Beyond Borders

*Heads of Departments navigating cross-cultural differences within their teams.*

**Author:** Aline Kamanzi and Gregory Irimoren

**Supervisor:** Ermal Hetemi

**Examiner:** Stefan Lagrosen

**Term:** Spring 2023

**Subject:** Business and Economics with Specialisation in Leadership and Management, Degree Project

**Level:** Master

**Course code:** 4FE41E
Abstract

This research aimed to explore how heads of departments at LNU manage cultural differences in their teams. The study addressed the main research question and two sub-questions to uncover effective strategies for navigating cultural disparities in team settings. An exploratory design was employed, utilizing qualitative methods such as interviews and content analysis. Semi-structured interviews were conducted with a limited number of participants from diverse departments at LNU. Thematic analysis was used to identify key themes and findings.

Several significant themes emerged from the analysis. The first theme highlighted the importance of recognizing and addressing cultural differences within teams through open dialogue, communication, building trust, and fostering inclusivity. The second theme emphasized the significance of cultivating cultural intelligence and competency as cross-cultural leaders, including the development of cultural competency and adapting communication styles to accommodate diverse team members. The third theme focused on effective communication, emphasizing the need to overcome language barriers and establish open channels for promoting understanding and inclusivity. The fourth theme highlighted the value of embracing cultural diversity, viewing it as an asset, and leveraging unique perspectives and strengths within teams. The fifth and final theme emphasized the continuous learning and development of cultural competency and cultural intelligence to effectively manage cultural disparities.

This study contributes to our understanding of how heads of departments at LNU manage cultural differences in their teams. The findings underscore the importance of recognizing cultural differences, cultivating cultural intelligence, promoting effective communication, embracing cultural diversity, and fostering continuous learning and development. These strategies enhance the capacity of organizations to navigate cultural disparities and foster inclusivity in multicultural environments. The study was conducted within an academic setting, limiting generalizability to other organizations. The research relied on a limited number of interviews due to time constraints and non-responsiveness of some participants, therefore the complexity of the issue may not have been fully captured.
This study fills a gap in the literature by exploring the strategies employed by heads of departments to manage cultural differences. It provides practical implications for organizations operating in multicultural environments and enhances our understanding of effective cross-cultural leadership.

Key words
Cross-cultural leadership, management, cultural difference, cultural awareness, cultural intelligence, GLOBE
Acknowledgments

We would like to take this opportunity to express our deepest appreciation to those who have made this thesis possible. Thank you to the eleven department heads at LNU who, despite their busy schedules, participated in this study. This interesting research could not have been conducted without your contributions.

In addition, we wish to express our deepest gratitude to our supervisor Ermal Hetemi for his invaluable support and guidance throughout the course of this thesis. You have consistently demonstrated dedication.

Michael Lundgren has done a wonderful job as our program coordinator. We are grateful to have participated in this program; your expertise and knowledge guided us throughout the course. As a result of our significant growth and learning, we believe that this program will shape our future.

Thank you very much to our examiner, Stephan Lagrosen, who has helped us improve our work by giving us constructive and valuable feedback. Furthermore, we would like to thank our classmates for providing helpful feedback during the seminars.

Lastly, we would like to express our gratitude to our families and friends for their tremendous support throughout this entire journey.

Kalmar, May 2023
Aline Kamanzi & Gregory Irimoren
# Table of contents

1. **Introduction**  
   1.1 Background of the Study  
   1.2 Problem Discussion  
   1.3 Research Question  
   1.4 Research Aim  
   1.5 Research Outline  

2. **Literature and Conceptual Background**  
   2.1 Introduction  
   2.1.1 Hofstede's Cultural Dimensions Theory  
   2.1.2 GLOBE Study  
   2.1.3 Trompenaars Model  
   2.1.4 The Cultural Intelligence (CQ)  
   2.1.5 Intercultural Communication Competence (ICC)  

3. **Methodology**  
   3.1 Research Design and Approach  
   3.2 Qualitative Method  
   3.3 Research Strategy - Single Case Study  
   3.4 Data Collection  
   3.4.1 Sampling  
   3.4.2 Cases  
   3.5 Data Analysis  
   3.6 Ethical Considerations  
   3.7 Research Limitations  
   3.8 Research Credibility  

4. **Empirical Data Analysis**  

5. **Discussion**  

6. **Conclusion**  
   6.1 Key Research Findings  
   6.2 Research Limitations  
   6.3 Future Research  

References  

Appendix 1: Interview Guide
1. Introduction

This chapter aims to introduce the study of cross-cultural leadership by describing its historical context. The discussion will examine various definitions to facilitate a comprehensive understanding of the topic. Furthermore, the text will discuss the difficulties cross-cultural leaders face when leading multicultural teams, followed by a description of the research questions, an explanation of the purpose of the study and an outline of the study will be provided.

1.1 Background of the Study

Globalization has most likely advanced faster than our ability to digest all the changes it entails (Velo, 2012). As a result of globalization, technological advancement, migration, and opportunity organizations are becoming increasingly complex and culturally diverse (Dolan & Kristine Marin Kawamura, 2015). Numerous organizations have expanded their worldwide corporate activities not only to improve their financial condition but also to build a robust commercial network on a global scale (Jain, Pareek, 2019). Therefore, leaders in cross-cultural environments must understand the dynamics that the present multicultural setting blending introduces.

Culture is defined by Spencer-Oatey (2008) as a hazy set of shared fundamental assumptions and values, life orientations, beliefs, policies, procedures, and behavioral norms that influence but do not determine each member's behavior and interpretations of the meaning of other people's behavior. Dickson, Den Hartog, and Mitchelson (2003) argue that leadership and culture were viewed mainly as unrelated in the early decades of their respective histories. However, in recent years, many researchers have examined their relationship. Therefore, the definition of culture and the identification of cultural dimensions have been refined, with various academics identifying specific cultural aspects that appear to be directly crucial to leadership. Culture influences numerous aspects of how leaders develop and implement their leadership styles and how they interact with followers. In addition, a leader's personal characteristics and authority are recursively influenced by cultural values in return (Guterman, 2019). Cultures have had an impact on all aspects of our civilizations, as well as it works as
mental software for humans, just like software does for computers, and it significantly impacts how we feel, think, and act (Hofstede et al., 2011).

Leaders in today's fast-paced business environment must increase their awareness of other cultures and learn how to be effective in a cross-cultural setting. Goode (2006) argues that cultural awareness refers to the ability to be conscious, observant, appreciative, and even tolerant of similarities and differences between and among cultures. Therefore, to deal with cultural differences, competent cross-cultural leadership is required for organizations to succeed. Moreover, leaders must be able to manage and adapt to cultural differences within teams and leverage cultural diversity as a source of strength rather than a potential problem.

Having established the importance of culture and leadership, the next section will highlight the importance of cultural intelligence and its relationship with cross-cultural leadership. Cultural intelligence (CQ) is essential for cross-cultural leadership because it enables leaders to comprehend, adapt, and effectively manage diverse workforces. By utilizing CQ, cross-cultural leaders can create inclusive work environments that capitalize on a multicultural team's unique strengths and perspectives, ultimately resulting in enhanced organizational performance and success (Earley & Ang, 2003). Subsequently, cultural intelligence can be demonstrated when a person appears to comprehend a person's unique and imprecise gestures in the same way that the person's friends or coworkers would. According to Earley & Mosakowski (2004), cultural intelligence is a construct that extends beyond the boundaries of emotional intelligence. People with a higher CQ are more effective leaders and adapters than those with a lower CQ. Therefore, cross-cultural leaders with high CQ will be able to navigate cultural differences in a rapidly changing world successfully.

By focusing on the main research question, "How do Heads of Departments at LNU manage cultural differences in their teams?" and the sub-questions, "What are the most significant cultural differences that Heads of Departments at LNU deal with when leading their teams?" and "How do Heads of Departments at LNU cultivate CQ to handle cultural disparities in their teams?" This study aims to contribute to our understanding of the specific approaches employed by leaders, particularly Heads of Departments, in effectively navigating cultural differences within their teams.
1.2 Problem Discussion

Globalization has led organizations to operate in multiple countries, creating a cross-cultural global business community. Within this context, cultural differences can pose significant challenges that hinder the successful achievement of organizational goals. It is crucial for leaders to possess cultural awareness to prevent misunderstandings and foster innovation through flexible leadership (Jain, 2019). Despite employing various management strategies, cross-cultural leaders continue to face difficulties in managing cultural differences within their teams. Therefore, there is a need to delve into how cross-cultural leaders effectively handle these differences and the factors that influence their management strategies. This research problem discussion aims to address the most significant cultural differences that cross-cultural leaders encounter when leading their teams, as well as how they cultivate cultural intelligence (CQ) to navigate cultural disparities within their teams.

Cross-cultural leaders encounter diverse cultural differences when leading their teams, including variations in communication styles, attitudes toward authority, and decision-making approaches (Adler, N. J., 2002). Communication style differences can pose a significant challenge for cross-cultural leaders, as cultures vary in their levels of directness, formality, and politeness in communication (Hofstede, G., 2001). Attitudes toward authority also differ across cultures, with some emphasizing hierarchical structures while others prioritize egalitarianism (Adler, N. J., 2002). These differences can impact how team members interact with one another and their leader. Furthermore, decision-making approaches can diverge among cultures, with some cultures emphasizing individual decision-making and others valuing group consensus (Hofstede, G., 2001). These cultural disparities often lead to misunderstandings and miscommunication, negatively affecting team productivity and effectiveness.

To navigate cultural disparities within their teams, cross-cultural leaders develop cultural intelligence (CQ), which entails understanding and adapting to different cultural contexts (Ang & Van Dyne, 2015). Cultural intelligence can be cultivated through cultural exposure and experience, such as living or working in a different culture, which enhances cross-cultural leaders' understanding of cultural differences and their ability to adapt to diverse cultural contexts (Ang & Van Dyne, 2015). Training and education programs, such as language and cultural immersion programs, also contribute to the development of cultural intelligence among cross-cultural leaders (Ang & Van Dyne, 2015).
In addition, cross-cultural leaders can augment their CQ by adopting an open and inclusive leadership style that encourages communication and collaboration across cultural differences (Earley, et al. 2003). Creating a psychologically safe environment that values diversity and fosters the sharing of perspectives and ideas among team members is vital (Earley, et al. 2003). Furthermore, cross-cultural leaders can enhance their cultural intelligence by staying updated on cultural differences and trends through research and cultural awareness programs (Adler, N. J., 2002).

Overall, managing cross-cultural teams necessitates navigating various cultural variations, including disparities in communication methods, attitudes toward authority, and decision-making processes. Cross-cultural leaders address these differences by developing cultural intelligence through exposure, instruction, feedback, and the adoption of an open and inclusive leadership style. The development of cultural intelligence equips cross-cultural leaders with the ability to comprehend and respond to diverse cultural situations, promoting team productivity, effectiveness, and communication. Further exploration is required to determine the most effective methods for cross-cultural leaders to develop cultural intelligence and manage cultural differences within their teams.

1.3 Research Question

A research question guides a research study by outlining the main issue or problem to be investigated, providing a clear, focused, and concise question, and offering a direction for the study (Saunders, Lewis, & Thornhill, 2016). Therefore, the following research question was formulated to clarify our research topic:

Main Research Question: How do heads of departments at LNU manage cultural differences in their teams?

To provide more specific guidance for our research, the following sub-questions were formulated:

Sub-question 1: What are the most significant cultural differences that heads of departments at LNU deal with when leading their teams?

This question will assist in identifying the most prevalent cultural variances head of departments deal with when working with different teams.
Sub-question 2: How do heads of departments at LNU cultivate CQ to handle cultural disparities in their teams?

This second question will help understand how head of departments acquire the knowledge, skills, and attitudes necessary for collaborating effectively with staff members of different cultural backgrounds. According to a previous study, cultural intelligence has been linked to the successful management of cross-cultural teams (Gelfand, Chiu & Hong, 2015; Earley & Mosakowski, 2004).

1.4 Research Aim
Given that globalization has enabled organizations to expand their operations across borders. Consequently, leaders who operate in cross-cultural settings are required to possess the ability to effectively manage and coordinate teams that are diverse in terms of cultural backgrounds, work across different time zones, and operate within distinct cultural contexts (Berger and Huntington, 2002), therefore it is crucial to research how cross-cultural leaders handle cultural differences in their teams from both a theoretical and practical standpoint. Thus, gaining an awareness of the difficulties and techniques for coping with cultural differences can assist corporations in creating cross-cultural leadership practices that encourage employee happiness, productivity, and retention.

As more organizations become global, individuals move and relocate, as well as because of the new opportunities given by the Covid-19 pandemic, the diversity of workplaces throughout the world is increasing. Therefore, competent cross-cultural leadership is essential, this study will aim to understand how cross-cultural leaders handle cultural differences in their teams and to investigate the methods that cross-cultural leaders employ to lead their multicultural teams successfully. These methods include how they resolve culturally based conflicts, encourage inclusion and diversity, foster trust, and teamwork, and cultivate fruitful relationships with team members from various cultural backgrounds.

1.5 Research Outline
This study consists of six chapters and is structured as follows: In the first chapter, which introduces the study of cross-cultural leadership, the background, problem discussion, and research question are presented, followed by the research objective. Then, in the second
chapter, the literature review and conceptual framework will be presented, followed by the methodology in the third. In the fourth chapter, empirical data gathered from eleven department heads will be analyzed, followed by a discussion of the data in the context of the literature in the fifth chapter. The conclusion, limitations of the research, and suggestions for future research are presented in the sixth chapter.
2. Literature and Conceptual Background

2.1 Introduction

This chapter examines the relationship between leadership and culture in the context of cross-cultural interaction by presenting the most significant theoretical and empirical findings. The literature review will be divided into five sections: the first will examine Hofstede's cultural dimensions, which have been widely used to examine cross-cultural differences in leadership behavior; GLOBE (Global Leadership and Organizational Behavior Effectiveness) will follow; the third will be Trompenaars Model; the fourth will be Cultural Intelligence (CQ) framework, which has an impact on leadership effectiveness; and the final section will be intercultural Communication Competence.

2.1.1 Hofstede's Cultural Dimensions Theory

Geert Hofstede's Cultural Dimensions Theory is a valuable tool for understanding the various distinctions that exist between societies. Hofstede et al. (2010) emphasize the significance of understanding the unwritten rules that govern social interaction by defining culture as the collective programming of the mind that distinguishes one group of individuals from another. In essence, his theory sheds light on the underlying factors that contribute to the unique characteristics and behaviors of various cultural groups.

Hofstede's model was developed in the 1970s and is grounded on an extensive study of IBM employees across more than 70 countries. Consequently, the purpose of this study was to investigate differences in cognition and social behavior. Hofstede (2011) initially developed four dimensions to distinguish between cultures, but he later added two more to his model. According to Hofstede (1980), these dimensions explain how different cultures approach social interaction; they were developed using data gathered from over 116,000 questionnaires between 1968 and 1972. The dimensions are listed below, followed by an explanation of each: Power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term versus short-term orientation, and indulgence vs restraint.

2.1.1.1 Power distance

This dimension reflects the willingness of an organization or institution to accept unequal power distribution (Hofstede et al., 2010). Therefore, within organizations, power distance impacts participation in decision-making, centralization, and formal hierarchy (Hofstede, 2001). In cultures with a high-power distance, the hierarchy is clearly established, and
individuals do not question authority, whereas, in cultures with a low power distance, individuals are more likely to question authority because the hierarchy is not clearly established (Hofstede, 1980). Those with less power accept their positions in the hierarchy and have trust in their leaders because those in positions of authority are perceived to be superior and wealthy (Kirkman, Chen, Farh, Chen, & Lowe, 2009). Consequently, power distance can significantly affect how leaders are perceived and how they interact with team members; consequently, leaders from cultures with a high-power distance may be more authoritative and directive, whereas leaders from cultures with a low power distance may be more collaborative and inclusive. To effectively communicate and collaborate with team members, cross-cultural leaders must understand the power distance within the cultures they are working with.

2.1.1.2 Individualism vs. Collectivism

Individualism and collectivism are two cultural orientations that describe how individuals view themselves and their relationships with others. According to Hofstede et al. (1991), individualist cultures emphasize an independent self in which everyone is expected to provide for themselves and their immediate family. In contrast, collectivist cultures promote an interdependent self in which individuals are integrated into powerful, cohesive in-groups, often referred to as extended families, that continue to safeguard them in exchange for continued loyalty.

In an individualistic workplace culture, employees are expected to act in their self-interest, and labor should be structured to ensure that self-interest aligns with the interests of their employers, whereas in collectivist workplace culture, employers hire only members of an in-group and never individuals. As a result, the employee will act in the best interests of the in-group, which may not always align with their own (Hofstede et al. 2010). Moreover, when it comes to leadership, individualistic cultures tend to emphasize self-interest, individual accomplishments, and personal accountability. In contrast, leadership in collectivist cultures tends to place the group ahead of the individual by emphasizing harmony, group relations, and decision-making (Campion and Wang, 2019).

2.1.1.3 Masculinity vs. Femininity

In cultures with high uncertainty avoidance, there is a strong need for rules, regulations, and structure to minimize ambiguity and uncertainty. These cultures often show a preference for stability, predictability, and order. People in cultures with high uncertainty avoidance tend to be more risk-averse and may experience anxiety and stress when faced with ambiguous or
unpredictable situations. In contrast, people in cultures with low uncertainty avoidance are more willing to deal with ambiguity, uncertainty, and risk. People in these cultures may be more open to change and less likely to adhere to rules and procedures.

In addition, organizations in masculine societies prioritize results and attempt to reward achievement based on equity, whereas organizations in feminine societies are more likely to reward individuals based on equality (Hofstede et al., 2010). Hofstede's theory suggests that different cultures have various degrees of masculinity and femininity; for instance, countries such as the United States and Japan are generally regarded as more masculine, whereas Sweden and Norway are regarded as more feminine.

2.1.1.4 Uncertainty avoidance
This dimension is defined by Hofstede et al. (2010) as the extent to which a culture feels threatened by ambiguity and uncertainty and how it tries to avoid them through strict rules, norms, and rituals. Cultures with high uncertainty avoidance have rigid social structures, formal rules and regulations, and a preference for stability and predictability, while cultures with low uncertainty avoidance are more open to change, flexible, and innovative. These cultural values and norms influence leadership behavior. Hofstede (1980) suggested that leaders in cultures with high uncertainty avoidance are more concerned with maintaining order and stability and are less willing to take risks or make decisions in the absence of clear rules or guidelines. Leaders in such cultures are expected to provide clear direction and structure to their followers, as they are seen as a source of stability and predictability.

2.1.1.5 Long-term versus Short-term orientation
This dimension provides an insightful perspective on how cultural diversity can result in diverse approaches to long-term planning and commitment, as well as short-term gratification and innovation. Long-term orientation (LTO), according to Hofstede et al. (2010), refers to the extent to which a culture prioritizes long-term commitments and traditions over immediate gratification and change. In contrast, short-term orientation (STO) represents a preference for immediate results and rewards over long-term planning and investment. Perseverance and frugality are valued in high LTO societies because they lead to future rewards, whereas in high STO societies, respect for traditions, saving "face," and fulfilling social obligations are virtues of the past and present. Regarding leadership, Yamagishi, Hashimoto, and Schug (2008) argue that trust may play a more significant role in LTO-oriented cultures that place greater emphasis on building and maintaining long-term relationships and social networks. In contrast, cultures
with an STO orientation may place less emphasis on trust and rely more on formal procedures and contracts.

2.1.1.6 Indulgence vs Restraint
Indulgence refers to a cultural preference for personal gratification and enjoyment, whereas restraint refers to a preference for self-control and adherence to strict social norms (Hofstede et al. 2010). Hofstede's research suggests that countries with high indulgence scores have a relaxed culture in which individual happiness takes precedence over social norms. Countries with high values for restraint, on the other hand, have a strong sense of discipline and adherence to social norms, which can lead to a more serious atmosphere. This also means that people are obliged to follow rules and regulations, which can lead to a more organized and structured society. Hofstede (2001) discovered that cultures that value restraint and masculinity have more autocratic and hierarchical leadership styles, whereas cultures that value indulgence and femininity have more participative and empowering leadership styles.

Hofstede's research was based on data from a single company. According to critics Graves, (1986) & Olie (1995), the findings did not provide valid information regarding the culture of the entire country. In addition, numerous researchers assert that the survey is not a reliable method for determining cultural differences. In some instances, one culture's variables are more sensitive than those of other cultures (Schwartz, 1999).

2.1.2 GLOBE Study
The Global Leadership and Organizational Behavior Effectiveness (GLOBE) study is a worldwide project aimed at investigating the fascinating and multifaceted impact of culture on leadership and organizational effectiveness across countries and regions. This study was initiated by Dr. Robert J. House in collaboration with over two hundred international researchers from various fields and countries (House et al., 2004). It began in 1991 and spans a wide range of industries in over 62 countries, with over 17,000 managers taking part (House 2014).

Javidan et al. (2005) argue that the findings of the GLOBE study provide multinational corporations, researchers, and leaders with significant insights for gaining a deeper understanding of cultural differences and improving intercultural communication. As a result, the GLOBE study is a valuable resource for academics and professionals working in
international business, management, and leadership because it offers practical recommendations for improving cross-cultural understanding (House, 2014).

House et al. (2004) define culture within the framework of the GLOBE study. According to their definition, culture encompasses shared motives, values, beliefs, identities, and interpretations or meanings of significant events. These cultural elements arise from the common experiences of members of collectives and are transmitted across generations. According to the GLOBE study, a classification has been made that categorizes 61 countries into ten unique cultural clusters. These clusters can summarize cross-cultural similarities and differences (House et al., 2002).

Figure 1: GLOBE Country Clusters - House et al. (2002)

Furthermore, the GLOBE study used questionnaires and surveys to investigate the correlation between culture, leadership, and organizational behavior. This approach facilitated the identification of nine cultural dimensions that significantly influence leadership and organizational behavior, as reported by House et al. (2004). These nine cultural dimensions offer a comprehensive framework for examining and contrasting cultural practices and values among diverse societies.

Detailed descriptions of each dimension are provided below:

2.1.2.1 Uncertainty Avoidance
The extent to which a society, organization, or group relies on social norms, rules, and procedures to reduce uncertainty in the future. In proportion to their desire to avoid uncertainty, people seek order, consistency, structure, formal procedures, and laws to manage their daily lives. Organizations that operate in countries with high levels of uncertainty avoidance tend to
use complex processes and procedures and prefer formal and detailed strategies. Organizations operating in countries with low levels of uncertainty avoidance, on the other hand, prefer simple procedures and broad strategic goals (House et al., 2004). Understanding a society's level of uncertainty avoidance is critical for leaders, particularly those working in multicultural environments. Understanding the preferences and expectations of people from different cultures enables leaders to adjust their leadership and management approaches accordingly (House et al., 2004).

1.2.2 Power Distance
Power distance refers to the degree to which individuals within a given society or organization are willing to accept and support hierarchical structures, differences in power, and status privileges. Countries that scored high on this cultural practice are more stratified economically, socially, and politically; those in positions of authority expect, and receive obedience. Companies in high power distance countries tend to have hierarchical decision-making structures with limited one-way participation and communication (House et al., 2004). In contrast, societies characterized by low power distance emphasize flatter hierarchies and more equitable power distribution among individuals (House et al., 2004). Within the organizational paradigm, a low power distance orientation may be indicated by the presence of unstructured, horizontal hierarchies that allow a significant level of autonomy for both individuals and teams (Javidan et al., 2006). In such societies, it is less probable for individuals to acknowledge significant variations in authority, status, and influence among themselves (House et al., 2004).

2.1.2.3 Institutional Collectivism
Institutional collectivism refers to the extent to which both societal and organizational institutions encourage and support the sharing of resources and cooperation among members (House et al., 2004). Individuals who live in societies that exhibit a significant degree of institutional collectivism tend to perceive themselves as being highly interdependent and as integral components of their respective organizations. In certain societies, there is a strong emphasis on team cohesion and collective decision-making, which are seen as essential aspects of life, surpassing the importance of individualism. In contrast, societies with low levels of institutional collectivism value individualism, self-reliance, and personal goals, however, they place less emphasis on group harmony and collaboration. (House et al., 2004).
2.1.2.4 In-Group Collectivism
In-Group Collectivism is the degree to which individuals’ express pride, loyalty, and cohesiveness in their organizations or families. Thus, in-groups are tight circles of people to whom we feel a strong attachment and with whom we form close bonds. Individuals in societies characterized by high levels of in-group collectivism tend to unconsciously differentiate between in-groups and out-groups. Initially, experiencing the status of an outsider within certain cultures may present challenges and feelings of isolation, therefore conforming to the established norms of a particular in-group can lead to favorable outcomes and acceptance within the group (House et al., 2004; Javidan et al., 2006).

2.1.2.5 Gender Egalitarianism
Gender Egalitarianism refers to the extent to which an organization or a society minimizes gender role differences and gender discrimination (House et al., 2002). A culture may value gender egalitarianism yet may not consistently implement it to the same extent as its perceived significance (and vice versa). According to research, individuals belonging to cultures that exhibit high levels of gender egalitarianism agree that females and males must have equal opportunities and encouragement to pursue higher education and a fulfilling professional career” (House et al., 2004; Javidan et al., 2006).

2.1.2.6 Assertiveness
House et al. (2002) convincingly describe assertiveness as the degree to which individuals in organizations or societies are assertive, confrontational, and aggressive in social relationships. People in highly assertive countries tend to be optimistic and enjoy business competition, whereas those in less assertive countries prefer harmony in relationships and place a premium on loyalty and solidarity” (House et al., 2004; Javidan et al., 2006). The culture we grow up in shapes our personalities and behaviors (House et al., 2004). Exposing ourselves to different cultures may enable us to comprehend that life is not what we think it is. Understanding cultures and their shared dimensions can empower us to exchange values, ideas, life experiences, in a respectful, open-minded manner, as worldwide citizens.

2.1.2.7 Future Orientation
This dimension describes the extent to which individuals within organizations or societies engage in future-oriented actions, such as strategic planning, making investments for the future, and demonstrating the capacity to delay gratification (House et al., 2002). In cultures with a high future orientation, leaders are expected to establish crystal-clear long-term goals,
anticipate future trends and challenges, and engage in systematic planning to achieve these objectives. In cultures with a low future orientation, however, leaders may place a greater emphasis on short-term gains and immediate results, overlooking the significance of long-term planning and adaptability (House et al., 2004).

2.1.2.8 Performance Orientation

House et al., (2002) claim that this dimension refers to the extent to which a given organization or society fosters and incentivizes its members to enhance their performance and achieve excellence as a group. The dimension encompasses the prospective aspect of Confucian Dynamism, as identified by Hofstede and Bond (1988). Countries that exhibit a high degree of adherence to this cultural phenomenon tend to prioritize the provision of training and development opportunities within their organizations. Moreover, effective leadership requires the establishment of challenging objectives, the provision of inspiration and encouragement to subordinates to improve their skills and competencies, and the cultivation of an environment that fosters continuous learning and achievement (House et al., 2004). Conversely, in countries that exhibit a low degree of adherence to this cultural phenomenon, family and background count for more (Mello, 2011), consequently, leaders may choose to prioritize social harmony and adherence to traditional practices over the pursuit of performance enhancements or innovation (House et al., 2004).

2.1.2.9 Humane Orientation

House et al. (2002) define this dimension as "the extent to which individuals in organizations and societies encourage and reward fairness, altruism, friendliness, generosity, caring, and kindness towards others." Thus, it emphasizes the significance of group members looking out for one another and putting the needs of others before their own. Therefore, the core values of this cultural dimension in question are appreciation, fairness, and respect. According to House et al. (2004), in societies that place a premium on human orientation, it is expected that leaders will prioritize the well-being and development of their subordinates, foster a supportive and inclusive work environment, and emphasize the significance of maintaining a work-life balance. In contrast, leaders in cultures with a low human orientation prioritize task-oriented goals and objectives over the emotional and personal needs of their subordinates.

Hofstede (2006) offered a critique of the GLOBE study's assumption of cultural homogeneity. The primary focus of the study was on cultural dimensions at the national level, which may
have resulted in the omission of cultural variations and diversity within the nation. It may not capture all the nuances and complexities of subcultures and ethnic groups within a country.

2.1.3 Trompenaars Model

According to Trompenaars and Turner, (2012) there are significant cultural differences between national and international borders that influence the business and management performance of organizations. The shared ways in which groups of people interpret and comprehend the world is the definition of culture. They also claim that each culture distinguishes itself from others by employing unique solutions to unique problems. It is essential for a culturally diverse organization to continually learn from the perspectives of other cultures since people from various backgrounds often have different ideas about the significance and meaning of an organization (Trompenaars and Hampden-Turner, 2012). Cross-cultural leaders can use this idea to better understand how cultural variations impact teamwork, decision-making, and problem-solving. The research has led to the identification of seven fundamental cultural dimensions: universalism vs. particularism, individualism vs. communitarianism, neutral vs. emotive, specific vs. diffuse, achievement vs. ascription, sequential vs. synchronic, and internal vs. external control.

2.1.4.1 Universalism vs. particularism

This dimension of Universalism versus particularism elucidates the diverse perspectives that individuals from various cultures hold regarding rules, laws, and moral principles. In universalistic cultures, people prioritize adherence to laws, rules, values, and obligations, strive to treat everyone fairly based on these guidelines; for them, rules supersede relationships (Trompenaars & Turner, 1998). Conversely, particularism emphasizes the importance of unique circumstances, relationships, and contexts in decision-making. In particularistic cultures, individuals believe that the rules they follow are determined by their circumstances and relationships. Consequently, their responses may vary based on the specific context and individuals involved (Trompenaars & Turner, 1998). Understanding the differences between universalism and particularism is important for leaders and managers working in multicultural environments, as it can help them better adapt their decision-making and communication styles to the cultural preferences of their colleagues and employees.
2.1.4.2 Individualism vs. communitarianism
The cultural dimension of individualism versus communitarianism serves as a lens through which we can observe how various societies balance individual and collective priorities. In individualistic cultures, the emphasis is placed on personal autonomy, self-reliance, and individual accomplishment, with individuals taking responsibility for their own decisions and well-being. In such societies, relationships are frequently viewed as voluntary and may be formed or severed based on individual preferences (Trompenaars & Turner, 1998). In contrast, communitarian cultures prioritize group cohesion and loyalty, asserting that the needs and welfare of the collective take precedence over personal interests. By fostering a sense of interdependence and cooperation, these societies guarantee mutual support and protection in exchange for group loyalty and dedication (Trompenaars & Turner, 1998). Relationships in these societies are often seen as more stable, long-lasting, and interdependent, with a focus on mutual support and cooperation.

2.1.4.3 Neutral vs. emotive
Understanding the differences between neutral and emotional cultures may be necessary for effective communication in diverse contexts. In neutral cultures, where people are typically reserved in their emotional expression and maintain a sense of control and composure in most situations (Trompenaars & Turner, 1998), individuals rely on reason rather than emotions to guide their actions, and they conceal their thoughts and emotions. In contrast, emotive cultures encourage the open expression of positive and negative feelings and emotions (Trompenaars & Turner, 1998). Individuals from these cultures express their emotions freely and even spontaneously in the workplace. Understanding and respecting these differences in emotional expression can be crucial for fostering effective cross-cultural relationships and communication.

2.1.4.4 Specific vs. diffuse
Trompenaars and Turner (1998) identified specific versus diffuse as a cultural dimension that examines how individuals compartmentalize their lives and interactions with others. This dimension focuses on the divergent approaches to separating the personal and professional spheres. In certain cultures, people tend to keep their personal and professional lives separate, believing that their relationships have little impact on their professional goals. They believe that individuals can collaborate effectively without necessarily forming personal bonds. In contrast, in diffuse cultures, individuals perceive a blending of their personal and professional
lives, emphasizing the significance of good relationships in achieving business goals (Trompenaars & Turner, 1998). Therefore, individuals from diverse cultures may spend time outside of work hours cultivating these relationships with coworkers and clients.

2.1.4.5 Achievement vs. ascription

Achievement vs. ascription is a cultural dimension that explores how societies attribute status and respect to individuals within their culture. In achievement-oriented cultures, people believe that you are what you do, and they base your worth accordingly. These cultures value performance, no matter who you are. People in these cultures believe that individuals can climb the social ladder through effort and dedication, regardless of their background or connections. Conversely, in ascription-oriented cultures, people believe that you should be valued for who you are. Power, title, and position matter in these cultures and these roles define people's behavior. In these societies, individuals are often expected to adhere to established social hierarchies and show deference to those with higher status, regardless of their personal achievements (Trompenaars & Turner, 1998). By recognizing the underlying values and norms that guide people's behavior and expectations, individuals can better navigate relationships and interactions across various cultural contexts.

2.1.4.6 Sequential vs. synchronic

The cultural aspect of sequential versus synchronic time perception can have a significant impact on how people from different cultures approach their daily lives and work environments. In sequential cultures, individuals place a premium on punctuality, planning, and schedule adherence, as well as events that occur in a logical order. The observance of a schedule is considered an indication of politeness and competence (Trompenaars & Turner, 1998). In contrast, synchronic cultures consider the past, present, and future to be interconnected. Individuals in these societies frequently juggle multiple projects and view plans and responsibilities as flexible arrangements. In these contexts, relationships and adaptability frequently take precedence over strict adherence to deadlines and schedules. Individuals from diverse cultural backgrounds can adapt their communication and collaboration strategies more effectively when they are aware of these differences in time perception (Trompenaars & Turner, 1998).
2.1.4.7 Internal vs. external control

This cultural dimension, which investigates how people perceive their ability to influence and control their environment and the events that affect their lives, plays a significant role in shaping the attitudes and behaviors of individuals in a variety of contexts. In cultures characterized by internal control, individuals tend to believe they can shape their professional and personal environments to achieve their goals. They are more likely to accept responsibility for their own success or failure and to believe in their ability to overcome obstacles and attain their objectives (Trompenaars & Turner, 1998). In cultures with a strong external control orientation, on the other hand, people perceive themselves to be at the mercy of external forces, such as nature, fate, or powerful institutions. In professional settings and interpersonal relationships, members of these cultures frequently prioritize accommodating the needs of others and avoiding conflict whenever possible. They may rely more on external guidance or intervention, such as religious faith or government support, to navigate life's challenges and find meaning and purpose (Trompenaars & Turner, 1998).

While Trompenaars' model has received recognition and been influential in advancing our understanding of cultural differences, it has also been the subject of considerable criticism. The primary criticism comes from Geert Hofstede's 1996 article "Riding the waves of commerce". Trompenaars' empirical model is criticized for its oversimplification because it reduces cultural diversity to a single dimension and further simplifies it into two ideal types, namely the Left Brain and Right Brain cultures. Hofstede (1996) suggests that this method does not provide a valuable understanding of the complexity and nuance of cultural diversity.

2.1.4 The Cultural Intelligence (CQ)

Cultural Intelligence (CQ) emerges as a crucial skill for navigating diverse environments, based on the understanding of cultural differences. CQ, as defined by Earley and Ang (2003), is the capacity to function effectively in diverse cultural contexts. This concept of intelligence, which is rooted in contemporary viewpoints, encompasses the ability to adapt to both others and different situations (Sternberg & Detterman, 1986). Individuals with a high CQ are equipped with a variety of cognitive, behavioral, and motivational skills, allowing them to collaborate effectively with individuals from various cultures (Ott and Michailova, 2018b). CQ is not a native, culture-bound, or culture-specific construct; therefore, it does not exclusively reflect an individual's ability to function effectively within a particular cultural context (Moodian, 2009).
In today's increasingly interconnected world, the growing significance of globalization and the extensive research on intercultural competencies underscore the potential benefits of a psychologically sound and well-grounded cultural intelligence assessment. Existing research has not previously explored intelligence as the underlying concept for distinguishing individual competencies in effectively navigating culturally diverse situations, this is what makes CQ's focus unique. Furthermore, one of the most important things to assess when looking for culturally intelligent leaders is to see whether the person can identify behaviors that are universal to all humanity, behaviors that are cultural, and behaviors that are uniquely personal to a particular individual in a specific situation (Hannum et al., 2010). In addition to that, cultural intelligence focuses on a leader's ability to work effectively with people from diverse cultural backgrounds and in situations involving such diversity (Livermore, 2009).

**Cultural intelligence as a multidimensional construct with four factors**

Cultural Intelligence (CQ) is a multidimensional concept with four essential dimensions: metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ. To be truly effective, leaders must possess all four CQ dimensions; focusing on only one aspect of CQ may result in increased cultural ignorance rather than increased cultural intelligence (Hannum et al., 2010; Van Dyne et al., 2012).

A description of each dimension is described below:

1. **Metacognitive CQ**: Refers to a leader's ability to strategize cross-culturally. Furthermore, it is the capacity to reflect on our own thought processes, draw on our cultural knowledge to comprehend a different cultural context, and apply this understanding to problem-solve in that context. The components of metacognitive CQ are awareness, planning, and checking. Awareness is the state of being in tune with what is occurring in oneself and others. Planning is taking the time to prepare for a cross-cultural encounter by anticipating how to approach the individuals, topic, and circumstance. Checking is the monitoring we conduct during interactions to determine whether our expectations and plans were reasonable. It involves comparing our expectations to what happened (Van Dyne et al., 2012).

2. **Cognitive CQ**: Refers to the extent to which a leader understands the culture and the role of culture in determining how to conduct business and interact with others across cultural contexts. Understanding cultural systems and the set of cultural norms and values associated with various societies is a crucial component of cognitive CQ. Cultural systems are how
societies organize themselves to meet humanity's fundamental needs. The cognitive CQ also includes an understanding of the ways in which cultures vary depending on the context (Van Dyne et al., 2012).

3. Motivational CQ: Refers to an individual's capacity to focus attention and energy on learning about and functioning in situations marked by cultural differences (Ang & Van Dyne, 2008). Motivational cultural intelligence consists of intrinsic motivation, which is the extent to which you derive enjoyment from culturally diverse situations; extrinsic motivation which is the more tangible benefits of culturally diverse experiences and self-efficacy, which is the confidence that you will succeed in a cross-cultural encounter. The way leaders approach cross-cultural situations is impacted by all three of these motivating factors (Van Dyne et al., 2012).

4. Behavioral CQ: Refers to the capacity of a leader to act appropriately in a variety of cross-cultural situations. Consequently, knowing when to adapt to another culture and when not to is one of the most crucial components of behavioral CQ. A person with a high CQ learns which actions will enhance effectiveness and which will not, and then acts accordingly. In addition, the behavioral component of CQ includes the capacity for verbal and non-verbal flexibility, intercultural communication competence, behavioral flexibility, and the ability to adapt one's behavior, and problem-solving strategies to cultural contexts (Van Dyne et al., 2012).

Van Dyne and Ang (2008) argue that, while the four factors of cultural intelligence may not necessarily follow a specific order, it can be useful to consider them as four stages toward improved overall cultural intelligence.

2.1.5 Intercultural Communication Competence (ICC)
Approximately fifty years ago, intercultural communication emerged as a field of study. Hall (1959) is widely regarded as the pioneer of this discipline. Intercultural communication is typically defined as the exchange of information and ideas between individuals of distinct national cultures. It is important to note that several scholars restrict this definition to interpersonal communication in person (Gudykunst, 2002).

Individuals engaging in intercultural dialogue must overcome barriers to communication such as cultural stereotypes and prejudice, identity conflict, language deficiency, and lack of interaction skills. Consequently, these issues in the global interaction process can only be resolved through the development of intercultural communication skills (Dai and Chen, 2014).
Collier (1989) has identified four distinct approaches used in prior research to examine ICC. These methods include ethnographic speaking, cross-cultural attitudes, behavioral skills, and cultural identity.

Building on the influential works of researchers such as Geertz (1973) and Katriel and Philipsen (1981), the field of speaking ethnography recognizes the vital role that language and symbols play in communicating the underlying structure of meaning within a culture. The research conducted by Wiseman, Hammer, and Nishida in 1989 demonstrates that the cross-cultural attitudes approach represents the cognitive aspect of intercultural communication (ICC). As emphasized by the behavioral skills approach, Ruben (1976) emphasizes the significance of intercultural communication skills. Lastly, the cultural identity approach refers to intercultural communication (ICC) research based on ethnic identity and an understanding of the fundamental values and traditions of a particular culture. Among others, Casmir (1999) and Ting-Toomey (1993) have discussed this approach. Exploring ICC can assist cross-cultural leaders in enhancing their intercultural communication skills and managing their employees to achieve success in a diverse environment. Therefore, cross-cultural leaders must understand these theoretical perspectives and models to effectively manage cultural differences within their teams.
3. Methodology

The chosen study design and methods are evaluated and looked at in this section. There are some key decisions and presumptions about the research methodology mentioned. The chosen data analysis approach is provided in this chapter, along with an examination of the data collection process. In addition, a discussion of the study's credibility, research limits, and ethical issues is provided.

3.1 Research Design and Approach

The blueprint for study, or research design, directs how data are gathered and analyzed (Yin, 1994). Many research objectives, including exploratory, explanatory, descriptive, and evaluative approaches, are possible. The purpose of the developed research questions is to investigate a particular occurrence. To investigate Head of Department Professor Leader's cultural experiences with their teams as doctoral students, this study adopts an exploratory methodology. The research is conducted in an academic setting, such as a university, which frequently has its own organizational structure, rules, and culture. The interactions between the Head of Department Professor Leader and their doctoral student teams can be impacted by the institution's unique features, such as its size, reputation, and disciplinary focus. A hierarchical structure is probably in existence within the academic institution as well, with the Head of Department Professor Leader serving in a leadership capacity. This hierarchical structure has an impact on the power dynamics and interpersonal interactions between the Head of Department Professor Leader and their doctoral student teams. It is crucial to take into account the potential effects of this power dynamic on the PhD students' exposure to different cultures. In addition, Academic institutions frequently have their own distinct academic cultures, which include standards, beliefs, and behavior. The dynamics inside the department, especially the interactions between the Head of Department Professor Leader and their teams, can be influenced by the academic culture. It could incorporate things like teamwork, rivalry, mentoring, or a certain method of conducting research and imparting knowledge.

Exploratory research seeks to investigate the causes and effects of a phenomenon as well as the connections between different fields of study (Cameron and Price, 2009). Exploratory research, which frequently incorporates theory and concentrates on "how" and "what" questions, is better suited for open-ended inquiries that aim to shed fresh light on an area of interest (Saunders et al., 2016). Exploration appears relevant and useful for the study, given the
paucity of previous research on this phenomenon. There are also three alternative approaches to approach scientific research: deductive, inductive, or abductive. There may be elements of deduction in the inductive technique, which could imply a sort of abduction, according to Bryman and Bell (2011), who contend that research rarely uses either an inductive or a deductive strategy.

According to Alvesson and Sköldberg (2017), the abductive technique is complex and shouldn't be viewed as a straightforward blending of induction and deduction. Abductive is founded on empiricism, just like the inductive strategy, but is nonetheless strongly related to the deductive approach because theoretical pre-understanding has a special value. The inductive method is based on actual experiences, while the deductive method is based on theory. Yet, to understand empirical evidence in relation to the theory, abductive research is used. To examine and explain patterns and obtain a deeper understanding of a phenomenon, researchers might bounce back and forth between empirical evidence and theory using the abductive approach. Since various qualitative interviews will be used in this study, an abductive methodology is appropriate. Also, as data collection and analysis take place concurrently when conducting several case studies, the abductive approach is frequently used. Ideas and insights that may emerge, for instance, from the first case study may subsequently influence how to handle additional situations (Merriam, 1994).

As a result of the researchers' collaborative examination of the themes that emerged from the respondents' interviews, this study will be distinguished by an abductive methodology. The empirical review will be used as a foundation for the ongoing work and the final analysis and will include direct reflections, queries, and intriguing themes discovered. Additionally, an abductive research approach would be appropriate because there is already research on cultural issues from the perspective of teams. However, the researcher of this study has gone further by explicitly examining Professor leaders' cultural experiences with their doctoral student teams to better understand this phenomenon and draw lessons from it.

3.2 Qualitative Method

Quantitative, qualitative, or mixed approaches are the three different categories of research techniques that can be used. The term "quantitative method" refers to a technique for gathering and analyzing data that will result in numerical data and doing so while using statistical tools (Saunders et al., 2016). The qualitative approach, on the other hand, often involves the
abductive approach and generates words rather than numerical data for analysis. The interpretivism research philosophy is frequently related to the qualitative research method, which is concentrated on providing increasing clarifications of a social phenomenon (Corbin and Strauss, 2008). Hence, it can be concluded that the qualitative technique is most suited for this research because it tries to extract themes from the data obtained before analyzing it to achieve a complete and accurate portrayal of the cultural disparities that Professor leaders confront in their teams. By utilizing qualitative research techniques, the researchers can develop a deeper understanding of the participant's experiences, which will help us comprehend how meanings are produced in the culturally diverse environment in which they take place (Saunders et al., 2016). Furthermore, qualitative research can aid in the interaction between the researchers and the respondents at a level that makes it easier to comprehend their experiences and accounts of the phenomenon. According to Klenke et al. (2015), qualitative research enables the interviewer and respondent to work together on data collection to produce a narrative that accurately represents the respondents' voices.

The researchers chose the qualitative approach as a result because it would enable them to gather data from respondents' viewpoints and real-life experiences. To allow the researchers to investigate a particular occurrence, the research questions were written in this manner. Also, using a qualitative approach to small-scale research is advantageous since it allows for a more comprehensive viewpoint and in-depth investigation (Yin, 2014).

### 3.3 Research Strategy - Single Case Study

The research strategy for addressing the study questions aligns with the single case study design. Saunders et al. (2016) describe the case study method as suitable for the goals and inquiries of the study. A single case study approach allows for the exploration of a subject or phenomenon within its actual context, particularly when examining multiple cases that share similar traits (Yin, 2014).

In this study, the focus is on the difficulties that leaders encounter when working in a multicultural environment. By conducting a multiple case study, extensive empirical accounts can be gathered from Eleven Head of Department leaders from different Departments in the same organization. This approach enables the exploration of leadership in multicultural settings by collecting data from multiple cases, providing a broader perspective and comprehensive understanding (Yin, 2014).
The use of a single case study design allows for the comparison of the examples and the identification of patterns or themes that emerge across the cases. This analysis helps generate insights into how leaders manage cultural differences within the university setting. By examining single cases, the researchers can identify commonalities and differences in the experiences and strategies of the Head of Department leaders, contributing to a more robust and nuanced understanding of cross-cultural leadership.

The single case study design provides a thorough explanation of context and techniques, which aligns with the qualitative and exploratory nature of this study. Although time-consuming, case studies are necessary for locating, defining, and gaining access to the case study settings (Saunders et al., 2016). In this study, the cases are the Eleven Head of Department leaders, representing individuals within the context of their respective departments and the university.

By employing a single case study design, this research aims to explore the challenges faced by leaders in a multicultural environment and gain a comprehensive understanding of culture and leadership in this context. The use of multiple cases enhances the reliability and generalizability of the findings, providing valuable insights into cross-cultural leadership within the university setting (Saunders et al., 2016; Yin, 2014).

3.4 Data Collection

Since the purpose of this study is to evaluate and examine the cultural experiences of cross-cultural leaders in LNU, primary data were used in its development. To learn more about the difficulties respondents can face when coping with cultural diversity and how it affects their team performance, the researchers spoke with executives who oversee Departments at Linnaeus University.

To gain access to the various leaders, the researchers exploited our personal networks and emails. These many channels were used to organize and systematize the process of choosing potential study participants. To prepare respondents for the interview session and to support the researchers' legitimacy and trustworthiness, the respondents were sent an email with pertinent information about the themes and subject once the researchers had made contact and gauged their interest (Flick, 2014). The respondents have been advised by us the researchers that their replies may, at their request, be treated anonymously. To allow the respondents to form their own opinions and comprehend reality from their point of view, an exploratory
method with semi-structured interviews with open-ended questions was utilized. Additionally, this mostly applies within an interpretivist paradigm (Arksey and Knight, 1999).

With semi-structured interviews, important questions are asked in place of several detailed ones, allowing for focused, conversational two-way discussion (Keller and Conradin, 2019). Themes from the concepts in the literature study and the research questions served as the basis for the interview questions. The interview guide (Appendix A) included questions about cross-cultural leadership, management, cultural differences, LNU culture, cultural intelligence, and management styles. Additionally, the researchers adhered to the protocol during the interviews and used topical trajectories when it seemed appropriate, giving them and the respondents the freedom to delve into specifics as needed (Keller and Conradin, 2019). One in-person interview and online video interviews were the only methods used because of the Heads of Department's hectic schedules at Linnaeus University and the constrained funding available for student research. Face-to-face interviews, according to David and Sutton (2016), are preferable to telephone and internet-mediated ones because they allow for better observation of body language and non-verbal clues. However, Sullivan (2012) contends that semi-structured interviews conducted over online using programmes like Skype or Google Meet have benefits over in-person interviews.

As it was convenient for all of the respondents, who were all from LNU, all of the interviews lasted between 45 and 1 hour, and they were all conducted in English. The interviews were audio-recorded and were quickly and accurately transcribed to conduct the data analysis and logically organize the findings. Both researchers were present during many of the interviews.

3.4.1 Sampling

By using sampling, one can draw fair and accurate conclusions without needing to collect data from every research group participant. Additionally, the term "sampling" refers to either probability-based or non-probability-based sampling. In general, large-scale surveys containing quantitative data use probability sampling, which is based on a random selection from a research group (Bryman and Bell, 2011). Non-probability, on the other hand, is described as a sample that is not randomly chosen, giving some samples a higher likelihood of being chosen (Denscombe, 2011). Since non-probability is typically used in qualitative research, this study chose it.
Additionally, this study used the non-probability sampling methods snowball sampling and purposeful sampling. When sample cases or respondents are purposefully chosen based on their relevance to the study's topic and research questions, this is known as purposeful sampling. Since the researchers chose a set of requirements that the respondents had to meet to respond to their research questions, this sampling technique was used (Bryman and Bell, 2011). These criteria—having a cross-cultural leadership position in a Swedish university that oversees teams of people from different cultural backgrounds—are the basis for the respondents' decisions. To gain access to some of the respondents, the researchers used the sampling technique. To do this, we first emailed the heads of departments and senior Lecturers to ask for a recommendation from other administrators who were familiar with Linnaeus University's Administration.

However, most of the time the purposive sampling approach was used, with specific requirements for the respondents to help with the research questions. The criterion made it easier for the researcher to identify appropriate Heads of Department leaders who could contribute and offer the research a variety of information regarding being a Cross Cultural leader at Linnaeus University. As a result, the responses were chosen based on their titles and knowledge of their management operations at Linnaeus University.

Additionally, according to Bryman and Bell (2011), it is impossible to predict the precise number of respondents needed to reach theoretical saturation. At this point, the process of gathering data will not turn up any fresh or pertinent information. However, Saunders et al. (2016) explain that when conducting a qualitative study with in-depth semi-structured interviews, the data need to reflect factors that are linked with the research. The population, which typically consists of 5 to 25 responders, can also have an impact. The Eleven respondents who were chosen all had extensive experience in leadership roles and represented leadership across many departments. The ages of all respondents ranged from 40 to 65. Despite considerable effort being made to balance the segmentation of men and women without sacrificing the selection criteria, six of the leaders were women and five were men. The names of the leaders who were interviewed will be kept anonymous, the location of the university where they work, the date the interview was done, and the interviewing method utilized, are mentioned below. In chapter 3.4.2 (Cases), the head of department will be described in more detail.
### Cases

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Industry</th>
<th>Location of Industry</th>
<th>Date of Interview</th>
<th>Interview Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department A</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>18.04. 2023</td>
<td>In person</td>
</tr>
<tr>
<td>Head of department B</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>19.04. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department C</td>
<td>LNU Sweden</td>
<td>Växjö</td>
<td>24.04. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department D</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>27.04. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department E</td>
<td>LNU Sweden</td>
<td>Växjö</td>
<td>29.04. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department F</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>05.05. 2023</td>
<td>In person</td>
</tr>
<tr>
<td>Head of department G</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>08.05. 2023</td>
<td>Zoom</td>
</tr>
<tr>
<td>Head of department H</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>09.05. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department I</td>
<td>LNU Sweden</td>
<td>Kalmar</td>
<td>10.05. 2023</td>
<td>Zoom</td>
</tr>
<tr>
<td>Head of department J</td>
<td>LNU Sweden</td>
<td>Växjö</td>
<td>10.05. 2023</td>
<td>Google Meet</td>
</tr>
<tr>
<td>Head of department K</td>
<td>LNU Sweden</td>
<td>Växjö</td>
<td>11.05. 2023</td>
<td>Google Meet</td>
</tr>
</tbody>
</table>
3.5 Data Analysis

Case studies can be built in a variety of ways and with several different methodologies (Gillham, 2010). This study uses the explanation building strategy to begin the data analysis process, where each of the ten examples is examined separately and a narrative story is built around it (Klenke et al., 2015). Since every instance is different and slightly unique, this was decided. This is where the research will be able to show the truth about the various Head of Department Leaders and their multicultural teams.

Additionally, every case is told chronologically. During the data collection, the interviews were being coded and summarized to find patterns and well-known facts. To explore themes and resemblances that appeared in the empirical review, they were further categorized into systemic themes using the thematic approach (Saunders et al., 2016). According to Braun and Clarke (2006), the theme approach is rigorous and provides a flexible framework for qualitative analysis.

Based on the most significant empirical results that address the study questions, themes will be developed. Therefore, it is crucial that the analysis be done methodically, and that the researcher's impression be presented in an organized and clear manner.

The study follows the recommendations provided by Braun and Clarke (2006), which are broken down into six steps for the theme analysis: familiarize yourself with the data that has been obtained; (2) use open coding to construct codes from the data that has been collected depending on what is interesting for the study; (3) look for themes; (4) consider themes; (5) identify and name themes; and (6) prepare the report. All transcripts were read through several times to gain a comprehensive understanding of the data and to begin identifying commonalities and discrepancies among the respondents' responses.

The interview questions were based on the literature study, which served as the foundation for the coding. It took a long time to group them after the coding was finished. Due to the pre-sorting of many responses under the same themes and topics in the interview guide, several categorizations were somewhat facilitated. The hunt for themes finally got under way. Although the interview guide had predetermined themes, the analysis was not based on them; rather, a new categorization was made to not miss any important information that surfaced in the data that was gathered.
3.6 Ethical Considerations

The beginning stages of creating and arranging the research, gaining access to various head of departments leaders, gathering, and evaluating the data, and lastly reporting and presenting the research's findings are where the ethical issues would first surface. The norm of behavior that will direct the two researchers' interactions with the many respondents is, thus, referred to as the ethical elements. The first stage is ensuring that the study issue won't injure or disturb the respondents and that it is formulated in a way that demonstrates the researcher's objectivity. Therefore, it is essential that the researchers plan to get in touch with the potential interview subjects and explain their intended research and its applicability to their line of work to obtain permission to carry out the required data collection process. Once access has been granted, the researchers will begin to consider how to craft the interview questions in a way that is ethically responsible to the research participants. The same criteria and standards that are defined by Swedish data protection legislation should be followed by us the researchers as well. As a result, the participants will be guaranteed of their anonymity and confidentiality, which would improve the accuracy of the data the researchers would gather (Saunders et al., 2016).

Since there are many ethical concerns during the data collection phase, it is crucial for the researchers to maintain objectivity. To be credible and valid, the researchers must gather the data honestly without engaging in subjective selection (Yin, 2014). Additionally, it is essential to be objective when analyzing the data that has been gathered. The data that we the researchers report will not be chosen at random. Additionally, each interviewee is a volunteer and must give the researchers permission before the interview to participate. Furthermore, culture is a delicate subject to research because the results might support negative stereotypes about cultural groups. The researchers' ignorance of these prejudices, and thus their possible ignorance of how stereotypes may unconsciously influence their judgements concerning study, serves as justification. This may have an impact on the formulation of study questions and the way findings are interpreted by the researchers. According to Matsumoto and Jones (2009), most researchers analyze the data gathered via their own cultural lenses, and these prejudices and pre-existing stereotypes can somewhat influence how they perceive the results. The researchers must therefore fully understand how this is possible and employ a research strategy that can reduce this risk (Saunders et al., 2016).
3.7 Research Limitations

Due to time constraints, this research is a multiple case study that concentrates on tiny samples of interviews. Nevertheless, despite these drawbacks, the research still offers a basis for, analysis, and a conclusion. According to Bryman and Bell (2011), drawing conclusions from a study that only included a few interviews is insufficient to generalize. The respondents in this study are not intended to be an accurate representation of all Cross-Cultural Leaders who deal with cultural differences in their teams. More important than generality assessment is data quality. As a result, the research has connected the respondent's response to the theoretical deductions that would produce explanations for the phenomenon of Head of Department leaders at Linnaeus University.

Since there hasn't been much research done around our study, finding empirical evidence to support the thesis is more difficult. Before conducting research, access to gather data is typically required. This holds true even for conventional data collection techniques like interviews. The individual or organization that the researchers wish to conduct a study about, as well as other factors like interest in the project, the amount of time required, the respondent's lack of value in the study, the researcher's credibility and perception, or the sensitivity of the data, all play a significant role in determining whether or not access to conduct research is granted (Saunders et al., 2016).

Secondly, we the researchers must find suitable candidates as in Cross Cultural leaders from the Head of Department to interview, which itself can be very time consuming, for two reasons, one there are not many Cross-Cultural Heads of Department leaders operating in Linnaeus University, and two, most of them have busy schedule to be entertaining a one-hour interview. Thirdly, hence the researchers wish to conduct interviews, data protection laws must be taken into consideration, since the research seek to gather information from the interviewees regarding their experiences in working in Cross Cultural Environment, there could arise sensitive information, for example, discriminatory remarks, which might make them reluctant to share such with the researchers (Sanders et al., 2016).

3.8 Research Credibility

When assessing the caliber of research, the ideas of validity and reliability are used as indicators. The likelihood of developing a generalization that might be applied to other studies increases with good validity and reliability. Since this idea may have an impact on the data
collection and the analysis of the collected data, qualitative research should adhere to it throughout the project. Being able to state that data was carefully gathered and honestly processed is what validity and reliability in research with a qualitative focus are all about (Malterud, 2003). Although validity and reliability are typically associated with quantitative research, some researchers may prefer to use other standards to judge the caliber of qualitative studies.

One of them, credibility, can be proven by illustrating the applicability of the concepts and theoretical viewpoints chosen for the study. Furthermore, it is crucial to provide a detailed account of the study's methodology as well as evidence that the question it was intended to address and explore has been addressed (Bryman and Bell, 2011). According to Klenke et al. (2015), the idea of triangulation, which calls for the researchers to look at the phenomenon from several aspects, can be used to ensure trustworthiness.

As a result, individuals who might have different viewpoints on the phenomenon should be interviewed for the study. As a result of the data being gathered from various sources, triangulation might increase the research's credibility. To cross-check material from many perspectives on the phenomenon of culture and leadership styles, the researchers used interviews with cross-cultural leaders from various Heads of departments when working with Linnaeus University.

Furthermore, it is asserted that insufficient data from a few interviews prevents generalization from being made. Determining that the respondents in this study do not represent a large segment is therefore crucial (Bryman and Bell, 2011). The authors of this study counter that the results and conclusions can be applied to different situations and future research.

According to Bryman et al. (2011), while evaluating whether to make a generalization, the strength of the theoretical conclusions drawn from the data that have been gathered is crucial. As a result, it is possible to link the conclusions drawn from the Eleven instances to theoretical ones and produce something that is like a generalization.
4. Empirical Data Analysis

Cultural differences pose unique challenges for leaders in multicultural team settings, necessitating effective management strategies by the head of departments (Eisenbeiss, et al 2008). However, there is a research gap in understanding the specific approaches employed by heads of departments in navigating these cultural differences within their teams. This empirical analysis aims to address this gap by exploring how the head of departments at LNU (Linnaeus University Sweden) manage cultural differences in their teams. The proposed themes for thematic analysis, which will serve as analytical lenses, include: Recognising and addressing cultural differences, cultural intelligence and competency, effective communication, embracing cultural diversity, and continuous learning and development. These themes will facilitate the identification of patterns, commonalities, and variations in the data, providing valuable insights into how the Heads of Departments at LNU effectively manage cultural differences in their teams. Through this empirical analysis, the research aims to deepen our understanding of the strategies and approaches employed by the heads of departments at LNU in managing cultural differences. The findings of this research will contribute to the existing knowledge in the field, offering valuable insights into effective practices for promoting inclusivity, fostering positive team dynamics, and enhancing leadership effectiveness in multicultural team settings. Furthermore, the insights gained from this study may have broader implications beyond the specific context of LNU, providing valuable lessons for other organizations facing similar challenges in managing cultural differences in their teams.

4.1 Theme 1: Recognizing and Addressing Cultural Differences

Importance of acknowledging and understanding cultural differences within teams

To promote cooperation and understanding across various teams, it is important to acknowledge and understand cultural differences. Incorporating data from other sources, such as surveys, interviews, or case studies, can provide a more comprehensive understanding of the challenges and potential solutions regarding cultural differences within teams. It would also be beneficial to validate the statements and viewpoints presented with supporting evidence or examples to enhance credibility.
Head of Department A's perspective: Cultural similarities and building trust

Head of Department A thinks that a focus on cultural similarities rather than differences is essential. “With an international background and, of course, many international students, we are expected to be able to communicate in English almost all the time, and we have considered the language issue. A general reflection is that we have very few native English speakers; misunderstandings frequently occur because of this because we do not correctly interpret or understand the words; this is intended for students and professors," said Head of Department A.

The Head of Department A believes that focusing on cultural similarities rather than differences is essential for promoting cooperation and understanding. However, it is crucial to address cultural gaps that impact team productivity. Building trust within the team is emphasized to address cultural differences, as effective collaboration relies on mutual trust and open communication.

Head of department B's perspective: Language as a communication barrier

Words may not always be understood in their intended context, leading to misunderstandings. The Head of Department B notes that few people in their department, including the students, are native English speakers. “Being the head of the department, I prefer to go on the side. I hope my team could discuss whatever issue and come up with a solution that they can both agree on, that has been my way of leading, trying to be a little bit more friendly, and hoping to find the joint. Most of the time, it works the way I want it to, and I have some respect for trying to find a solution that everyone can agree on rather than being bossier and telling you what to do," expressed Head of Department B.

The Head of Department B highlights the issue of language and its impact on departmental communication. Misunderstandings and misinterpretations can arise due to varying levels of English proficiency among staff and students, particularly those who are non-native English speakers. Creating a welcoming atmosphere that encourages open communication and teamwork is emphasized as a leadership approach to address cultural differences.

Head of department C's perspective: Power structure and open communication

"Sometimes I felt one person didn't dare to say anything to me. She was just listening to me. I had to say, but I wanted her to share her opinion or what she was thinking. But it's more like
she wanted to listen to what I had to say, and so on. So that's like a collision in a way”, described the Head of Department C.

The Head of Department C observed how a power structure affected team collaboration, with some team members hesitating to freely express their ideas. Creating a welcoming atmosphere and promoting open communication are considered crucial for productive teamwork. More upfront clarity regarding expectations and working styles is recognized as a need to address cultural differences effectively.

**Head of Department E’s perspective: Language and inclusion**

"I'm not sure if I actually actively try to identify cultural differences within the group of coworkers I relate to. Language is probably the most striking example, that's sort of the easiest way to spot cultural differences because, among the people I work with, language is sort of a very striking cultural difference because it's such a basis for inclusion and exclusion," shared Head of Department E.

The Head of Department E acknowledges language as the most obvious cultural difference, which affects inclusion and exclusion within the team. Language and communication issues can be challenging, particularly for co-workers with non-Swedish backgrounds. The significance of inclusivity in closing gaps caused by language differences is emphasized.

**Head of Department I’s perspective: Addressing cultural differences promptly**

"So I think in any given situation, if it is possible, to react immediately and say hey, I don't want to be talked to like that or I don't want to be treated like that or why do you say that? It's so much easier, even if many of us are uncomfortable doing that because it can create a bad mood in the meeting, but I think if you do actually create that bad mood a couple of times, hopefully, it won't happen again because then it's kind of set out that, so we don't talk to each other like that in this room," emphasized Head of Department I.

When cultural differences arise within the team, it is important to address them promptly. Head of Department I highlight the significance of open and honest communication within the team to foster understanding and empathy. Creating a safe space where team members feel comfortable expressing their viewpoints without fear of judgment or exclusion is crucial.
Theme 2: Cultural Intelligence and Competency

Cultivating cultural intelligence (CQ) as a cross-cultural leader

In discussing the concept of cultural intelligence, the Head of Department A expresses reluctance to use the term "intelligence" as it might unintentionally imply that individuals lacking cultural intelligence are "culturally stupid." Instead, he advocates using the phrase "cultural capability."

"Sorry, but I don't like the term cultural intelligence because it implies that you have culturally stupid people. We must also be critical of some of these terms, as there are better alternatives. Capabilities, rather than intelligence, seem to me to be a better term. Everyone, I believe, possesses cultural intelligence in their unique way."

Head of Department A emphasizes the importance of being critical of academic phrases and suggests that exposure to diverse cultures through travel and experiential learning opportunities can help leaders develop their cultural competency.

The Head of Department H highlights the significance of cultural intelligence for effective cross-cultural leadership. Being open-minded and receptive to different perspectives is crucial. Self-knowledge plays a significant role, allowing leaders to understand their own biases and appreciate others' experiences.

"It is essential that you have an open mind and that your senses are open to the possibilities that cross-cultural teams and knowledge can offer you. You can be open to other people's knowledge and understand your own biases if you have good self-knowledge," said Head of Department H. Head of Department H encourages leaders to foster cultural intelligence by broadening their perspectives and engaging in dialogue with individuals from diverse backgrounds.

Developing cultural competency to effectively manage diverse teams:

The Head of Department C recognizes the importance of cultural intelligence in successfully managing multicultural teams. She advises that cross-cultural executives might benefit from discussing cultural differences, attending relevant courses, and exchanging experiences with other managers.

Head of Department C: "I think it's good to have this cultural intelligence, and I think it could be quite difficult if you are not experienced, and so on. And of course, it could be really good to have an exchange experience with other managers and take courses."
She believes that leaders should actively work to improve their knowledge and abilities in this field. Cultural intelligence should be a key component of leadership development.

**Balancing diversity and cohesion in team dynamics:**
The Head of Department H believes that cultural differences can both enrich and pose challenges to team dynamics. For tasks requiring brainstorming and diverse perspectives, multicultural teams can contribute significantly. However, for tasks with predefined objectives and limited time, teams with similar backgrounds might be more effective. Balancing diversity and cohesion becomes crucial when assembling teams, considering the specific goals to be achieved.

"When I put together teams, which I have done many times in my career, I have a vision in my eyes. What should this team accomplish? How will this team be as effective as possible? And if there is a team that should have a lot of brainstorming, reflection, and so on, then if it's multicultural, you get the impact of many different angles. However, if you need to accomplish something that is very well defined and you don't have the time to process it, it may be easier to have people who have a similar background and can start working in this area right away," said Head of Department J.

Head of Department J believes that cultural diversity can have a positive impact on teams if there is a shared understanding and conscious recognition of the team's diverse composition. When organizations actively embrace and acknowledge their cultural diversity, it can lead to positive outcomes. Head of Department J acknowledges that while all organizations have some level of diversity, not all of them fully acknowledge or prioritize it. She suggests that organizations should recognize and appreciate the cultural diversity present within their teams to leverage its potential benefits fully.

**Enhancing leadership effectiveness in culturally diverse environments:**
The Head of Department B asserts that cultural intelligence is essential for successful cross-cultural leadership. She was initially hesitant to hire professors from other countries, but as time went on, she became more confident since she saw how similar they were to Swedish professors. Her personal experiences and ongoing education aided in the development of her cultural intelligence. She developed a better understanding of cultural differences, and language hurdles, and helped professors meet the university's standards. The Head of Department B also advises leaders to be open and willing to address cultural differences, customs, and queries with their team members to develop cultural intelligence.
"Well, I think, of course, your own experience is good health. In the beginning, I felt quite unsure when new professors from different kinds of countries were employed and so on. Over time, I felt more secure and realized they were no different than other professors. It is just that the behaviors are a little different. I've gained more experience here in the years, and that has helped a lot," expressed Head of Department B.

Head of Department G discusses methods for increasing mutual respect and understanding among team members, especially those from different cultural backgrounds. He places a strong emphasis on the value of interpersonal connections, casual conversation, and approachability in leaders.

Head of Department B: "A lot of my time for this international context is to be able to communicate in a way that is relevant to all my employees. I have that power imbalance that you talk about, and for me, it's, of course, very important that I don't start with taking the professor approach, and I need to listen to this person on this side because it will be a much bigger hurdle for them to contact me and say things are wrong because of this power dynamic. So, once they have done that, you need to trust them. I try to lay the groundwork of talking with people when they come in, and then when I see them in the hallways, etc..."

Theme 3: Effective Communication

Importance of effective communication in managing cultural differences:
The Head of Department B emphasizes the significance of listening and comprehending various perspectives to recognize and address cultural differences among her teams. If changes are required, she engages in dialogues to assist team members in conforming to Swedish norms and university requirements. She prefers to let her team handle things themselves, but if she needs to step in, she conducts one-on-one conversations with them to discuss options.

"To begin with, I felt it was necessary to listen to differences. Why do they have different approaches, which sometimes you can accept... But as I said, if I feel that some kind of adjustment is necessary when they have come to Sweden, they must adjust a little bit to being in a new country and the new rules we have in our university. In some cases of cultural differences, there is a professors' team where they should solve it themselves by discussing what to do and how to act, and so on. If they don't succeed, I'll try to discuss with them and, in some rare cases, have a one-on-one conversation," said Head of Department B.
The Head of Department B stresses the value of preserving positive relationships to foster trust and understanding within her staff, regardless of cultural differences. This entails listening intently to the team members' worries, holding regular meetings to remain updated on current events, and being present to handle any queries or problems that may occur. She treats all instructors similarly but understands that those coming to Sweden from another country may need more assistance, so she offers advice and aids in their acclimatization to Sweden.

The Head of Department G describes how he and his colleagues recognize and deal with cultural differences. To create a shared understanding and acclimatize new team members to Swedish academic culture, he emphasizes the importance of early interactions. Effectively handling cultural differences requires developing trust and resolving issues in a private, encouraging environment.

Head of Department B: "We are people with different expectations and things happen at work and outside of work, and so on, which influences how people perform. And then it's important that they trust me when they come with a question, that there is trust in that relationship, that what is said in my room is not immediately out on the town or something like that, and that we try to deal with the problems as soon as possible."

**Adapting communication styles to accommodate diverse team members:**

**Overcoming language barriers and bridging teaching styles:**

The Head of Department I discussed the difficulty of hiring individuals from diverse backgrounds due to language barriers. Being a bilingual organization, proficiency in Swedish is often necessary for job-related positions, despite encountering potential candidates from various backgrounds. The Head of Department I expressed the challenge of finding individuals who meet the required language proficiency, which she considers a problem.

"Main issue being language because it is quite difficult to do the type of job I do in Sweden if you are not a fluent Swedish speaker, it doesn't have to be your mother tongue, but it is a problem also when teaching the type of job I do or doing different types of trainings or networking not being fluent in Swedish. We are a bilingual organization, but this has an impact on our ability to hire. I've had several interviews with people who are just not good enough, so to say in Swedish, to be able to take on positions in our organizations and that is the issue because several times we have had people from other backgrounds that I would have loved to hire but it hasn't been possible due to language barriers," expressed Head of Department I.
Language barriers and varying teaching styles can pose challenges within a culturally diverse team.

The Head of Department J acknowledges that miscommunication can occur due to differences in language proficiency and cultural nuances. To overcome language barriers, she encourages clear and concise communication, using visual aids and examples whenever possible. The Head of Department J promotes the use of inclusive teaching practices, where diverse teaching styles are acknowledged and respected. By highlighting the strengths of different approaches, she aims to bridge the gaps and create a harmonious learning environment.

"Another common cultural difference is that of the different teaching styles, when it comes to teaching, there have been anecdotes or students that you know our East Asian teachers are more direct and stricter, whereas the more West you go, the teachers are less direct," said Head of Department J.

Establishing open communication channels for understanding and inclusivity:

The Head of Department C emphasizes the value of developing trust among team members, regardless of their ethnic origins. She emphasizes the value of assigning tasks and responsibilities, letting team members accept responsibility, and encouraging open communication. The Head of Department C thinks that these procedures help to create a safe and effective workplace.

Head of Department C: "You delegate different things, and they feel if I get this mission or task, they can see I trust them to do that, and, in some way, trust is built. Not forgetting to come back and see how it works. Of course, talk about it by engaging in an open dialogue about everything. People appear to be eager to take on new responsibilities; they are motivated and happy about it."

Theme 4: Embracing Cultural Diversity

Prioritizing cultural diversity as an asset:

In his capacity as a leader, the Head of Department E explains that he does not deliberately give preference to cultural differences, except for language, due to the requirement to effectively connect with team members from various cultural backgrounds. The Head of Department E emphasizes that cultural differences do not have a significant impact on productivity and that the level of productivity within his team is primarily determined by competence. However, he recognizes the value of comprehending and valuing cultural diversity within the team to promote a more welcoming and cooperative work environment.
"I wouldn't say that I prioritize it, maybe the language is a different story because you have to be accommodating also towards Swedish speakers and English speakers, so it's a bit of a need to strike a balance of sorts. I would say that in my management position, cultural differences between people I work with are not very important. They don't make cultural differences, that much of a difference when it comes to productivity. Yeah, I think productivity within my team is much more about sort of competence," expressed Head of Department E.

The Head of Department J believes that cultural diversity is an asset that should be celebrated and embraced. Head of Department J's approach as a cross-cultural leader is rooted in open dialogue, empathy, and continuous learning. Through collaborative efforts and a commitment to understanding, her department at Linnaeus University strives to create an inclusive and enriching educational experience for all students and faculty members.

“Culture diversity is part of the values that we all agree to follow in the department, and it comes in not just in the way we interface with each other, but also in the material that we take into the classroom and also topics that we choose in our research. So for instance, collaborative coexistence is a mode of creating knowledge but it's also a way to approach complexities,” expressed Head of Department J.

**Viewing cultural differences as strengths within teams:**

The Head of Department F emphasizes the value of cultural diversity in his team. He acknowledges the importance of his team members' contributions to their job while respecting their diverse origins and viewpoints. Head of Department F promotes a welcoming and courteous workplace that values diversity, maximizes individual talents, and promotes productive teamwork. He fosters an atmosphere where cultural differences are viewed as assets rather than barriers, emphasizing problem-solving, finding common ground, and encouraging open communication.

Head of Department J encounters specific cultural differences within her team, particularly in terms of language diversity. Swedish is the official language of communication within the university, and her team consists of both native English and Swedish speakers, as well as non-native Swedish speakers. This language barrier requires the Head of Department J to not only translate words but also convey the tone of the messages received. While the university provides translation services, nuances in tone can be lost in translation.

"At the university, Swedish is the official language, and different communications are conducted in Swedish. My team consists of both native English and Swedish speakers, as well
as non-native Swedish speakers. This is where I would draw a difference. I find myself having to translate not only the words using Google Translate but also translate the tone of the messaging. They must communicate in English, right? The university does provide translation services, but they fail to capture the intended tone," expressed Head of Department J.

Another cultural difference that Head of Department J identifies relates to teaching styles within her department. Her colleagues come from diverse backgrounds, including local Swedes, individuals with international experience, and representation from various countries such as the UK, America, Latin America, and South Europe. These different teaching styles can create dissonance among students, especially in an international classroom setting where they can observe and compare the approaches of different teachers.

Head of Department J:"Another common cultural difference is the different teaching styles. When it comes to teaching, there have been anecdotes or students who have stated that our East Asian teachers are more direct and stricter, whereas the more West you go, the teachers are less direct. They always give feedback in a positive way and never talk about the negative ones. I don't believe in that pedagogy where you tell it to the students' face, so this creates a dissonance among our students who are also international, and they can tell the difference in how the teachers are."
5. Discussion

1. Managing Cultural Differences within Teams
This report discusses the importance of acknowledging and understanding cultural differences within teams. It highlights the significance of focusing on cultural similarities while addressing differences through open dialogue. The report also emphasizes the role of open communication, inclusivity, and trust-building in managing cultural disparities within multicultural work environments.

The findings underscore the need to recognize and understand cultural differences within teams. The Head of Department 1 emphasizes the importance of open dialogue and focusing on cultural similarities. This aligns with existing literature on effective communication and collaboration within diverse teams (Trompenaars & Hampden-Turner, 2012; Hofstede, 2001). Head of the department 2 further emphasizes the challenges and strategies involved in navigating cultural differences, highlighting the impact of cultural disparities on team dynamics (Earley and Mosakowski, 2004).

A. Open Dialogue and Communication
The Head of Department 1 emphasizes the importance of open dialogue to address cultural differences and build trust. This finding aligns with research highlighting the role of open communication in managing cultural differences and promoting understanding and collaboration (Gudykunst et al., 2002). Head of Department 3 reinforces the significance of open communication, emphasizing its role in addressing cultural disparities and effectively leading multicultural teams (Earley and Mosakowski, 2004).

B. Creating an Inclusive and Supportive Environment
The findings highlight the importance of fostering an inclusive team culture. Head of Department 5 emphasizes the promotion of inclusivity, valuing diversity, and their positive impact on team performance and satisfaction (Earley and Mosakowski, 2004). Similarly, the head of Department 9 highlights the role of inclusivity and support in creating a positive work environment and addressing cultural disparities (Earley et al., 2004).

C. Building Trust and Mutual Understanding
Building trust is crucial in managing cultural differences within teams. The Head of Department 1 emphasizes the importance of cross-cultural leaders in effectively managing
diverse teams (Gibson et al., 2019). This finding aligns with research that highlights the role of trust in cross-cultural team effectiveness and collaboration. Head of Department 7 underscores the significance of understanding, inclusivity, and continuous learning in managing and leveraging cultural diversity, emphasizing the need for trust and mutual understanding within teams (Earley and Mosakowski, 2004).

D. Theoretical Frameworks and Implications
The Trompenaars Model of cultural dimensions and Hofstede's Cultural Dimension Theory align with the identified themes. These frameworks provide insights into cultural values and dimensions, facilitating the recognition and understanding of cultural differences within teams. Considerations such as power distance, individualism/collectivism, masculinity/femininity, uncertainty avoidance, and long-term/short-term orientation contribute to understanding cultural disparities' implications on team dynamics and communication.

Conclusion
The findings emphasize the importance of acknowledging cultural differences within teams and highlight the role of open dialogue, inclusivity, and trust-building. Theoretical frameworks such as the Trompenaars Model and Hofstede's Cultural Dimension Theory provide valuable insights into recognizing and understanding cultural differences. Future research should focus on exploring additional frameworks, investigating effective strategies, and examining the impact of cultural differences in various contexts. By addressing cultural disparities, teams can foster effective communication; collaboration, and ultimately improve overall team performance.

2. Cultural Intelligence and Competency in Managing Diverse Teams
This report examines the significance of cultivating cultural intelligence and competency in effectively managing diverse teams. It explores the role of cultural intelligence in cross-cultural leadership, the importance of balancing diversity and cohesion in team dynamics, and the implications for enhancing leadership effectiveness in culturally diverse environments.

The findings underscore the importance of developing cultural intelligence and competency as a cross-cultural leader. Head of Department 1 emphasizes the continuous development of cultural competency, aligning with existing literature on the significance of cultural intelligence in managing cultural differences within teams (Earley et al., 2004; Ang et al., 2015). Head of Department 8 reinforces the need for cultural competence and understanding
in managing culturally diverse teams, emphasizing the importance of cultivating cultural intelligence (Ang et al., 2015). Balancing diversity and cohesion in team dynamics emerges as a critical aspect within this theme, with the Head of Department 8 emphasizing the need to appreciate and address the challenges and opportunities presented by cultural differences (Earley et al., 2004). Enhancing leadership effectiveness in culturally diverse environments is another key implication of the findings, as highlighted by the Head of Department 2 and the Head of Department 7, emphasizing the importance of cultural intelligence, adaptable leadership styles, trust, and understanding (House et al., 2002; Earley, P.C., and Mosakowski, E., 2004).

A. Cultural Intelligence and Competency
The Head of Department 1 emphasizes the continuous development of cultural competency, aligning with existing literature on the significance of cultural intelligence for managing cultural differences within teams (Earley et al., 2004; Ang et al., 2015). Similarly, Head of Department 8 underscores the need for cultural competence and understanding in managing culturally diverse teams, emphasizing the importance of cultivating cultural intelligence (Ang et al., 2015). Head of Department 3 further highlights the significance of developing cultural intelligence to effectively lead multicultural teams, aligning with research that emphasizes the positive impact of cultural intelligence on team dynamics, communication, and conflict resolution (Gibson & Huang, 2019). Head of Department 9 reinforces the importance of building cultural intelligence, understanding, and cultural competency in managing culturally diverse teams, aligning with literature that emphasizes the role of cultural competence in effective cross-cultural leadership (Arasaratnam et al., 2005; Berger, 2002).

B. Balancing Diversity and Cohesion
The findings stress the need to balance diversity and cohesion in team dynamics. Head of Department 8 emphasizes appreciating and addressing the challenges and opportunities presented by cultural differences while maintaining team cohesion (Earley et al., 2004). Similarly, Head of Department 10 underscores the significance of recognizing cultural differences and leveraging the unique perspectives and strengths of team members to promote both diversity and cohesion within teams, aligning with research highlighting the positive impact of diverse team composition on innovation and performance (Berger et al., 2002; Campion et al., 2019; Dolan et al., 2015).
Implications
The findings have implications for enhancing leadership effectiveness in culturally diverse environments. Head of Department 2 emphasizes the importance of cultural intelligence, adaptable leadership styles, and fostering trust and understanding to successfully manage culturally diverse teams (House et al., 2002). Similarly, Head of Department 7 underscores the role of understanding, inclusivity, and continuous learning in managing and leveraging cultural diversity, enhancing leadership effectiveness (Earley, P.C., and Mosakowski, E., 2004). Theoretical frameworks such as Cultural Intelligence (CQ) and Intercultural Communication Competence align with the identified themes, providing a foundation for understanding the importance of cultural intelligence and communication competence in managing cultural differences within teams.

Conclusion
The findings emphasize the significance of developing cultural intelligence and competency as a cross-cultural leader in managing diverse teams. Balancing diversity and cohesion in team dynamics is crucial, and enhancing leadership effectiveness in culturally diverse environments is a key implication. Theoretical frameworks such as Cultural Intelligence (CQ) and Intercultural Communication Competence contribute to understanding the importance of cultural intelligence and communication competence. Future research should delve into specific strategies and practices that enhance cultural intelligence and competency, providing valuable insights for effective cross-cultural leadership.

3. Effective Communication in Managing Cultural Differences within Teams
This report explores the significance of effective communication in managing cultural differences within teams. It highlights the role of effective communication in promoting positive team dynamics, accommodating diverse team members, overcoming language barriers, and establishing open communication channels for understanding and inclusivity. The findings emphasize the importance of effective communication in managing cultural differences within teams. Head of Department 2 emphasizes the significance of effective communication, cultural intelligence, and fostering trust and understanding to manage culturally diverse teams successfully. Head of Department 7 further underscores the importance of open communication, understanding, inclusivity, and continuous learning in managing and leveraging cultural diversity. The findings also highlight the need to adapt communication styles to accommodate diverse team members and overcome language barriers.
A. Effective Communication and Cultural Differences
The Head of Department 2 highlights the significance of effective communication in managing cultural differences, aligning with existing literature that emphasizes its role in promoting positive team dynamics (Gudykunst et al., 2002; Trompenaars et al., 1998). Similarly, Head of Department 7 emphasizes the importance of open communication channels, understanding, inclusivity, and continuous learning, aligning with research that highlights the positive impact of open communication in diverse teams (Ang et al., 2015; Arasaratnam et al., 2005; Gibson et al., 2019).

B. Adapting Communication Styles
The findings stress the importance of adapting communication styles to accommodate culturally diverse team members. Head of Department 4 highlights the significance of considering individual histories and preferences when adapting communication styles in an academic setting, aligning with research that emphasizes the role of adapting communication styles to cultural differences (Trompenaars et al., 1998; Velo, 2012). Similarly, the Head of Department 10 emphasizes the need to adapt communication styles to overcome language barriers and bridge teaching styles, aligning with literature that emphasizes the importance of adapting communication strategies to facilitate understanding and collaboration (Gelfand et al., 2015; Yamagishi et al., 2008).

C. Overcoming Language Barriers
The findings shed light on the challenges posed by language barriers and the importance of overcoming them. Head of Department 9 highlights the challenges posed by language barriers and the need to prioritize cultural differences for team dynamics and productivity. Head of Department 10 underscores the importance of overcoming language barriers through clear communication, inclusive practices, and highlighting the strengths of different approaches. Both findings align with research that emphasizes the impact of language barriers on communication effectiveness and suggests strategies for overcoming them (Ang et al., 2015; Arasaratnam, 2005).

Conclusion
The findings emphasize the significance of effective communication in managing cultural differences within teams. Adapting communication styles, overcoming language barriers, and establishing open communication channels are crucial for promoting understanding, inclusivity, and positive team dynamics. Theoretical frameworks such as Intercultural
Communication Competence provide a foundation for understanding the importance of effective communication in managing cultural differences. Future research should delve into specific strategies for developing intercultural communication competence and overcoming language barriers in diverse team settings. Additionally, exploring the role of technology-mediated communication would provide valuable insights for effective communication in culturally diverse teams.

4. Embracing Cultural Diversity within Teams: Advantages and Strategies
This report examines the significance of prioritizing and embracing cultural diversity within teams. It highlights the benefits of cultural diversity, the importance of recognizing cultural differences as strengths, promoting an inclusive team culture, and celebrating unique perspectives and strengths. The findings contribute to the existing literature on the positive impact of cultural diversity on team performance and innovation. The findings emphasize the importance of embracing cultural diversity within teams. The head of Department 5 acknowledges the value of cultural diversity in team relationships and its advantages for overall performance. Head of the department 10 further underscores the significance of recognizing and embracing cultural diversity. The findings also highlight the importance of viewing cultural differences as strengths, promoting an inclusive team culture, and celebrating unique perspectives and strengths.

A. Advantages of Cultural Diversity
The Head of Department 5 acknowledges the positive impact of cultural diversity on innovation and problem-solving capabilities within organizations, aligning with previous research (Gelfand et al., 2015; Ting-Toomey, 1993). Similarly, the Head of Department 10 emphasizes the potential of diverse teams to outperform homogeneous teams in terms of creativity and decision-making, supporting the notion that diverse perspectives enhance team performance (Gibson et al., 2019).

B. Recognizing Cultural Differences as Strengths
The findings highlight the importance of embracing cultural diversity as an asset. Head of Department 6 demonstrates the value of recognizing and respecting each team member's contributions while appreciating the diversity present. This aligns with the "diversity-as-assets" perspective, suggesting that diverse perspectives and experiences enhance team performance (Ang & Van Dyne, 2015). Head of Department 10 further emphasizes the significance of leveraging the unique perspectives and strengths of team members beyond nationality, such as
work experience and language background, to foster innovation and problem-solving (House et al., 2002).

C. Promoting an Inclusive Team Culture
Creating an inclusive team culture that values diversity emerges as a key aspect of the findings. Head of Department 5 emphasizes the importance of utilizing diversity to drive success and highlights the positive impact of inclusive cultures on team performance and employee satisfaction (Gelfand et al., 2015). Head of Department 9 further underscores the significance of fostering an inclusive and supportive environment, particularly in the context of cultural diversity, as it promotes collaboration, trust, and psychological safety within teams (Dickson et al., 2003).

D. Celebrating Unique Perspectives and Strengths
The findings stress the importance of celebrating and leveraging unique perspectives and strengths within culturally diverse teams. Head of Department 10 highlights the value of prioritizing cultural differences to create an inclusive and enriching educational experience, aligning with research on the benefits of leveraging diverse perspectives for innovation and decision-making (Gibson & Huang, 2019). Head of Department 6 further promotes a cohesive and innovative team that values and leverages diverse perspectives, enhancing creativity, knowledge-sharing, and learning within teams (Gelfand et al., 2015).

Implications
By prioritizing cultural diversity, recognizing cultural differences as strengths, promoting an inclusive team culture, and celebrating unique perspectives and strengths, heads of departments can create an environment that values diversity and harnesses its benefits. The Trompenaars Model and the Globe Study provide relevant theoretical frameworks for understanding cultural values, perspectives, and leadership behaviors across different cultures.

Conclusion
Embracing cultural diversity within teams offers numerous advantages and fosters an inclusive, innovative, and high-performing team. By recognizing and leveraging the unique perspectives and strengths of diverse team members, promoting an inclusive team culture, and celebrating diversity, organizations can create an environment that values and harnesses the benefits of cultural diversity. Future research should delve into specific strategies and interventions,
explore the impact of cultural diversity in different contexts, and investigate organizational
culture and leadership practices to further enhance team effectiveness.

5. Continuous Learning and Development for Managing Cultural Disparities within
   Teams
This report explores the importance of continuous learning and development in effectively
managing cultural disparities within teams. It highlights the need for ongoing development of
cultural competency, and cultural intelligence, and emphasizes continuous learning to navigate
and address cultural differences. The findings contribute to the existing literature on the
significance of continuous learning and development for successful leadership in diverse team
environments.

The findings underscore the importance of continuous development of cultural competency
and cultural intelligence. Case 1 emphasizes the need for ongoing development of cultural
competency as a cross-cultural leader, aligning with existing literature (Earley & Mosakowski,
2004). Head of Department 3 highlights the significance of cultural intelligence development
for effective leadership in multicultural teams, aligning with research on the positive impact of
cultural intelligence on cross-cultural leadership effectiveness (Ang et al., 2015; Earley &
Mosakowski, 2004). The findings also stress the importance of continuous learning and
development in cultural competence and cultural intelligence to manage cultural disparities
within teams (Arasaratnam et al., 2005; Casmir et al., 1999).

A. Continuous Learning and Cultural Disparities
The Head of Department 2 emphasizes the crucial role of continuous learning in managing
cultural disparities. Ongoing education and development are essential for successfully leading
culturally diverse teams and adapting leadership strategies accordingly. This aligns with the
literature that emphasizes the need for continuous learning to address evolving dynamics of
cultural differences within teams (Gudykunst et al., 2002). Head of Department 7 further
highlights the significance of continuous learning in managing and leveraging cultural diversity
within academic settings, aligning with research on ongoing learning and development in
multicultural educational environments (Earley & Mosakowski, 2004).

B. Support and Resources for Cross-Cultural Leaders
The findings stress the importance of providing support and resources for cross-cultural
leaders. The head of Department 8 emphasizes the need for appropriate training programs and
access to relevant materials to enhance leadership effectiveness in diverse environments. This finding aligns with literature that emphasizes the significance of training and support for cross-cultural leaders in managing cultural disparities and leading diverse teams (Earley & Mosakowski, 2004). By equipping leaders with the necessary tools and knowledge, organizations can facilitate the effective handling of cultural differences.

C. Promoting Self-Awareness and Learning within Teams

The findings highlight the importance of self-awareness and promoting learning within teams. Head of Department 10 emphasizes the role of self-awareness and continuous learning in fostering a collaborative and supportive team environment. This aligns with research that recognizes self-awareness as crucial for managing biases and cultural perspectives within teams (Earley & Mosakowski, 2004). Promoting learning within teams encourages knowledge-sharing, cultural exchange, and the acquisition of new skills, contributing to improved cross-cultural communication and collaboration. This aligns with research on the benefits of team learning in diverse teams (Gibson & Huang, 2019).

Implications

By emphasizing continuous learning and development, providing support for cross-cultural leaders, encouraging self-awareness, and promoting learning within teams, organizations can create a culture of ongoing growth and improvement in handling cultural disparities. Theoretical frameworks such as Cultural Intelligence (CQ) and Intercultural Communication Competence provide conceptual support for the importance of continuous learning and development in managing cultural differences within teams.

Conclusion

Continuous learning and development play a crucial role in managing cultural disparities within teams. By fostering a culture of ongoing growth and improvement, organizations can enhance leadership effectiveness, address cultural differences, and achieve better outcomes in diverse team environments.
6. Conclusion

6.1 Key Research Findings

This study aimed to investigate how the Head of Departments at LNU manage cultural differences in their teams. By addressing the main research question and sub-questions, several key themes and findings emerged, shedding light on effective strategies for navigating cultural disparities in team settings.

The findings of this study align with previous research that highlights the significance of recognizing and addressing cultural differences within teams. The emphasis on open dialogue, communication, and fostering an inclusive environment resonates with existing literature that emphasizes the importance of cultural awareness and sensitivity in team dynamics.

Moreover, this study contributes to the existing body of knowledge by highlighting the role of cultural intelligence (CQ) and cultural competency in managing diverse teams. It aligns with previous research that emphasizes the importance of developing cultural intelligence as a crucial skill for leaders in multicultural environments (Livermore, 2009). By cultivating cultural intelligence and competency, organizations can effectively balance diversity and cohesion, enhance leadership effectiveness, and navigate cultural disparities.

The study's emphasis on effective communication as a crucial theme also aligns with existing research. It reinforces the importance of adapting communication styles to accommodate diverse team members, overcoming language barriers, and establishing open communication channels (Chen and Dai, 2014). These findings build upon prior research that underscores the role of communication in fostering understanding, inclusivity, and effective collaboration in culturally diverse teams.

Furthermore, the study extends existing research by emphasizing the need to embrace cultural diversity and view cultural differences as strengths within teams. This aligns with the growing body of literature that recognizes the value of diversity in organizations and emphasizes the positive impact of inclusive team cultures on performance and innovation.
6.2 Research Limitations

While these findings contribute to our understanding of how the Heads of Departments at LNU manage cultural differences in their teams, it is important to acknowledge the limitations of this study. Conducted in an academic setting, the generalizability of the findings to all organizations may be limited. In addition, the study relied on a limited number of interviews due to time constraints and the inability to interview the desired number of participants because some of them did not respond to our email requests. All these factors may prevent us from capturing the full complexity of the issue.

6.3 Future Research

Based on the identified themes and findings, future research could explore additional frameworks and models to recognize and address cultural differences within teams. Investigating effective strategies for open dialogue, fostering inclusivity, building trust, and promoting mutual understanding in diverse teams would enhance our understanding of managing cultural disparities. Additionally, studying the impact of cultural differences on team outcomes and performance in different cultural contexts would provide valuable insights.

Future research should focus on specific strategies and interventions for effectively embracing and leveraging cultural diversity within teams. Moreover, examining the impact of cultural diversity on team outcomes and performance in different contexts, as well as investigating the role of organizational culture, leadership styles, and diversity management practices, would provide valuable insights into embracing cultural diversity and its implications for team effectiveness.

The focus must also be placed on the investigation of specific strategies and interventions for continuous learning in cultural competence and cultural intelligence. Further investigation into the impact of cultural intelligence training programs and interventions could provide valuable insights for organizations seeking to enhance cross-cultural leadership. Furthermore, investigating the impact of continuous learning on team dynamics, performance, and innovation in diverse contexts would provide valuable insights. Exploring the role of organizational support systems, leadership development programs, and technology-enabled learning platforms in facilitating continuous learning and development in culturally diverse teams is also recommended.
In conclusion, this study emphasizes the importance of effectively managing cultural differences in teams and provides valuable insights into the strategies employed by the Heads of Departments at LNU. By recognizing and addressing cultural differences, cultivating cultural intelligence, promoting effective communication, embracing cultural diversity, and fostering continuous learning and development, organizations can enhance their capacity to navigate cultural disparities and promote inclusivity. The findings of this study contribute to the existing body of knowledge, address a gap in the literature, and provide practical implications for real-world applications. As organizations increasingly operate in multicultural environments, understanding and effectively managing cultural differences is crucial for achieving success and fostering positive team dynamics.
References


Ruben, B.D. (1976) *Assessing communication competency for intercultural adaptation*.


Appendix 1: Interview Guide

Our study aims to investigate the strategies department heads at LNU Sweden employ to manage cultural diversity within their teams, focusing on the most significant cultural differences these leaders encounter and how they can develop cultural intelligence to manage cultural differences within their teams. The main objective of this interview is to understand how head of departments at LNU Sweden handle cultural differences in their teams and investigate the methods they employ to successfully lead their multicultural teams.

The data gathered from these interviews will solely be utilized for the purpose of this specific thesis. Each interview is expected to last roughly an hour, and complete confidentiality is guaranteed. In conclusion, we express our gratitude to all participants for consenting to participate in this research project.

Introduction

Please provide a brief introduction about yourself, including how long you have been at LNU and your role as department head.

Cultural diversity and cultural differences

1. What are your thoughts on culturally diverse teams?
2. What are some common cultural differences that you as Linnaeus University management leaders encounter when leading your team?
3. How do you as a cross-cultural leader at Linnaeus University identify and address cultural differences within your teams?
4. Do you prioritize these cultural differences based on their potential impact on team dynamics and productivity? If yes, how?
5. Can you give an example of when you had to navigate a cultural difference within a team as a leader, and how you handled it?
6. Can you share an experience where you had to adjust your leadership style to accommodate cultural differences within a team, and how did it impact the team's performance?
7. How can you as a cross-cultural leader at Linnaeus University build trust and understanding within your team with members from diverse cultural backgrounds?
8. Did it happen to you to observe a cultural bias or stereotype among your team members? If yes, what did you do?
If no, take this exemplary situation “Let’s say there were 2 or fewer professors not agreeing, one is an international and the other one is Swedish, and you can see that one of them is biased, what could you do?

Cultural Intelligence

9. In your opinion, what role does cultural intelligence play in effective cross-cultural leadership, and how can leaders cultivate it?

A brief explanation of the term will be provided: “Cultural intelligence is the ability to relate to and work effectively in culturally diverse situations.”

10. Does Linnaeus University provide support and resources for cross-cultural leaders to develop their cultural intelligence and improve their ability to manage diverse teams? If yes, how?