	5.24	4.03	3.49
	Philippines	6.33	6.06	5.40	5.53	3.75	3.32
	Thailand	5.78	5.76	5.29	5.09	4.28	3.91
Germanic Europe	Austria	6.02	5.74	6.00	4.93	4.47	3.07
	Germany East	5.84	5.49	5.88	4.44	4.30	2.96
	Germany West	5.87	5.51	5.70	4.60	4.35	3.32
	Netherlands	5.98	5.75	5.75	4.82	3.53	2.87
	Switzerland	5.93	5.61	5.94	4.76	4.13	2.92
Middle East	Egypt	5.57	5.55	4.69	5.15	4.49	4.21
	Kuwait	5.90	5.89	5.03	5.21	3.39	4.02
	Morocco	4.81	5.15	5.32	4.10	3.34	3.26
	Qatar	4.51	4.74	4.75	4.66	3.38	3.91
	Turkey	5.95	6.01	5.09	4.90	3.83	3.57
	Max	**6.46**	**6.21**	**6.09**	**5.75**	**4.63**	**4.62**
	Min	**4.51**	**4.74**	**4.50**	**3.82**	**2.27**	**2.55**
	Averages	**5.83**	**5.76**	**5.33**	**4.89**	**3.85**	**3.47**
	Societal	**5.00**	**5.00**	**5.00**	**5.00**	**5.00**	**5.00**
	Global	**6.00**	**6.00**	**6.00**	**6.00**	**6.00**	**6.00**

Appendix A-6
Cross Reference

GLOBE Cultural Variables vs Other Authors									
Author	Description	Uncertainty Avoidance	Power Distance	Institutional Collectivism	In Group Collectivism	Gender Egalitarianism	Assertiveness	Future Orientation	Performance Orientation	Humane Orientation
Hofstede	Power Distance		0.61 CVC							
Hofstede	Individualism-Collectivism			0.15 CVC	-0.82 CVC					
Hofstede	Masculinity-Feminity					-0.16 CVC	0.42 CVC			
Hofstede	Uncertainty Avoidance	0.32 CVC								
Hofstede	Long Term Orientation)face)							Yes-no eval		
Trompenaars	Universtalism-Pariticularism								Yes	
Trompenaars	Individualism-Communicarianism			Yes	Yes					
Trompenaars	Neutral-Emotional				Yes		Yes			
Trompenaars	Specific-Diffuse	Yes			Yes					
Trompenaars	Achievement-Ascription			Yes	Yes				Yes	
Hall	Communications			Yes	Yes					
Hall	Fast Slow Messages (medium)			Yes	Yes				Yes	
Hall	Fast –Slow Context			Yes	Yes				Yes	
Hall	Space (physical)									
Hall	Time							Yes		
Hall	Fast-Slow Information		Yes	Yes	Yes					
Hall	Action Chains		Yes	Yes	Yes					
Hall	Interfacing		Yes							
Hall	Right Responses			Yes	Yes					
Sagiv	Egalitarianism					Yes				
Sagiv	Harmony							Yes		Yes
Sagiv	Embeddedness				Yes					
Sagiv	Hierarchy		Yes							
Sagiv	Masgtery								Yes	Yes
Sagiv	Affective Autonomy									Yes
Sagiv	Intellectual Autonomy						Yes			
Schwartz	Embeddeness	0.74 CVC		0.14 CVC	0.15 CVC					
Schwartz	Intellectual Autonomy	-0.61 CVC		-0.13 CVC	-0.14 CVC					
Schwartz	Hierarchy		0.33 CVC							
Schwartz	Egalitarianism					0.65 CVC	-0.44 CVC			
Schwartz	Mastery								0.12 CVC	
Inglehart		0.47 CVC	0.41 CVC	0.54 CVC	0.60 CVC	0.43 CVC	0.42 CVC	0.58 CVC	0.47 CVC	0.40 CVC

Note : CVC = Convergent Validity Coefficient

Appendices B

Appendix: B-1
Questionnaire

Requests

1. Please complete and send the entire file to: srinivasan.parthasarathy@relianceada.com
2. Appreciate and very thankful for answering all questions in anticipation.
3. Please type only one option(a,b,c,d,e,f or g) in the answer box.

A) PROJECT MANAGEMENT DIMENSIONS FORMING THE CORE OF KNOWLEDGE BASE ESSENTIAL FOR SUCCESSFUL PROJECT MANAGEMENT.

A1. COMMUNICATION
As a mentor of mine once said, you cannot listen when your mouth is open. The next   questions explore the dimension of Communications, and its attributes in the context of   Project Management especially project team functioning.

1. Effective communication is a characteristic of effective project management regardless of culture.

 a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

2. Knowledge of competence in communication is an essential attribute for effective project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

3. Cultural fluency is an essential project management attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree.

4. Both high and low context communication skills-subtle versus explicit-are essential attributes for project teams.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

5. Active listening- turning off one's cultural filters- is an essential attributes for project teams.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A1(ii) Adaptability

6. Adaptability is an essential attributes of project team regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

7. Facilitating mutual understanding is an essential attributes of project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

8. Communicating effectively, and encouraging communications, are essential attributes of project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A1 (iii) Patience

9. Patience in communications is an essential attribute for effective functioning of project teams regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

10. Creating time to make communications clear is a necessary attribute for effective functioning of project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

11. Repetition in communications (to avoid confusion and misunderstanding) is a required attribute for effective functioning of project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A1(iv) Wisdom

12. Wisdom in communications is an essential attribute of effective project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

13. Accurate interpretation of communication is an essential project management attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

14. Cultural communications knowledge is a required project management attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree
A1 (v) Creativity (looking for ways to get the truth across)

15. Creativity in communications is an important attribute for successful project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

16. Effective story telling is an essential attribute of good project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

17. The effective use of metaphor and symbolism are essential attributes of project leadership.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A1 (vi) Sensitivity

18. Sensitivity in communications is an important attribute of effective project management.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

19. Face work-creating and saving face of oneself, societal, and others-in communications is an essential attribute of effective project management.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A1 (vii) Conflict Management

20. The ability to effectively manage conflict is an essential attribute for project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

21. Knowledge of the people and issues is an essential project management attributes.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

22. Effective listening skills is an essential attribute of effective project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree

f. Agree   **g,** Strongly Agree

23. Time to prepare and assess the issues is an essential attribute of project management.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A2 Empathy

Empathy, or compassion, is described by his holiness the Dalai Lama: :I believe that at the most fundamental level our nature is compassionate, and that cooperation, not conflict, lies at the heart of the basic principles that govern our human existence." The definition of empathy for this survey (Mullavey-O'Brien 1997) is defined as " the ability to put oneself in another's place, to know others' experiences from their perspective, and to communicate this understanding to them in a way that is meaningful, while at the same time recognizing that the source of one's experience lies in the other." The next group of questions explores the attributes of Empathy.

A2 (i) Humaneness

24. Humaneness (affection, esteem, rapport, sensitivity) is a vital attribute of project leadership regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

25. Compassion is an essential ingredient of Humaneness.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

26. Respect and consideration are essential ingredients of Humaneness.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A2 (ii) Servant Leadership

27.Servant Leadership- the concept that to lead one must serve others- is a project leadership regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

28. Self sacrifice and extending and giving of oneself are essential ingredients of Servant Leadership.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

29. Empowerment of peoples is an essential ingredient of Servant Leadership.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

Note : IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON **EMPATHY** PLEASE ENTER THEM HERE.

A2 (iii) Cultural Intelligence.

30. Knowledge of cultural intelligence (insight, understanding, vicarious emotions, connecting) is a Project Management attribute regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

31. Metaphors, storytelling, and a knowledge of the culture-history, geography, politics, music, are, etc in which one works are essential ingredients of Cultural Intelligence.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

32. Knowledge of cultural etiquette, customs and traditions are essential ingredients for Cultural intelligence.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3. Trust

The definition of trust used in this study is the "willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor that other party" (Mayer, Davis et al. 1995). The next group of questions explores the knowledge regarding Project management dimension of Trust, and its attributes.

33. Project Management requires the creation and maintenance of Trust, regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3. (i) Care and Concern

34. Care and concern are essential attributes of a project team regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

35. Esteem, for oneself and others, is an essential ingredient of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

36. Consideration of Face- respect, honor, and reputation for oneself and others- is an essential ingredient of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3 (ii) Competence

 37. Competence- intellectual, social, emotional , and cultural- is a Project Management attribute regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

38. Technical Competence is an essential ingredient of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

39. Judgment is an essential ingredient of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3 (iii) Integrator

40. Being an integrator- creating and nurturing group identity- is a very vital aspect of project leadership regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

41. Setting and defining goals and objectives is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

42. Imbuing cohesiveness is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3 (iv) Dependability

43. Dependability (synonyms- accountability, reliability, consistency, constancy, sincerity, and expectation) is an essential attribute of project team's functioning regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

44. Predictability is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

45. Making and keeping commitments is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3. (v) Character

46. Character is an important attribute of project team regardless of culture (honesty, faithfulness, integrity, conviction).

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

47. Honesty and integrity are essential ingredients of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

48. Duty and loyalty- to society, others, and oneself- are essential ingredients of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

49. Admiration- of others and self – is an essential ingredient of trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3 (vi) Truth & Justice

50. Truth and justice are essential attributes of project team regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

51. Fairness is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

52. Candor is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A3 (vii) Human Touch

53. Human Touch is an important quality to be exhibited by a project team regardless of culture.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

54. Tolerance- personal, social, cultural, religious etc- is an essential ingredient of trust.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

55. Respect- personal, social, cultural, religious, etc-is an essential ingredient of trust.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

A3 (viii) Fearlessness

56. Fearlessness is an essential project leadership attribute regardless of culture (loss of anxiety, hope , comfort, security, reduction of threats viewed by followers)

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

57. Confidence is an essential ingredient of trust.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

58. Self- sacrifice is an essential ingredient of trust.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

Sullivan Principles

In the next questions, use the concept of the Sullivan principles when asked about integrity & Ethics. Sullivan Principles, Universal human rights, operate without unacceptable worker treatment, respect employees' voluntary freedom of association, compensate employees to enable them to meet at least their basic needs, provide a safe and healthy workplace, protect human health and the environment, promote sustainable development, promote fair competition, neither pay or accept bribes, improve the quality of life where business is done, provide training and opportunities for workers from disadvantaged backgrounds, promote the application of these principles and transparent in our implementation of these principles and demonstrate publicly our commitment of them

A3 (ix) Integrity and Ethics Sullivan Principles

59. Integrity and ethics are essential attributes to be displayed by any project team regardless of culture.

a. Strongly Disagree **b** .Disagree **c**. Somewhat Disagree **d**. Neutral **e**. Somewhat Agree
 f. Agree **g,** Strongly Agree

60. Demonstrating moral & ethical values are essential ingredients for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

61. Having Ethical perspective recognizing that there are many different ways of seeing integrity and ethics- is an essential ingredient for trust.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

Note: IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON **FEARLESSNESS.** PLEASE ENTER THEM HERE.

A4. Transformation

The definition of Transformation for this study is " the ability to inspire achievement beyond expectations." (Similar to (Bass, 1985)). A Transformational Leader will inspire people to risk making changes, and this section will explore the attributes of transformational aspects of project management.

62. Transformational Leadership is a characteristic of an effective Project Team, regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A4 (i) Risk Change

63. Inspiring people to risk change is a vital quality of effective project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

64. Inspiring the desire to change the status quo, restructure ideas, beliefs, structure etc are essential in risking change.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

65. Imbuing a feeling of security to take risks is an essential attribute in risking change.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A4 (ii) Vision

66. Having a vision and the ability to share it are essential Project Leadership attributes regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

67. Demonstrating foresight and predicting the future are essential in demonstrating vision.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

68. Communicating goals and objectives are essential ingredients in demonstrating vision.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

69. Inspiration(synonyms/characteristics- arouser, confidence builder, encouraging, intellectual stimulation, self-effacing, self sacrificial, sincere) is an essential attribute to be displayed by a project team regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

70. Setting high expectations and motivating people are essential ingredients of inspiration.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

71.Mentoring and coaching are essential ingredients of inspiration.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A4(iv) Charisma

72. Charisma (synonyms/characteristics- unique, willful, warm, allure, personal appeal, magnetism) is an important attribute of a successful project leadership regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

73 .Being decisive and dynamic are essential ingredients of Charisma.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

74. Uniqueness is an essential ingredient of Charisma.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

NOTE : IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON TRANSFORMATION PLEASE ENTER THEM HERE.

A5. Power

According to Napoleon " Power trumps everything." This section will explore the dimension of power in Project Management efforts and its attributes.

75. Power is a characteristic of Project team's functioning especially the leadership level, regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A5 (i) Knowledge Power

76. Knowledge power- technical, cultural, emotional and organizational, etc.- is an important attribute of project management philosophy regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

77. Sharing of knowledge is essential to Knowledge Power.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

78. Being a teacher, mentor and coach are essential to knowledge power.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A5 (ii) Power Distance

79. The Power Distance- "the extent to which the less powerful members of organizations and institutions accept, and except, power is distributed unequally"- of the culture must be considered by the Project Management team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

80. The locus of power(organizational and cultural) must be considered by a project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

81. Communitarianism (sense of community or family) is an essential consideration for a Project team's functioning.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A5 (iii) Referent Power

82. Referent Power- power given to a leader willingly by a follower (respect)- is an essential attribute for effective project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

83. Bravery and confidence are essential attributes for project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

84. Warmth towards others and service to others are essential attributes for Project team.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A5 (iv) Position Power

85. Position power(the title you have) is a Project Leadership characteristic regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

86. Legitimate power is a required leadership attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

87. Political power is a required leadership attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

A5 (v) Reward & Punishment Power

88. Reward & Punishment Power are necessary for effective   project management regardless of culture.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

89. Coercive power is an essential project leadership attribute.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree
 f. Agree   **g,** Strongly Agree

90. Reward and punishment power are essential project leadership attributes.

a. Strongly Disagree   **b** .Disagree   **c**. Somewhat Disagree   **d**. Neutral   **e**. Somewhat Agree

f. Agree   **g,** Strongly Agree

NOTE:- IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON POWER PLEASE ENTER THEM HERE.

B. CULTURE

The next group of questions attempts to elaborate the knowledge base by exploring the connections between the project management dimensions that you have already considered, in the earlier set of questions to culture. The cultural dimensions are taken from the GLOBE survey(House, Hanges et al. (2004)). The societies , and took 10 years to complete. In the survey the respondents were asked to answer questions based on how things actually were in their lives, and from their experience. The hypothesis is that there exits a knowledge base of key dimensions of project management (trust, empathy, transformation. Power and communications) that are universal regardless of culture. An experienced project management team will utilize this core knowledge base appropriately such that these dimensions are applied in different degrees depending upon the culture (s) involved. The following questions explore the knowledge base of how important each project management dimension is to each of the GLONE cultural dimensions that will be described. One such GLOBE dimensions, Uncertainty, Avoidance, means that extent those members of a culture (society, group, corporation, etc.)"Seek orderliness, consistency, structure, formalized procedures, and laws to cover situations in their daily life". Clearly different cultures view this in different ways. If you are a leader with a team that includes a Singaporean and a Russian, the Russian is more likely to be interested in few rules and the Singaporean perhaps demanding of strict rules. So the vital ingredient for the core knowledge base in this case will be how important are the project management dimensions in balancing the acceptance or rejection of rules. The questions that are posed in this next section seeks your opinion on how important the project dimensions are in balancing, normalizing, centering, etc. the needs of any culture regardless of where those needs are located on the GLOBE Scale in an attempt to further enrich the core knowledge base.

B (i) HUMANE ORIENTATION means the degree "to which an organization or society encourages and rewards individuals for being fair, altruistic, friendly, generous, caring, and kind to others. "For example the GLOBE survey found that West Germany & Spain ranked low (did not encourage fairness for example), and that Ireland & the Philippines were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Humane Orientation**.

(i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON HUMANE ORIENTATION. PLEASE ENTER THEM HERE.

B (ii) FUTURE ORIENTATION deals with the issue of how cultures see time – past, present, and future. It means the degree to which a culture "believes that their current actions will influence their future, focus on investment in their future, believe that they have a future that matters, believe in planning for developing their future, and look far into the future for assessing the effects of their current actions. "For example the GLOBE survey found that Russia & Argentina ranked low (were more present oriented), and that Switzerland & Singapore were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Future orientation.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON FUTURE ORIENTATION. PLEASE ENTER THEM HERE

B.(iii) PERFORMANCE ORIENTATION means the degree to which a culture rewards innovation, high standards, and performance improvement. For example the GLOBE survey found that Greece & Venezuela ranked low (were less concerned with performance), and that Hong Kong & Singapore were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Performance orientation.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON PERFORMANCE ORIENTATION. PLEASE ENTER THEM HERE.

B (iv) GROUP COLLECTIVISM means the degree to which any culture expresses "pride, loyalty and the interdependence of their families". For example the GLOBE survey found that

the Netherlands & New Zealand ranked low (were least group oriented), and that India & Georgia were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Group Collectivism.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON GROUP COLLECTIVISM. PLEASE ENTER THEM HERE.

B (v) INSTITUTIONAL COLLECTIVISM means the degree to which culture emphasizes group loyalty at the expense of individual goals, whether the economic system emphasizes group goals, whether acceptance by other members is important, and whether individualism is valued more highly than group cohesiveness. For example the GLOBE survey found that Greece & West Germany ranked low (were more individualistic), and that Korea & Japan were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Institutional Collectivism.**

I). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent*)

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON INSTITUTIONAL COLLECTIVISM. PLEASE ENTER THEM HERE.

B (vi) UNCERTAINTY AVOIDANCE means the extent to which members of a culture "seek orderliness, consistency, structure, formalized procedures, and laws to cover situations in their daily life". For example the GLOBE survey found that Russia & Hungry ranked low (were less rule based), and that Switzerland and Singapore were at the other extreme.

Rate each of the dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Uncertainty avoidance.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b** Disagree **c** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent*)

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON UNCERTAINTY AVOIDANCE, PLEASE ENTER THEM HERE.

B (vii) GENDER EGALITARIANISM means degree to which a culture promotes gender equality. For example the GLOBE survey found that Kuwait & Egypt ranked low (less equality), and that Poland & Slovenia were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Gender Egalitarianism.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d** Neutral**. e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent*)

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON GENDER EGALITARIANISM. PLEASE ENTER THEM HERE.

B (viii) ASSERTIVENESS means the degree to which a culture encourages assertive, aggressive and tough social relationships. For example the GLOBE survey found that Japan & Thailand ranked low (were less assertive), and that East Germany & Albania were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Assertiveness.**

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent*)

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON ASSERTIVENESS, PLEASE ENTER THEM HERE.

B (ix) POWER DISTANCE means the degree to which the members of a culture accept and endorse "authority, power differences, and status privileges". For example the GLOBE survey found that Denmark & South Africa ranked low (were less accepting of authority for example), and that Morocco & Nigeria were at the other extreme.

Rate each of that dimensions of project management knowledge base below on how strong you see the connection between it and the concept of **Power Distance**.

i). Communication *(Wisdom, Competence, Sensitivity, Adaptability, Creativity, Patience)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(ii). Empathy *(Cultural Intelligence, Humaneness, Servant Leadership)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iii). Trust *(Care & Concern, Character, Competence, Dependability, Fearlessness, Integrator, Integrity & Ethics, Truth & Justice)*

a. Strongly Disagree **b** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(iv). Transformation *(Charisma, Vision, Inspiration, Risk Change)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

(v). Power (*Knowledge, Position, Power Distance, Reward/Punishment, Referent)*

a. Strongly Disagree **b.** Disagree **c.** Somewhat Disagree **d.** Neutral **e.** Somewhat Agree **f.** Agree **g.** Strongly Agree

NOTE: - IF YOU HAVE ANY COMMENTS OR CONDITIONS TO AMPLIFY YOUR ANSWERS ON POWER DISTANCE, PLEASE   ENTER THEM HERE.

Appendix: B-2

Brief Bio of Delphi Panelists

S.No.	Names	Brief Bio
1	Jayant Shriram Chaubal	Mr. Jayant Shriram Chaubal has work experience in project management field for over 7 Years. He has also worked extensively in American culture apart from managing projects in India.
2	V. K. Chatturvedi	Mr. V. K. Chatturvedi has successfully managed many projects. He has a rich experience of more than 30 years. He is also well exposed to working in American and European culture backdrop besides good experience with Indian Projects.
3	Vittal Katrodiya	Mr. Vittal Katrodiya has an experience of around 5 Years in handling project management. He has significantly worked in American culture.
4	D. Rajasekran	Mr. D. Rajasekran has a great exposure of 26 years in handling project HR functions resourcefully. He has also worked in numerous countries like USA, UK, Dutch, Korea, Israel etc in manifold cultures.
5	K. K. Dada	Mr. K. K. Dada has significant accomplishments in project contracts discipline for 30 years. He has worked a lot in American culture besides handling Indian Project as well.
6	Rakesh Biduri	Mr. Rakesh Biduri has worked for 6 years in American surroundings. He has a good experience in handling project management.
7	Param AVRK	Mr. Paremahansa AVRK has handled multicultural projects very successfully. He has gathered 35 years of valuable experience mainly in two different cultures i.e. Gulf and UK.
8	S. N. Singh	Mr. S. N. Singh has extensive experience in handling project management assignments. He has worked in UK and Russia. His overall experience is around 35 years.
9	I. K. Vijay	Mr. I. K. Vijay has plenty of experience in European and American cultures. He has handled International management projects. His experience is about 35 years.
10	R. Yadhav	Mr. R. Yadhav carries the experience of 33 years in handling management and construction of projects as well. He has enormous exposure in working in American and European cultures besides handling Indian Project assignments.

S.No.	Names	Brief Bio
11	R. P. Shah	Mr. R. P. Shah has a rich experience of 35 years in USA, UK and Russia. He has handled management and construction of projects resourcefully.
12	Prabhu Thakur	Mr. Prabhu Thakur has an experience of over 35 years. He has significant achievements in handling international projects in USA and Europe. He has exposure in working in multiple projects fields like management, construction etc.
13	Vandana Tandon	Ms. Vandana Tandon has 3 years of working experience in American culture. She is working in the international project management.
14	Rajendra. Prasad. Shukla	Mr. R. P. Shukla has a wide experience of 35 years. He has worked extensively in American culture and handled many international project management assignments with multi cultural teams. He has also handled Indian Project assignments successfully.
15	Seema Prasad	Ms. Seema Prasad has a work experience of about 6 years. She is well versed with project management activities in American Cultures.
16	Wonchulkim	Mr. Wonchulkim has rich experience of more than 27 years. Mr. Wonchulkim is a very senior professional in the field of managing project business. Even though he is of Korean origin and has held top Management position in Indian and other Asian countries also.
17	Ashok Aggarwal	Mr. Ashok Aggarwal has more than 20 years of experience in handling project contract and project engineering. He has worked in numerous countries like Gulf, USA, Canada, Australia etc besides Indian assignments as well.
18	Rakesh Raman	Mr. Raman has worked in Middle East Projects. He also has good experience to working with USA, UK & Philippines countries projects. He has work experience of about 25 years and handled many project development and construction assignments competently in India as well as Middle East.
19	Sunil Kaul	Mr. Sunil Kaul has gained a rich experience of around 25 years working in M. East, Africa, Singapore and UK as well. He has a good exposure to project management, construction, Material & Procurement and engineering fields.
20	Siddhartha Jain	Mr. Siddhartha Jain has handled project management in USA as well as in Gulf Countries successfully. He has a work experience of about 7 years.

S.No.	Names	Brief Bio
21	S. Muthuraman	Mr. S. Muthuraman is a Project Procurement and Project Material specialist. He has 5 years of experience. Other than Indian assignments he has taken up project assignments in Gulf Countries as well.
22	C. G. Thangappan	Mr. C. G. Thangappan has worked in multiple countries like France, Holland, UK, Gulf etc. He has a vast experience of 25 years working in project management and project construction fields.
23	K. N. Gahakar	Mr. K. N. Gahakar has a rich experience of 35 years in numerous countries like USA, UK, Dutch, France etc. He has handled many international assignments of project management.
24	Rajeev Sharma	Mr. Rajeev Sharma has good exposure of handling projects in American and European culture. He is well experienced in project management function for over 15 years. .
25	D. R. Bose	Mr. D. R. Bose has got an experience of over 25 years in project construction and project management areas. He has worked in M. East and Australia besides Indian project assignments.
26	S. K. Yadav	Mr. S. K. Yadav worked in Russia, UK, and USA. He has a vast experience of about 32 years in construction and project implementation.
27	Vineet Bhargava	Mr. Vineet Bhargava is a project engineering specialist. His principle experience is in Gulf projects besides many Indian projects. His experience is around 25 years.
28	Sujit Kumar Singh	Mr. Sujit Kumar Singh has a work experience of 16 years in countries like USA and UK besides India His principle experience is in project contracts and project constructions.
29	Vipul Agarwal	Mr. Vipul Agarwal has a an experience of 8 years . He worked in countries like USA and Kuwait and has handled project management assignments.
30	Sanjay Singhal	Mr. Sanjay Singhal has rich experience of 25 years. He has worked in counties like USA, Middle East and UK and was involved in execution of several projects.

S.No.	Names	Brief Bio
31	Kamlesh Agarwal	Mr.Kamlesh Agarwal has a experience of about 10 years in construction projects with a working exposure of USA and Canadian cultures
32	Sandeep Mahesh	Mr. Sandeep Mahesh has about 15 years of experience He is a project engineering specialist and worked in Japan besides Indian projects.
33	Gautam Kumar Chattopadhyay	Mr.Gautam Kumar Chattopadhyay has experience of about 20 years in counties like USA, Gulf, Korea, China and Japan. He has handled many project engineering assignments.
34	Sagar Joshi	Mr.Sagar Joshi has valuable experience of 20 years in countries like USA, Brazil and France. He has successfully handled several project management, construction and project contract/commercial assignments.
35	Arun Garg	Mr. Arun Garg handled project Construction and contract assignments. He is having good experience of over 17 years. He has worked in Middle East besides Indian project assignments.
36	P.K.Singh	Mr. P.K. Singh has experience of 16 years and has experience to handling project assignments with USA, UK, Singapore and Japan counterparts. He has handled several construction projects. He also well versed in project contract functions.
37	Agha Siddiqui	Mr.Agha Siddiqui worked in countries like China and Singapore. He is having an experience of 25 years in handling project contracts and project engineering.
38	Victor Stalin	Mr.Victor Stalin is having vast experience of 35 years. He has worked extensively in USA and Africa besides handling many project assignments in India. He was involved primarily in project management and construction functions.
39	K.Paradkar	Mr.K. Paradkar has worked in countries like Gulf and France besides project assignments in India. He is having an experience of 15 years in handling contracts and commercial functions.
40	D. Tadhali	Mr. Tadhali handled several contract projects and has an experience of around 10 years. He is having exposure to Gulf and Russian culture.

S.No.	Names	Brief Bio
41	Dewashish Das	Mr. Dewashish Das is having good working experience of 18 years in countries like USA and UK besides his assignment with Indian projects. He has handled several management and construction projects.
42	Sugumaran	Mr. Sugumaran has worked in countries like USA and UK besides Indian project assignments. He has vast experience of 26 years in handling several construction projects.
43	S.M. Mehta	Mr. S.M. Mehta has significant exposure of US and UK working culture with an experience of handling several key project management assignments. He has a rich experience of 38 years. He has also handled project assignments in India.
44	Silvadasan	Mr. Silvadasan has a rich work experience of 35 years. He has handled projects in Gulf besides managing Indian projects.
45	Rakesh Desai	Mr. Rakesh Desai is having an experience of 15 years in handling project managements assignments. He has also good experience of working in USA and African work culture.
46	H. K. Parsai	Mr. H. K. Parsai is having 20 years of work experience in USA, Gulf, UK and France besides Indian projects. He has handled several project management and contract assignments.
47	S.B. Joshi	Mr. S.B. Joshi has worked in countries like USA, UK, Gulf and France besides Indian projects. He has a wealth of experience of 35 years in handling multiple project assignments.
48	R.Rangarajan	Mr. R. Rangarajan is involved in project management and project contracts for the last 30 years. He is well versed with USA and UK pattern of work in addition to the wealth of experience he has gathered in Indian projects.
49	Ajay Deshpande	Mr.Ajay Deshpande has a wok experience of 19 years. He has worked in countries like USA, Canada and UK, handling many project assignments.
50	Himadri Banerji	Mr. Himadri Banerji is having a vast experience of 35 years in handling project management, construction and contracts. He has good exposure to working in Middle East, Mauritius, UK and Nepal besides Indian projects.

S.No.	Names	Brief Bio
51	K. M. Thakur	Mr. K M Thakur has about 30 years of experience. He has handled many project management assignments in USA, Europe and India.
52	Girish G Raje	Mr. Girish G Raje is having an experience of 34 years. He has worked extensively on projects in USA besides India.
53	Subramanian	Mr. Subramanian has a work experience of 18 years. He has handled project construction and contracts. He has done projects in USA, UK and India.
54	K.V. Majumdar	Mr. K.V. Majumdar is having a huge experience of 34 years in handling multiple project assignments. Apart from India he has worked in USA and China.
55	Ganesh Ganpathy	Mr.Ganesh Ganpathy is having 14 years of working experience. He has a wealth of exposure to project culture in USA besides Indian project assignments.
56	P.Siva Sridhar	Mr. P. Siva Sridhar has an experience of 12 years. Besides Indian project assignments, he has a good exposure to projects in USA, UK & Japan.

Appendices C

Appendix: C-1

Survey Result Tabulation

Complete Tabulation of the survey result is provided in CD Format.

Encl : CD

Bio of Supervisor and Candidate

Dr. P.N. Sridharan

Dr. P.N. Sridharan has over 30 years experience in the Information Technology industry and end-user IT departments of large corporations. His roles include Training Manager, Quality Manager, Project Manager and MIS Manager.

He is currently working as Vice President – Satyam Computers Ltd which is a leading global business and information technology company, delivering consulting, systems integration, and outsourcing solutions to clients in over 20 industries.

Earlier, he was working as Vice President – HexaVarsity with a vision to build a corporate university for Hexaware Technologies

Prior to Hexaware, Sridharan has been responsible for architecting and managing Cognizant Academy - managing large projects and teams and initiated and nurtured novel partnerships and collaborations with premier educational institutions in India.

Sridharan has Bachelors in Mathematics and Mechanical Engineering from MIT, an MS in Computer Science by research from IIT, Madras, and a doctorate in Computer Science from IIT, Madras. He has a number of research articles and publications to his credit. He also holds a PG degree in Sanskrit.

Sridharan has founded the Project Management Institute, Chennai chapter. He is a member of High Level Planning Board of Tamil Nadu Open University, representing Commerce and Industry and also a member of a sub-committee of State Planning Commission. Sridharan is a recognized supervisor by University of Madras to guide Ph.D students.

Mr. P. Srinivasan

Mr. Parthasarathy Srinivasan is a graduate of Regional Engineering College, Durgapur.

He has over 25 years of experience in Operations and Maintenance, Project Management and Business Management in the Power Sector.

Presently he is working with Spice Energy as Director (Technical & Projects) and also Chief Operating officer of the Power business of the group.

Earlier he has worked with the top organizations like the NTPC and Reliance and also multinationals like General Electric (GE) in various leadership roles. He has worked on a number of international assignments with General Electric (GE) on large complex Power Projects.

Related to Project Management/ Knowledge Management, he has presented 7papers in various international conferences and also 2 papers in journals in the last 3 years. He is also expert Speaker for Applied Project Management course at St. Petersburg University, USA and a Certified Green Belt Six Sigma.

Listing of Papers Published Out of the PH D Work

1. Srinivasan P, Grisham T., "Designing Risk on International Projects", proceedings of international CIB Conference, Cape Town, S. Africa, "2007". Pp. (presented)

2. Grisham T., Srinivasan P., "Designing Communications on International Projects", proceedings of international CIB Conference; Cape Town, S. Africa, "2007", pp.(presented)

3. Srinivasan P, Derek H. T. Walker, Grisham T., "Risk & Opportunity management in projects" proceedings of international CCIM Conference, Dubai,"2006" pp.(presented)

4. Walker H. T., Derek, Srinivasan P, Grisham T., Maqsood Tayyab, "Frameworks For Knowledge Management initiatives in the field of project management – using, metaphor for improved visibility proceedings of international CCIM conference", Dubai, "2006", pp.(presented)

5. Srinivasan P., Hudson K., Grisham T., Moussa N., "Conflict "Management, Negotiation, and Effective Communication: Essential Skills for Project Managers", AIPM Conference, Melbourne, Australia, "2005", pp. (presented)

6. Srinivasan P, Grisham T., "Global construction project management: "A model for virtual teams" proceedings of international CIB World congress", Lisbon, Portugal, "2005", pp. (presented)

7. Srinivasan P., Project Uncertainties mitigation: Managing incomplete knowledge with cultural as a key project dimension. "Quality Times" Journal, Institute of Directors India, (Accepted and pending for publication)

8. Srinivasan P., Trust Factors in Virtual Team Functioning. IEEMA Journal, India, 28(2) : 49-63.