CHALMERS
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Project Management from Different Cultural Perspectives

Master's Thesis in the Master's Programme Design and Construction Project Management

Ching Ting

Department of Civil and Environmental Engineering
Division of Construction Management
CHALMERS UNIVERSITY OF TECHNOLOGY
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ABSTRACT

This thesis focuses on project management and cross-cultural conflicts caused by different perspectives on cultural dimensions and working styles between teammates in a multi-cultural project team. A mixed research methodology was applied using quantitative approach first to confirm assumptions based on literature research and then qualitative approach to explore the cross-cultural conflicts and to gain a deeper understanding of the quantitative results. Five project management issues and the times of conflict occurrence during different project life cycle were confirmed by 118 respondents to an online survey with open ended questions. The top three common cultural issues were confirmed by nine interviewees who work in a multi-cultural team setting. They were selected to participate in semi-structured individual interviews to explore cross-cultural differences and how cultural conflicts can lead to project management issues. Participants in this thesis study were categorised into three different cultural categories including multi-active, linear-active and reactive. However, the result of the assumptions and the semi-structured interviews show that some cultural dimensions and categories assumptions are not as expected. Indeed, there are some generalised trends of how certain cultures behave, but that is not an absolute basis to judge how different culture reacts when working in a multi-cultural team. There are other factors that could shape a person's perspective, such as the individual's character and experiences.

Key words: Globalisation, project management, global project management, international project management, multi-cultural challenges, multi-cultural project, cross-cultural conflicts, cultural dimensions, cultural categories

TABLE OF CONTENT

TABLES AND FIGURES

List of Figures

List of Tables

PREFACE

This master thesis is the final part of the MSC Design and Construction Project Management (120 ECTS). The master thesis is 30 ECTS and is done at the Department of Civil and Environmental Engineering, Division of Construction Management at Chalmers University of Technology in Gothenburg, Sweden.

I would like to thank my supervisor and examiner, Philip Thomas and Petra Bosch-Sijtsema respectively, for their academic guidance and support throughout this master thesis. I would also like to thank all the respondents participated in the survey and interview, this thesis could not have been done without you all.

Special thanks to Luc Gassmann for giving ideas for the survey questions, reading over the thesis, giving good comments and helping with the template. Further, I want to thank my friends and family especially my mom and my aunt for the moral support throughout the entire process.

Finally, a big thanks to my grandfather who passed away when I just started the thesis. Every time I think about you, you give me motivation and the strength to overcome difficulties and continue to finish this master thesis.

1 Introduction

With the increasing trend of globalisation, organisations and companies are taking advantages of world wide located resources and skills, reduced cost, specialised expertise, and time zone benefits. They use virtual communications technology to keep expanding their business to different parts of the world, which brings people with different cultural backgrounds to work together. Globalisation increases global connectivity, which means an increase in globalised supply chain and specialists, operation of contractors, consultants across international markets. Globalisation also increases international construction projects, multi-national collaboration, and joint ventures etc. (Essays, 2013). Many projects are done with involving people from different locations to work together because of their skill sets and expertise. However, it is not easy to work under a multicultural environment as both project management and cultural issues could hinder project success. When working in a multicultural project team, the soft skills such as understanding cultural difference, building trust and communication are as well important (Binder xix). "Cultural differences can either be a source of creativity and enlarged perspectives or they can be a source of difficulties and miscommunications" (Anbari et al, 2009).

Culture in the context of this master thesis means the culture of working styles according to individual's nationality. According to Hofstede (2001), there are 6 different dimensions on how each culture or country perceived things. There are three types of cultural categories including multi-active, linear-active and reactive according to the Lewis model. Different countries are grouped into categories according to their dimensions, characteristics, traits. In project management, not only do cross-cultural project teams have to deal with with stakeholders and project management issues such as lack of funding and project delay but they also to face each other and the cultural differences and issues within the multi-cultural teams. Different perpsectives from different cultures on project management lead to cultural differences which could lead to cultural issues. Cultural issues then could contribute to factors of project management conflicts. To prevent project management problems and to smoothen the project management process, it is beneficial to study what happens when different nationalities with different cultures work in a same team and the kind of cultural and project management problems they might encounter.

1.1 Aim

The objective of this master thesis is to investigate how different perspectives in project management could lead to project management issues. This study aims to identify the potential cultural and project management issues in a multi-cultural environment due to cultural differences by attempting to understand how different cultures with their own cultural dimensions and characteristics could lead to culture issues and in what way do those cultural differences and conflicts lead to project management issues.

1.2 Research Questions

During the life cycle of a construction project, different parties such as clients, contractors, subcontractors or overseas consultants have to collaborate in different stages. There are cultural differences and those differences could lead to conflicts

especially in a multi-cultural environment. In order to find out the what kind of problems different nationalities encounter in international construction projects, this thesis attempts to look at project management from different cultural categorical perspectives. Two main cultural related researches by Geert Hofstede and Richard Lewis will be explored and used to relate to team member's culture's characteristics and working style in project management. Research questions below are asked to find out the potential problems arise in a multi-national team in project management.

- What are the project management issues that arise in multi-cultural project team?

- How do each cultural categories' performances differ in the stages of the project life cycle?

- How do cultural dimensions and categories traits differences affect project management?

1.3 Limitations

As the topic of project management is wide and there are many different cultures in the world, not all aspects and theories in project management are covered and not all countries' cultures are included in this study. Not all countries in the same categories have the same dimensions, the dimensions of the 3 different categories only reflect the most common dimensions from the countries in those 3 categories respectively. This study also depends on the random sample and the amount of people who participated in the online survey which does not represent the entire population. There is a biased sample from the reactive category in the online survey with 35 out of 42 answers coming from Hong Kong which lead to some biased result in certain topic. Also, everyone has their own personal traits and has different experiences so not everyone can be categorised. Additionally, the result of the thesis is only for a general insight of project management from different cultural perspectives that participated in the study.

1.4 Outline of Thesis

The thesis consists of nine sections.

- Section 1: introduction and the aim of the thesis
- Section 2: references and secondary data topics related to culture and project management
- Section 3: assumptions
- Section 4: methodology and data collection for this thesis, which includes both quantitative and qualitative approach being a semi-structured interview and an online survey respectively
- Section 5: findings from online survey and semi-structured interview

- Section 6: discussion of the findings and comparison of result from quantitative and qualitative approaches
- Section 7: conclusion which include answers to the research questions and recommendation for future research
- Section 8: references
- Section 9: appendix

2 Frame of Reference

2.1 Globalisation

Globalisation is "the process by which businesses or other organisations develop international influence or start operating on an international scale" (Globalisation, 2016). It increases global connectivity and integration. It also resulted in interdependence in economic, cultural, social, and political aspects. Satellites allow all parts in the world to connect with each other, including developing and undeveloped countries. The power of internet, social networks, television, cellphones and computer provides abundant opportunities for commercials, advisements, and news that organisations make use of (Grisham, 2010).

Because of globalisation and technology, international corporations could connect with everyone globally and different professionals could share information and knowledge easily which encourage the trend of international projects, collaboration and expansion. Globalisation lead to more new job opportunities for contractors to enter international construction market especially for multinational foreign firms. For instance, there are projects in Dubai where they sourced different services and material around the world including the consultants, contractors, labours, materials, technology and equipments etc. Due to a globalised economy, advancements in technology, cultural harmonisation, free market, there are more and more joint ventures and international projects between different companies within the construction industry (Essays, 2013).

2.1.1 Global Project management

Global project management is the management of a subset virtual project where the stakeholders are from different cultures and countries, speaking different languages, working in different locations and time zones, and coming from different organisations (Kahkonen & Latvanne, 2010). According to Binder (2007), global project management is based on 5 dimensions of global projects, which includes geographical locations, diversity and culture, multilingual communication, asynchronous interactions, and cross-organisational connections. Geographical distances and locations allow lower cost and access to competent workers in different locations. International team members with their own cultures bring in different opinions, diversities and perspectives which increases the levels of innovation and flexibility. Project team members who can speak the local languages and know the local culture have a better understanding of the needs of international stakeholders. International teams with team members in different time zones could better align their working hours with the stakeholders'. Different organisations and companies provide professionals in different fields which increases the productivity for the project (Kahkonen & Latvanne, 2010).

2.1.2 Virtual Team

Due to technology advancement, more and more companies and projects use virtual teams. Modern technology such as video calling and project management applications allow team to operate without seeing each other face-to-face. There are both advantages and disadvantages to the use of virtual teams. According to Bergiel, et al.

(2008), some main advantages include reduced cost and travel time, easier recruitment of specialist, equal opportunities in workplace, and more innovative and creative ideas from employees. On the other hand, the virtual structure might not fit the operational environment, more effort is needed to build trust in a virtual environment, strong leadership is necessary to lead the team virtually, a main common language is needed for a diverse team, it is not easy to find a certain time that works for all the teammates due to multiple time zones, and virtual team requires different approaches to resolve conflicts (Bergiel, et al., 2008). This is when culture comes into play, where the project manager can train the team members to be more culturally sensitive, open minded and embrace differences in cultures, so there will be less conflicts between team members (Webster & Wong, 2008).

2.2 Culture

Culture is training and refining individual's mind or a collective programming of one's mind which distinguishes the members of a particular group of people from others (Hofstede et al., 2010). Culture is developed through different components, such as environment, politics, religion, language and social ethics etc. When working in an international environment with multi-cultural teams, it is very important to understand the culture complexity of each team member because not recognising them could cause potential cultural conflicts and fragmentation of business activities (Ochieng & Price, 2009). There are different levels in culture, values, rituals, heroes and symbols. National culture is deeply rooted in the values, which is the core of culture, while organisational culture does not include the main core values but the other three levels of culture which could be obtained by practices (Hofstede et al., 2010).

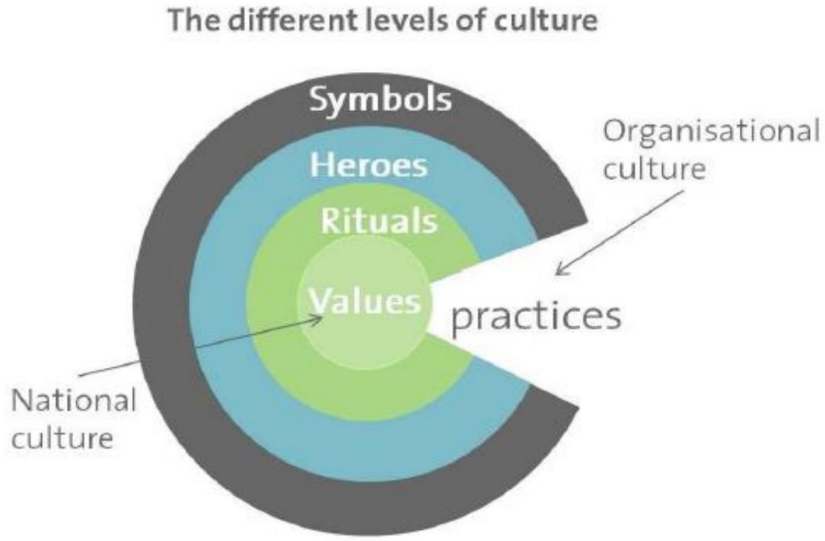


Figure 2.1 Hofstede's vision about different levels of culture (Hofstede et. al, 2010, p.8).

2.2.1 Cultural Dimension

Geert Hofstede, a psychologist identified six dimensions of cultures which are distinct from each other. The six dimensions include power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence. His findings helped international organisations and corporates analyse potential cultural differences, conflicts and challenges in the business and projects. His contribution is important because cultural issues could potentially lead to project failure (Hofstede, 2001).

Hierarchy in society

The first dimension is power distance, which is how the country perceive power. If the less powerful members of society or organisation expect and accept that power is distributed unequally or not. The aspect to look into is how does society deal with inequalities among people. Societies with a high power distance such as Hong Kong and Mexico represent citizens that accept the hierarchical system where everyone does not question about their status. While societies with lower power distance, such as Sweden and the UK represent those who challenge the power and strive for equality in distribution of power (Hofstede, 2001).

Relationships between people in a society

Individualism vs. collectivism is also an important cultural dimension. It is the level of interdependence a society keeps among the people. Individualism means that people are only expected to look after themselves and their close family only. Societies with high level of individualism includes Sweden and Germany. On the other hand, collectivism means that people are integrated into strong in-groups, where members continue to protect each other in exchange for absolute loyalty. Other than loyalty, members also take pride and put the cohesiveness and harmony of the group in priority. Some examples of collectivist societies are Taiwan and Brazil (Hofstede, 2001).

Motivational orientation

The masculinity vs. femininity dimension shows the fundamental values of motivation in society. A muscular society means that the gender roles are clearly distinct where men should be tough and focused on achieving success while women should be more gentle, and focus on the quality of life. Masculinity is often driven by competition, assertiveness, achievement and rewards for success. Some masculine society includes Germany and Japan. On the other hand, a feminine society means that the gender roles overlap where both men and women should be gentle, modest, and focus on the quality of life. Feminism is more about cooperation, quality of life, passion and caring for others. Some examples are South Korea and Sweden (Hofstede, 2001).

Level of comfort zone

Uncertainty avoidance is the level of anxiety that a society feel during uncertain or ambiguous situations. It has to do with how society members feel and how they deal with these unknown situations by creating rules and institutions to avoid these

conditions. A high degree of uncertainty avoidance would mean that the society and culture is uncomfortable with ambiguous situations and will try to avoid uncertainty as much as possible. People are reluctant to take risk in a high level of uncertainty avoidance society. Examples of cultures that display high uncertainty avoidance include Japan and Spain. While a low degree means that the society enjoys different beliefs, values and freedom, such as Sweden and the UK. They are willing to try new things and take risks for leaving their comfort zones. They are comfortable with few rules and prefer to interpret their own truth (Hofstede, 2001).

Attitude towards time

Long-term orientation means the people in the society is oriented toward future rewards. Society with long-term orientation prefers and encourages modern education to prepare for future and changes. East Asian countries such as China, Japan and South Korea have working cultures that require long time to build up strong positions, which do not reflect result immediately. On the other hand, short-term orientation societies such as Brazil and the US prefers establishing the absolute truth and their societies are normative. They have respect for traditions, only a small tendency to save for the future, and prefers to achieve results immediately. Society members do not like changes and view them critically (Hofstede, 2001).

Other than the long-term and short-term orientations, there are two aspects in regards to time orientation dimensions, sequential and synchronic. Sequentialism is when a culture views time as linear, how time moves forward second by second, minute by minute and hour by hour. A good example who would the American culture. Americans structure time sequentially, they view time as a line of consecutive segments that is tangible and visible. They have strong time planning, prioritise time management, and always stay on schedule. On the other hand, synchronism is when a culture view times as cycles. They view time as flexible and intangible. Cultures who see time synchronically tend to multitasks and time commitment is not absolute (Anbari et al., 2009). According to Lewis (2006), Asian cultures tend to view time cyclical. To them, this generation will be followed by the next generation while governments and rulers will succeed each other. Earthquakes, flooding, and other disasters will re-occur; the sun rise and set everyday; economy and stocks will rise and fall. The past and history formulates background to the present decision, and they must think for long term, which takes time to make decisions. This different perspectives on time could create conflicts because sequential cultures regard time passing without doing anything or making any decision as wasted while synchronic cultures takes their time to make decisions by deeply reflecting the past and think about how their decision in a long term basis where same opportunities and constraints will come around again in a circle (Lewis, 2006).

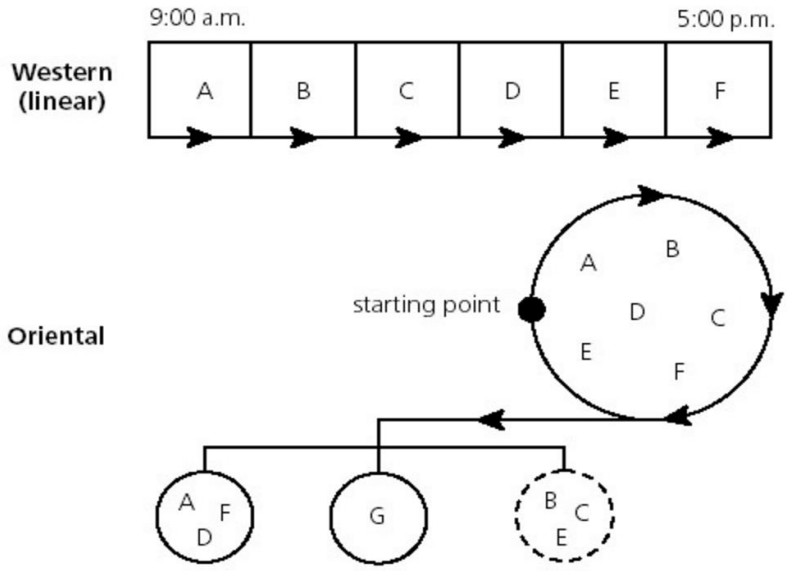


Figure 2.2 Western and Asian perspective on time (Lewis, 2006, p. 57).

Control

This dimension is about indulgence vs. restraint. It refers to the people's will to control desires and impulses. Societies with weak control over their desires is indulgent. They are usually positive and optimistic with a focus on happiness and leisure time. They act as they wish, enjoy life and like to have fun. Some examples with high level of indulgence include Mexico and Colombia. While restraint societies, such as Germany and South Korea have stronger control over their desires which suppress happiness and emotions and they do not regard fun and enjoy life as a priority. They perceive their actions are restrained by social norms and and indulging themselves is not a correct behaviour (Hofstede, 2001).

2.2.2 Review on Hofstede's work

Hofstede's work has been used widely and applied in international management, but he is also intensively criticised. His work is being criticised as general, poor method of data collection and cultural boundless (Chiang, 2005). Baskerville (2003) criticised that Hofstede's work is more focused from the business-related and psychology aspects than anthropology and sociology. While Signorini, Wiesemes, & Murphy (2009), criticised his lack of empirical evidence, oversimplified cultural differences and inconsistencies between his categories. Nevertheless, Chiang (2005) said that his work does provides coherent theory and explanation for differences in national cultures. Since this thesis is based on studying how differences of national cultures of individuals lead to cultural and project management issues in multi-cultural team, this thesis is developed mostly based on Hofstede's work. Hofstede's findings on the variety of dimensions along with Lewis' findings on different cultures characteristics and categories which are introduced in section 2.2.3 together contribute to better understanding of cross cultural differences.

2.2.3 Categories of Cultures

There are more than 180 countries in the world with thousands of different cultures. As a British author, world traveler and consultant, Lewis R.D, has explored and investigated different cultures and he came up with three different categories. He mentioned that the roughly several hundred national cultures of the world can be classified into three groups including the task-oriented and highly organised planners known as the linear-active, the people-oriented and talkative communicators known as the multi-active, and the introverted and respectful listeners known as the reactive (Lewis, 2010).

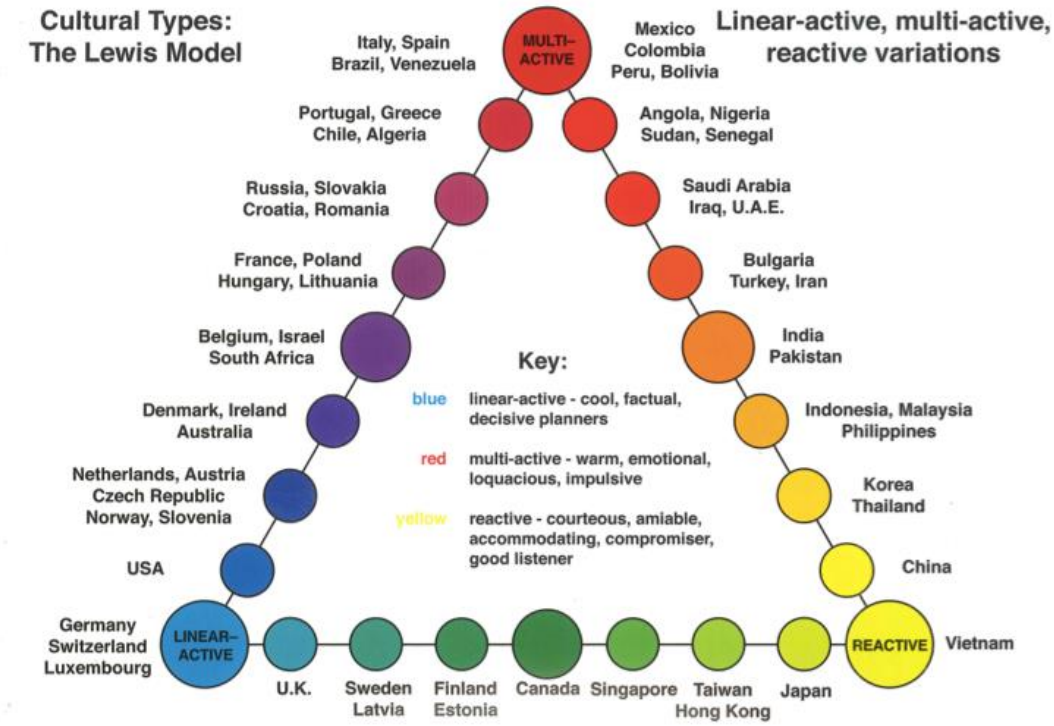


Figure 2.3 Cultural characteristic (Lewis, 2010, p. 13).

Linear-Active

Linear-actives cultures refer to the people who plan ahead, create, organise and follow schedules, and do a thing at a time. They are also logical, rational, punctual, job-oriented and like to stick to facts. Cultures with such traits are Germans, Dutch, and Americans (Lewis, 2010).

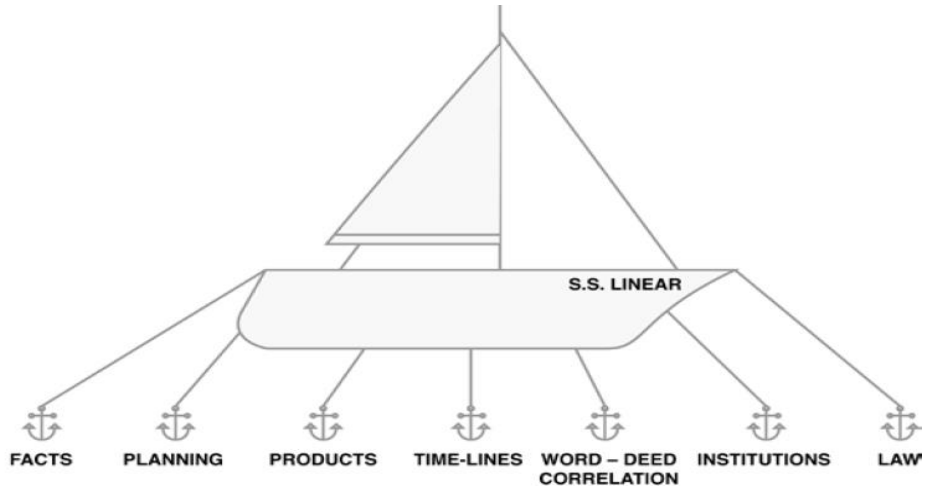


Figure 2.4 The linear-active anchorage (Lewis 2010, p. 21-23).

Multi-Active

People with multi-actives cultures multi-tasks, make plans spontaneously, and do not follow a time schedule. They are also emotional, warm, people-oriented, expressive, and enjoy human interactions as it is important for them to develop interpersonal relationships. Italians, Mexicans and Latin Americans belong to this category. Some issues might arise when working with linear-active cultures as they are punctual and follow the schedule and they could find multi-active cultures irritating because of the spontaneousness and lateness (Lewis, 2010).

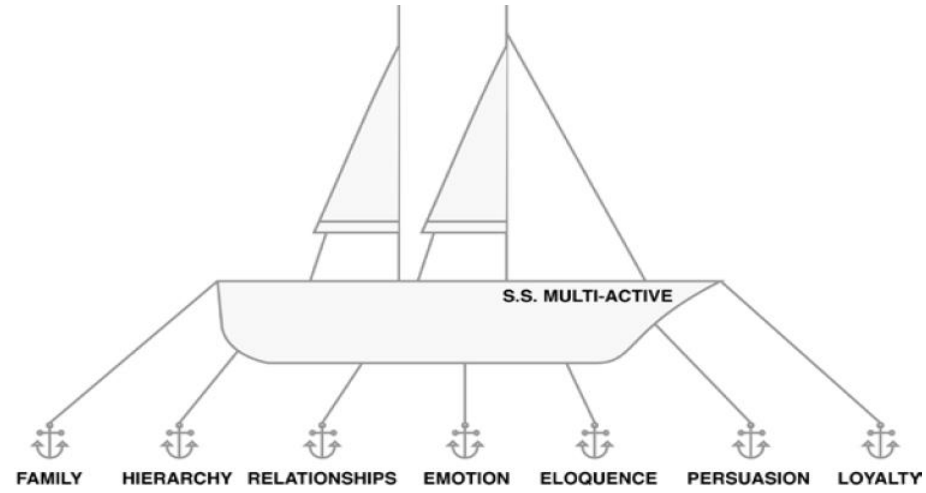


Figure 2.5 The multi-active anchorage (Lewis, 2010, p. 23-24).

Reactive

In reactive cultures, people are polite, indirect and respectful. They tend to listen to other's conversations and respond carefully accordingly. These cultures do not confront others as they are harmony oriented. Cultures with these characteristics includes Japanese, Korean and Chinese.

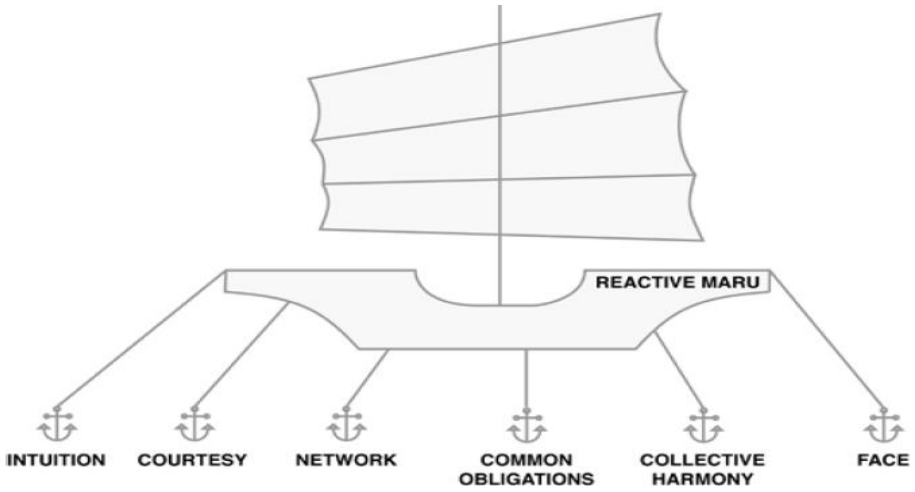


Figure 2.6 The reactive anchorage (Lewis, 2010, p.25).

Issues might arise when working with multi-active cultures as they like to confront emotionally and tend to interrupt during conversations, so the reactive cultures might not have a chance to voice opinion because they listen and wait politely for others to finish the conversation before they speak. Also, even if participants from reactive culture feels unease or unfair toward other members, they tend to stay silent to maintain the harmony of the team.

Although the difference between the three categories are quite drastic, they still have to work with each other somehow, interaction between linear-active and multi-active could be challenging as they possess opposite trades, while interaction between reactive and linear active could satisfactory since reactive culture are more respectful and share more similar traits with linear active cultures. Interaction between reactive and multi-active could work, however it would be quite time-consuming (Lewis, 2010).

Table 2.1 Common traits of linear-active, multi-active and reactive categories (Lewis, 2010, p.12).

Multi-active	Extrovert, impatient, talkative, inquisitive, gregarious, plans grand outline, multi-tasker, works any hour, not punctual, timetable unpredictable, lets one project influence another, changes plans, juggles facts, gets first-hand information orally, people-oriented, emotional, gets around all departments, pulls strings, seeks favours, delegates to relations, completes human transactions, interrelates everything, talkative, rarely writes memo, seeks out top person, has ready excuses, confronts emotionally, unrestricted body language, interrupts frequently, interweaves social and professional

Linear-active	Introvert, patient, quiet, minds own business, likes privacy, plans ahead methodically, does one thing at a time, works fixed hours, punctual, dominated by timetables and schedule, compartmentalises projects, sticks to plans, sticks to facts, get information from statistics, references, and database, job-oriented, unemotional, works within department, follows correct procedures, accepts favours reluctantly, delegates to competent colleagues, completes action chains, likes fixed agendas, brief on telephone, uses memoranda, respects officialdom, dislike losing face, confronts with logic, limited body language, rarely interrupts, separates social and professional
Reactive	introvert, patient, silent, respectful, good listener, looks at general principles, reacts, flexible hours, punctual, reacts to partner's timetable, sees whole picture, make slight changes, statements are promises, uses both first-hand and researched information, people-oriented, quietly caring, considers all departments, networks, protects face of other, delegates to reliable people, reacts to partnet, thoughtful, summaries well, plans slowly, ultra-honest, must not lose face, avoids confrontation, subtle body language, doesn't interrupt, connect social and professional

2.2.4 Cultural Factors and Challenges Working in International PM

As companies are increasingly international, they also face projects with participants representing different cultural backgrounds, native languages, time zones and locations. Cultural factors such as language barriers, time differences, and socio-economic policies could create conflicts when working in offshore international context.

According to Brewer (2010), language is always a problem in the communication process especially working in an international project team. When there are too many people with different languages in the team, everything will be confusing and mixed up which lead to miscommunication. To smoothen the communication process, a common or official language used in the team should be set up and the language level of competency of individuals should match the established language requirements when working in a team. Another aspect of language barriers could be the technical terms or idioms that one culture uses. Even if the official language of the team is English, teammates could still have misinterpretation as they do not have the identical meaning of certain words or expressions.

As mentioned by Binder (2007), different countries have different time zones. When working in an international context, it could be challenging to find a suitable meeting time schedule for everyone working in different parts of the world. In some countries, people prefer a quick lunch and get off work earlier, while some other cultures might prefer a long lunch and stay working in office later. In order to avoid conflict, it is

important to consider different cultures' routine and perspective on work-life balance and find an acceptable time for meetings.

According to Gow and Morss (1988), when it comes to socio-economical aspects, it is important to look at the history and economic status of the country. Developing countries have been faced with economic problems such as constrained resources, fluctuating terms of trade, problems with debts and payment and overvalued exchange rates. Before setting up a company, it is important to do investigation on the import quotas, trade policies, monetary policies and business restrictions for foreign companies because all these constraints could create problems and lead to project fragmentation and failure. Therefore, it is necessary to recognise the policies and constraints, do a feasibility study and if the project is feasible, then design a project execution plan accordingly.

Challenges

Establishing a multicultural project team is complicated because of all the different cultures and behaviours. In order to effectively manage multi-cultural project team, it is important to be culturally sensitive and recognise the challenges caused by cultural misunderstanding, find solutions to the conflicts, allow the team to continue the project and empower team members to handle future challenges on their own (Brett et al., 2006).

According to Brett et al. (2006), there are four different challenges in a multi-cultural team. The first and most common challenge is communication. Communication often creates conflicts in project team, which lead to reduction in information sharing and barriers between project team members and could result in project failure. In previous section of the cultural factors, language barriers were discussed. In this section, the communication challenge is more about the style, direct versus indirect. When working in international teams, western cultures tend to be more direct and explicit, while non-western culture tend to be indirect. This is also mentioned by Lewis (2006), western countries such as America and Germany which are multi-active cultures are more direct whereas non-western cultures, such as Japan and China which are reactive cultures are more indirect and passive. In cross-cultural interaction, non-westerners have no problem understanding the direct communication from the westerners, but the Westerner has difficulties in understanding the indirect communication from non-westerners.

The second challenge directly linked to the first is trouble with accents and fluency. In multicultural teams, even when a common language is established, misunderstanding could still occur due to accents and fluency. As stated in the article, "Although the language of international business is English, misunderstandings or deep frustration may occur because of nonnative speakers' accents, lack of fluency, or problems with translation or usage. These may also influence perceptions of status or competence" (Brett et al., 2006). Although some team members are non-fluent, they are actually the expert on the team. And the project team might not recognise one's expertise due to his or her difficulties in communicating and expressing. Also, team members might get frustrated and annoyed by the lack of fluency of others which could lead to interpersonal conflicts. Non-fluent members might be demotivated which lead to poor performance.

The third challenge is the different attitudes toward hierarchy and authority and a lack of shared understanding of expected responses. Usually, a multicultural team has a flat structure, which could be uncomfortable for members from cultures having high power distance. People from egalitarian culture whom expect same level of respect and equal power, such as Sweden, might despise the team members from hierarchy culture when they only show friendliness and work with higher status team members. And when team members feel that they have been mistreated, conflicts could arise and affect the project (Brett et al., 2006).

The last challenge is the conflicting norms for decision making. Different cultures have different decision making style, mainly how quick the decision would be made and how much analysis and details are required before making the decision. Conflict may arise when multi-active cultures wants to make decisions quickly with little analysis and information, while reactive culture might refuse to share information until they could see the whole big picture. One solution is to make minor concessions and reports on the progress while adjusting and respecting the other culture's decision making approach (Brett et al., 2006).

2.2.5 Strategies for Working Managing International Team

When working in global project teams, the teams are usually cross-cultural and work together through virtual communication since it is costly to travel all the time. Although virtual communication technology like video conference has made working in virtual team much cheaper and easier, the poor quality of the video conference or unstable internet connection could however create frustration. As mentioned in section 2.1.2, some other disadvantages of virtual teams are the time difference and lack of face to face, physical contact or office atmosphere. Physical contacts are as well important when it comes to developing trust (Oertig & Buergi, 2006). Other factors that could further enhance the performance of cross-cultural teams include cross-cultural leadership intelligence and trust itself. Other strategies to manage cross-cultural teams will also be discussed in this section.

Cross-cultural leadership intelligence

According to Grisham (2010), leadership is the ability to inspire the will to follow and to motivate people to achieve beyond expectations. It is a combination between the expectation of the leader and the followers that have towards each other. And leadership is essential in a cross-cultural project. A person with cross-cultural leadership intelligence means that the leader understands the use and power of trust, empathy, power, communication, transformation, conflict management and culture.

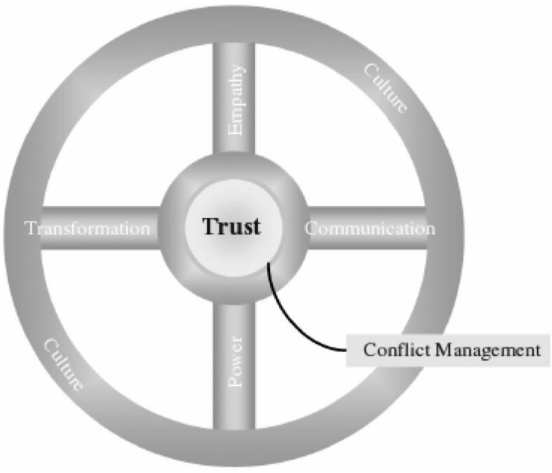


Figure 2.7 XLQ illustration (Grisham, 2010, p. 102).

As shown in the diagram above, trust is the core of the wheel with conflict management acting as lubricant. The spokes includes empathy, communication, transformation and power. While the trim that wrap around the wheel is the culture. Meaning even though there are different cultures in the project team, there are different ways to build trust, through transformation, empathy, communication and power. Indeed, there will always be some conflict during the process, however, though conflict management, in the end, trust will be gained from each other through the process and a leader who understand these factors (Grisham 2010).

This topic of cross-cultural leadership intelligence could take much more research and data, however, due to limitations, only factors including culture, communication and trust are focused on in this thesis.

Trust as a factor

Trust is an important factor to perform effectively in a system that requires coordination (Germain, 2011). According to Webster & Wong (2008), there are three dimensions of trust, dispositional, institutional and interpersonal. When working in cross cultural team including virtual team, institutional and interpersonal trust are involved. In institutional trust, people have trust in the organisation and structure that lead to the initiation of trusting other colleagues that works in the same organisation. Interpersonal trust is used to close the gap between people and especially in virtual teams. At the start of the project in a virtual team, people uses swift trust where team members first assume trust in each other because of institutional trust or the trust through power, then verifies trust when started working with each other and adjust the trust level after working in the project for a period which is through those spokes of the wheel. Therefore, it is important for the project manager to bring in trustworthy people to the team so the trust level can be sustained.

According to Jarvenpaa & Leider (1999), a team that develops a high level of trust in the beginning of the project life cycle tend to have positive communications and solve conflicts effectively. As mentioned by Oertig & Buergi (2006), trust is built over time as people have to develop a comfort level with other team members. When there is trust, members have confidence in each other and would more openly communicate with each other if there are any conflicts. And the leader is very important especially in a virtual team setting because it is challenging to build trust in virtual teams due to virtual environment, the physical distance, the weakness in knowledge sharing, team performance and mainly the turnover rate of team members. In a project, there are always members come and go, so it is difficult for the new team member to integrate with the team and time consuming to develop trust and bring the team back to the same level and up to speed.

Managing cross-cultural teams

It is important for project manager to set the team ground rules clear and acceptable for every member, then set up a process which is simple and workable during communication. Team building exercises should be carried often and early in the process to build trust between team members. Transparency is also important in the team so all team members know what is happening and can do follow up easier as having high degree of transparency leads to strong behavioural integrity and high level of trust which leads to higher team performance (Palanski et al., 2010).

Another aspect for managing cross-cultural team successfully is through collaborative leadership style. The project manager has to adopt different leadership styles and apply them towards the different team members if needed since it's a culturally diverse team. The leaders should lead by motivation and influence rather than just authority. Project manager should also manage team members' cultural mindset to be accepting and be able to embrace each other's differences (Oertig & Buergi, 2006).

Also, it is important to create a positive and pleasant working atmosphere to motivate team members and enhance relationships between teammates. It would be good to facilitate a face to face communication and team building before the start of the

project so all team members could have a basis to develop trust on (Oertig & Buergi, 2006).

Conflict management

However, there are also possibilities of conflicts arising even with an established working culture of the project team. Then there are several strategies as mentioned in Brett et al. (2006) and Plessis, (2011). According to Brett et al. (2006), it is important to choose the right strategy and avoid implementing a monocultural approach in multicultural environment. The article suggested the most common four strategies used are adaptation, structural intervention, managerial intervention and exit. While Plessis, (2011) looked at the paradoxes of teamwork such as individualistic vs. collectivistic, flexibility vs. structure etc.. and suggested four approaches to resolve conflict including recognition of teamwork and team contract, select team members who are competent for the job, managing team process, and to keep communicating and sharing within the team. Both Brett et al. (2006), and Plessis (2011), see the first step as most important. As mentioned by Plessis (2011), the first step is to set up clear goals so everyone in the team knows the target of the project work. This step also includes clearing out cultural assumptions, which is similar to the adaptation approach mentioned by Brett et al. (2006), where team members have to acknowledge and state out the cultural gaps and difference willingly so they could figure out how to work with each other.

Implications for international project management

When working in an international project, it is often a mix of diversity including western and non-western people. With stakeholders coming from the western countries meaning they tend to have lower power distance and high individualism while others who come from Asian countries whom tend to have high power distance and low individualism. To minimise cultural conflicts when working together, project managers should consider how different cultural values can work together (Anbari et al., 2009). The table below compares the cultural values between western and non-western cultures and shows the impact on project management. Project managers can use this table as a reference when he or she is planning a multi-cultural team. For instance, as shown in the table row 3, "Equality vs. Hierarchy", a project manager can foresee some communication conflicts between Swedish and Chinese working together, as equality is important to Swedish where they work in flat hierarchy while Chinese regard hierarchy as important where they work in vertical hierarchy.

Table 2.2 Implication of different cultures values and impact on PM (Anbari et al., 2009).

Western Cultural Values	Non-Western Cultural Values	Impact of PM
Individualism	Collectivism	+
Achievement	Modesty	x
Equality	Hierarchy	-
Winning	Collaboration/ Harmony	+

Western Cultural Values	Non-Western Cultural Values	Impact of PM
Guilt	Shame	x
Pride	Saving Face	x
Respect for results	Respect for status	+
Respect for competence	Respect for elders	-
Time is money	Time is life	-
Action/doing	Being/acceptance	-
Systematic	Humanistic	-
Tasks	Relationships	-
Informal	Formal	-
Directness	Indirectness	-
Future/change	Past/tradition	-
Control	Fate	-
Specific	Holistic	+
Verbal	Non-verbal	+
(+) = Positive impact of combining both values on outcomes	(-) = Negative impact of combing both values on outcomes (culture clash)	(x) = No direct impact on outcomes

According to Anbari et al. (2009), project teams share the both national cultures and organisational cultures. Project manager should balance both cultures in individual project team members so they can complement each other and provide positive impact combining cultural values in project management.

It is important to establish a hierarchy structure so everyone knows who the decision maker is on different levels. Creating a mutual communication channel and style is also crucial because high power distance and low power distance have different communication style and it's important that both parties do not offend or feel offended when communicating. Transfer of knowledge is crucial during the initiation stage because the client should give details on requirements and knowledge to the provider to avoid confusion and ambiguity in later stages. It is also essential to establish a work review process to monitor the progress on site to avoid risk such as delays or mistakes (Wursten, 2007).

According to Zhang et al. (2015), despite the cultural conflicts and high amount of effort, having a multinational team could be beneficial to the project because different members in the project team have different cultures, working experiences, skill set, mindset and knowledge to share with each other. All cultures have their own strength

and weakness at different stage of the project life cycle, a project manager should understand different cultures, be able to analyse the individual's strength and weakness and plan the structure and team members the way that could complement and benefit the gap between the cultural dimensions and project management to create a win-win situation.

2.3 Project Management

"A project is an endeavour in which human, financial, and material resources are organised in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives" (Turner, 2009, p. 2). A project team usually includes people who don't work together including people from different organisations, geographical locations and and across disciplines (PMI, 2016). According the Mayor (2010), project management is not just about managing the project itself but also the general management associated with project activities. A project is a social construction which involves different kinds of system of people within and outside the project team. It is intangible due to the complicated, diverse and dynamic interactions between all the stakeholders. Therefore, a project manager should be able to apply knowledge, skills and project management tools to manage both the project itself and the people involved in it in order to successfully meet the project requirements (PMI, 2016).

In project management, there exists a project management process and project life cycle which are different. There could be different project management process groups within the same stage in the life cycle. And different sets of skills, experiences and cultural dimensions are preferred in different stages of the life cycle.

2.3.1 Generic Project Management Process and Life Cycle

Project Management Process ensure the flow of the project throughout the project life cycle. According to the PMBOK (2013), the processes are categorised in five different groups including the initiating process group, planning process group, executing process group, monitoring and controlling process group and closing process group. During the initiation process, authorisation should be obtained in order to define a new project and get to the starting phase. In the planning process, it should be about setting objectives for the goals of the project such as establishing the scope of the project and objectives and plan the actions required to achieve the goals. The executing process is about the execution of the project while complying with the specifications of the project. The monitoring and controlling process is about reviewing performance and regulating process of the project while identifying the changes in any requirement and conform with them accordingly. The closing process is about finalising the activities in the whole project management process and officials closing the project (PMBOK, 2013).

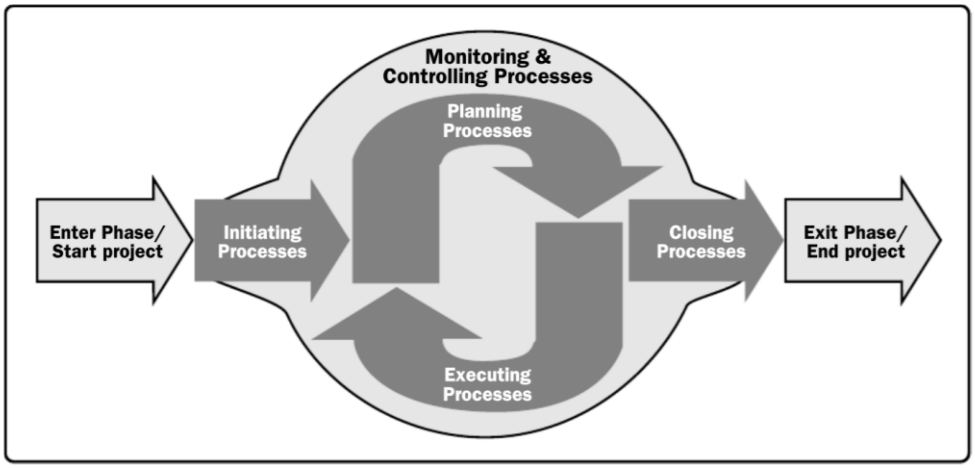


Figure 2.8 Project management process groups (PMBOK, 2013, p. 50).

Project life cycle

There are various forms of project life cycle which includes the traditional one, the extended project life cycle, and the product life cycle. In a traditional project life cycle, there are four different phases including initiation, planning, execution and closing (APMBOK, 2006). According to Maylor (2010), he defines project life cycle in more details as comparing to the guidelines from the Project Management Institute and the Association for Project Management. Maylor explained the four stages of project life cycle as design the project success, deliver the project, and develop the process. During the define the project stage, activities including conceptualisation and analysis should be conducted. At the design the project process stage, tasks such as proposal, justification and agreement should be executed. The deliver the project stage is when the project get executed, completed and handed over. The last stage which is develop the process should include tasks such as review and feedback. All these four stages and the tasks for each stage Maylor mentioned are similar to the traditional project life cycle stages consisting initiation, planning, execution, and closing (Maylor, 2010). According to Westland (2006), the initiation period is the start of the project where the scope project is defined and a feasibility study is done to see if the project is worth doing. If a project is agreed upon to start, a project manager will be appointed and will start recruiting the project team. During planning stage, which is designing and detail planning actions for achieving the goal of the project. Plan of actions should include but not limited to budgeting, risk assessment, timeframe, quality plan, communication plan, resource plan etc. After the planning stage comes the execution stage. When each plan of action is being executed, there should be follow up and monitor on the deliverables such as identifying changes, potential risks, risk mitigation, reviewing the quality of product etc. When all the deliverables are accepted by the client, the project moves towards the final stage which is the closure. The project closure phase includes handing over the site back to the client, project documentation for filing and knowledge transfer, and start facilities management if agreed on the contract.

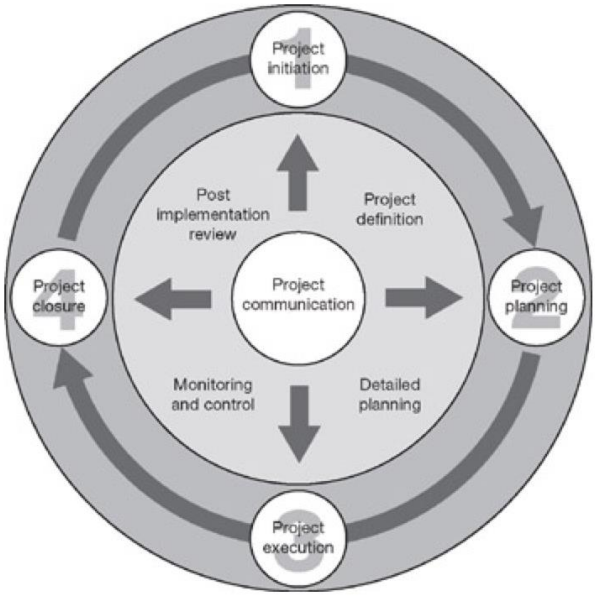


Figure 2.9 The four phases of project life cycle (Westland, 2006, p. 4).

In an extended project life cycle, it consists of the traditional phases but also the additional phases of changes and benefits realisation. The benefits realisation is when projects delivered new outputs, "transformation work has to be done to ensure new ways of working become embedded in business-as-usual. Benefits will be measured and compared to the baseline in the business case(APMBOK, 2006, p. 27)".

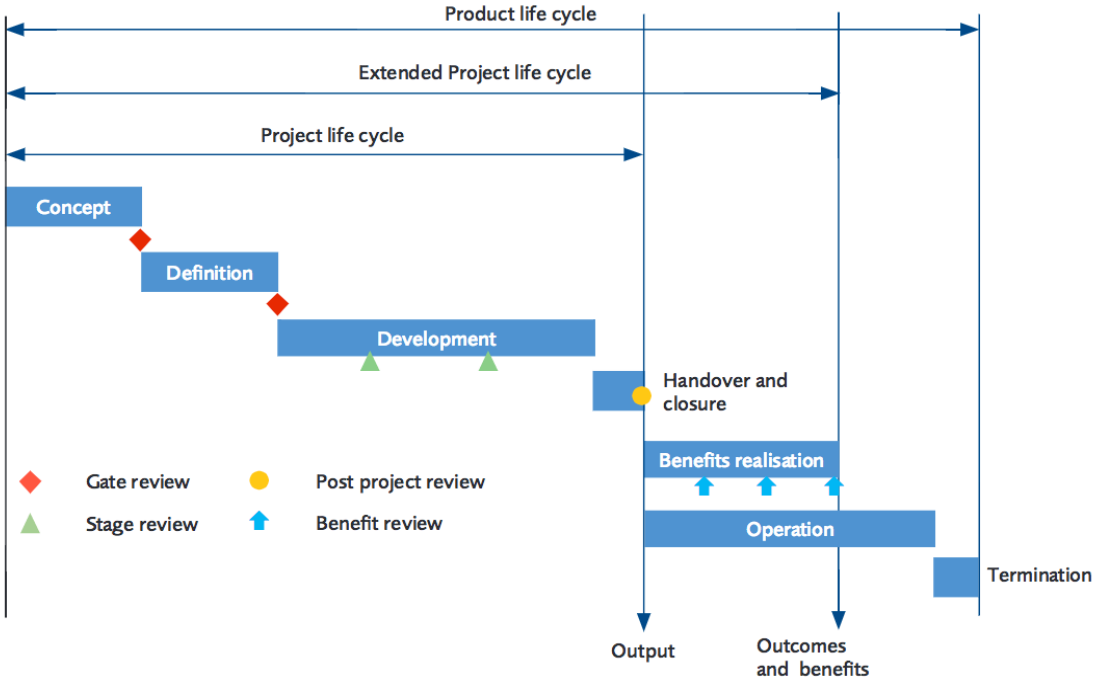


Figure 2.10 The extended project life cycle (APMBOK, 2006, p. 27).

As project management is not only about managing the project but also its stakeholder, its important to know the activities and stakeholders during each stage of the life cycle since each culture has its own style of working during different stages of the project life cycle. As a multi-cultural project consist of team members with different background and culture dimensions, the amount of conflicts might occur more often depending on the stakeholders and the different stages the project life cycle.

2.4 Perspective of PM from the Three Cultural Types

According to Anbari et al. (2009), project teams share their national's cultures through their project management training and way of working developed in their own countries. When working in a multi-culture team, every teammate has their own cultural assumptions that might not work with each other. When different cultures with their own expectation and working style on project management work together, miscommunication, misunderstanding and misinterpretation occurs. As mentioned in section 2.2.3 regarding culture, there are three categories of cultures as shown in the Lewis model which are linear-active, reactive, and multi-active. This section will highlight the perspectives and cultural dimensions of those three cultures on cultural and project management factors, and see which cultural type might work better in different stages of the project life cycle. The cultural and project management factors that will be explored includes time management, hierarchy, communication, knowledge transfer, contract, risk and quality management.

2.4.1 Linear-active

According to Lewis (2006), people from linear-active cultures are logical, rational and punctual. They plan ahead, follow rules and schedules. Linear-active cultures examples includes the U.S., Germany, Sweden and the Netherlands. Their cultural dimensions generally has lower power distance, higher individualism and lower uncertainty avoidance. This means that in the context of project management, they have horizontal hierarchy, prefers participative communication, encourage new ideas and innovation, working without in-group pressure and willing to take risk (Hofstede et al., 2010). They also have great time management and planning, transparent communication and they follow through the fixed laws in contract (Freedman & Katz, 2016). Since they are organised and they trust data and numbers, they transfer knowledge through codified form which is usually in a database and does not need human carrier. In that way, knowledge within the project can be stored and transferred easily even during the change of life cycle stages with different project personnels joining the project (Smeds et al., 2001).

2.4.2 Reactive

According to Lewis (2006), people from reactive cultures such as are respectful and indirect. They listen to people's conversation and respond carefully. They do not like to confront or reject other people because harmony is important to them. Some reactive cultural examples are China, Japan, and South Korea. The cultural dimensions that they have in common includes high power distance and low individualism. While Japan and Korea have a high value in uncertainty avoidance, China has a low uncertainty avoidance, and this could impact the ways they work

with other cultures during project management. With high power distance and low individualism, their society is very hierarchal and collectivistic, which means that they have vertical hierarchy and they see power in the ranking of the structure (Hofstede et al., 2010). Being a collectivistic society means that the society has a strong sense for shame and is afraid of losing face. According to Zwikawel et al. (2005), culture with this trait especially Japanese usually performs very well in quality assurance because product has to meet the standard in order to not let the brand and the company lose face. Also, Japanese society has high uncertainty avoidance, meaning that there are rules and guidelines for everything and that Japanese are reluctant to take risks. According to Smeds et al. (2001), reactive cultures are listening cultures and and they transfer knowledge through tacit and codified knowledge. Tacit knowledge occurs only when people work together through observing other's behaviours while codified knowledge is stored in a database and can be transferred easily.

2.4.3 Multi-active

People from multi-active cultures are emotional, people-oriented, expressive, and do not particularly follow time schedule. They regard inter-personal relationship as important to all aspects. Some examples from this countries include Mexico, Greek, and Brazil (Lewis, 2006). Their cultural dimensions exhibits high level of power distance, high level in uncertainty avoidance, and high level in indulgence. High level of power distance and uncertainty avoidance represents a vertical hierarchy. Since power is not distributed equally in the structure and they tend to avoid uncertainty, they are reluctant to take risks. With high value in indulgence, this means that these cultures regard leisure time as important and have a relax and positive attitude. With this trait, some problems might arise when working with linear-active cultures because they have the exact opposite view on those dimensions (Hofstede et al., 2010). In the aspect of knowledge transfer within multi-active culture, knowledge is transferred in explicit form. Explicit knowledge means that knowledge is externalised and communicated through conversations. As multi-active cultures are very expressive and talkative, they transfer knowledge through dialogues during meetings or through dialogues in the aspect of project management (Smeds et al., 2001).

Table 2.3 Analysis of perspectives on factors in PM from three types of cultural dimensions (Reference: Own illustration)

	Hierarchy	Time Management	Knowledge Transfer	Contract	Risk-taking	Quality Assurance
Linear	Low	Important	Codified	Fixed	Yes	Unknown
Reactive	High	Important	Tacit and Codified	Flexible	No	High
Multiactive	High	Less Important	Explicit	Flexible	No	Unknown

Hierarchy

According to Lewis (2006), as linear active culture has flat hierarchy structure, the project manager should pay attention when communicating with people from reactive

and multi-active cultures because they have vertical structures. If the project manager talk directly to the people working under the other teams' project manager and skipped the proper structure communication channel, issues could arise. So the project manager should talk to the same ranking and position in the vertical structure to be respectful and ensure information are being passed through (Freedman & Katz, 2016).

Time management

As mentioned by Lewis (2006), people with linear-active cultural background, such as Germans are punctual and organised, therefore when working in the same project, team members with a multi-cultural background , such as Italians, should be on time. On the other hand, Germans should be more tolerant towards Italians during the meeting since Italians could take a lot of time to get to know other members' personal lives as it is important for them to continue a good relationship. However, since most people from multi-cultural background are more relaxed and do not follow time schedule, it would be wise to not give a time critical project to them (Freedman & Katz, 2016).

Knowledge transfer

The codified form of knowledge is ideal in project management because people come and go in projects. If the explicit form is used, which is adopted by the multi-active cultures, then knowledge would be lost since they use conversation and dialogues to transfer knowledge. If a codified form is used, knowledge is stored in a database and all people will have access to it even the new comers. Additional approach along with the codified form is the tacit knowledge, adopted by the reactive culture. Tacit knowledge can be obtained through observation from a trustworthy relationship when working together. Combining the use of codified and tacit knowledge together is the ideal knowledge transfer approach (Smeds et al., 2001).

Contract

Different cultural dimensions have different interpretation of the contract itself. According to Lewis (2006), linear active culture such as Germans and British followed through the exact terms in the contract and it is fixed once agreed by the involved parties. They expect the parties to bear the responsibility and carry out every single task as said on the contract. On the other hand, multi-active culture such as Latin Americans are flexible on the terms on contract because interpersonal relationship is more important than the terms on the contract. Therefore, when those two cultures work together, it would be best to communicate clearly the contract details and their expectation on how to carry out the contract to avoid misinterpretation and mistakes (Freedman & Katz, 2016).

Risk-taking

According to Lewis (2006), most of the linear-active culture are more open to new idea, innovations and change as they have a low level of uncertainty avoidance. On the other hand, most of the reactive and multi-active cultures are reluctant to take risk hence their high level of uncertainty avoidance. Therefore, high-risk project should not be given to most reactive and multicultural, whom are risk averse cultures. Instead, it would be best to discuss the potential risk with linear active culture so there

is a balance of risk taking and also to create a mitigation plan so all parties are clear how to react when risk occurs (Freedman & Katz, 2016).

Quality Assurance

As most reactive cultures are collectivist society, it means that they are very concerned with shame or losing face (Lewis, 2006). For instance, in Japan or Korea, project teams spend a lot of time and effort in quality management to make sure the project or product is perfect because the existence of defects is a shame on the brand's or company's honour. Therefore, it would be ideal to involve them during the planning and execution part on quality assurance (Zwikael et al. 2005).

2.4.4 Cultural Dimensions in Project Life Cycle

The section above explored the different culture dimensions with the three different types of cultural categories in project management. In this section, different cultural dimensions will be looked at in relation to the project life cycle. When relating cultural dimensions to the project life cycle, it is known that national culture affects the reaction and working style of different ethnicities. The four most relatable cultural dimension to project management includes power distance, individualism, masculinity, and uncertainty avoidance. The table below is a preferred cultural approach at each stage of the life cycle (Turner, 2009).

Table 2.4 Preferred cultural approach of each stage of the life cycle (Turner, 2009, P401).

Trait	Feasibility	Design	Execution	Close-out
Power distance	High	Low	Low	High
Individualism	High	Medium	Medium	Low
Masculinity	Medium	Medium	Medium	Medium
Uncertainty avoidance	Low	Medium	Medium	Low

According to Turner (2009), during the feasibility or the initiation stage of the project, it is preferable to have high power distance cultures such as reactive and multi active, because strong leadership is needed in order to initiate a project. Low power distance is desired during the design and detail planning stage and execution stage because there are many potential problems when working cross-culturally and people should be able to express how they feel or bring in questions if there are risks instead of only listening to the leader. Again, high power distance is preferred during the closure of the project because strong leadership is needed to finalise the project.

When it comes to individualism, it is preferred to be from high to low through the project life cycle due to the maturity of the project. When the project just started, people should have high individualism and self-confidence to express their opinions and take on challenging tasks. As the project keeps moving on, the individualism

moves forward to collectivism because team members have been working together, developed trust and work towards a common goal which combines the individuals in the team into a collective identity (Turner, 2009).

Masculinity remains medium through the project life cycle because a balance is needed between motivation and harmony in order for all member to work effectively and for the project success (Zhang et al., 2015).

Low degree of uncertainty avoidance is desired during the initiation and close out period of the life cycle because every project is unique and there are different uncertainties. During the start, since it is the feasibility stage, it would be good to look at all aspects of risks and opportunities instead of just following rules. Once the feasibility study is done, rules and structures are established for the efficiency of the project hence the medium degree of uncertainty avoidance for design and execution stage. At the closing stage, the degree of uncertainty is low again because it is essential to make sure the project is complete on time and sometimes it means bending or breaking some rules structures (Zhang et al., 2015).

According to the cultural approach, national culture dimensions could be matched to different stages of a project life cycle. For instance, the French culture has high power distance and high individualism would fit pretty well working on the initiation stage. The Swedish culture with high individualism and low power distance would be more fit to work in design and execution stage than the other two stages. While the Chinese culture with high power distance, low individualism and low uncertainty avoidance would fit better to the closing stage (Zhang et al., 2015).

3 Assumptions

As secondary research has been done, the section presents a list of assumptions regarding how different cultural dimensions, including multi-active, linear-active and reactive, view the importance of project management factors.

3.1 Importance of PM factors from Different Cultural Perspectives

Assumption 1 - Hierarchy

As shown from the work by Hofstede (2001) and Lewis (2006), linear-active culture has flat hierarchy structure, while reactive and multi active cultures have vertical structures, it is predicted that the result from the survey will show that people from multi-active and reactive culture thinks hierarchy factor is important than people from linear-active culture.

Assumption 2 - Time management

According to Hofstede (2001) and Lewis (2006), people with linear-active cultural background are punctual and organised, while most people from multi-cultural background are more relaxed and do not follow time schedule, it is predicted that the result from the survey will show that people from linear-active culture thinks that time management factor is more important than people from multi-active culture.

Assumption 3 - Knowledge transfer

As mentioned by Smeds et al. (2001), multi-active cultures use conversation and dialogues to transfer knowledge while linear-active and reactive cultures use codified form of knowledge and database for knowledge transfer. Hence, it is predicted that knowledge transfer is a more important factor for linear-active and reactive cultures than multi-active cultures because they need to properly code and store the knowledge in the database.

Assumption 4 - Follow through the contract

According to Freedman & Katz (2016), linear-active culture such followed through the exact terms in the contract and it is fixed once agreed by the involved parties. On the other hand, multi-active culture are flexible on the terms in contract because interpersonal relationship is more important than the terms on the contract. For reactive culture, as people are harmonious and try to avoid conflict, so they are flexible on contract terms. Therefore, it is predicted that linear active cultures will regard following through the contract factor as more important than multi-active cultures and reactive cultures.

Assumption 5 - Risk-taking

According to Freedman & Katz (2016), Hofstede (2001) and Lewis (2006), linear-active cultures are more open to new ideas and to take risk. Yet, most of the reactive

and multi-active cultures are reluctant to take risk hence their high level of uncertainty avoidance. Therefore, it is predicted that risk-taking factor is more important for linear-active cultures than the other two.

Assumption 6 - Quality Assurance

As mentioned by Zwikael et al. (2005), reactive cultures are concerned with losing face so they spend time and effort in quality management. Therefore, it is predicted that reactive culture, in particularly Japan, will regard quality assurance as more important than the other two culture dimensions.

4 Methodology

This section introduces the methodology which includes the approach and method that are used in this thesis. The research approaches used are mixed methods with quantitative method based on an online survey with some open-ended questions and qualitative method based on semi-structured interviews with open-ended questions respectively.

4.1 Research and Theory

The two main kinds of research strategies that allow researchers to design the research, collect and analyse the data are deductive and inductive strategies. Deductive strategy is usually used for verifying a hypothesis rather than exploring a new phenomena. The researcher first researches about the theories and hypothesis, then collects data to test it and see if the result confirms the hypothesis or not (Creswell, 2009). While an inductive strategy is usually used for developing a new theory. It starts with gathering information that relates to a research, then asks open-ended questions and through observation, the researcher analyses those data and look at patterns to form some findings and poses some generalisation or hypothesis as the end (Creswell, 2009).

Both of these strategies are commonly used in research, but the deductive strategy is usually associated with the quantitative approach because the objective is to test a theory rather than developing it. On the other hand, the inductive strategy is usually associated with the qualitative approach because of collecting data through observation and patterns to develop theory (Bryman, 2008). This thesis will use the deduction approach as the primary drive to collect quantitative data and confirm assumptions, furthermore, a qualitative component is added to the research in order to gain a deeper understanding of the research result (Martha et al., 2007).

4.2 Research Method

Except for the research strategies, it is also important to understand the different research methods, the quantitative and qualitative approaches. According to Creswell (2009), quantitative approach is used for quantifying the problem through collecting data into statistics in order to gain a general result from the sample. This type of approach is used to uncover patterns and test the hypothesis. While the qualitative approach is used for primary exploratory research in order to gain insights and deeper understanding of the topic, opinions and reasons for the problem in the research.

4.2.1 Quantitative Method

The quantitative method is through a structured survey that includes a set of questions with a set of rankings or options for participants to choose from. It can also include some open ended questions to get a bit more information, details, attitudes and feelings from the participants. The advantage of using the quantitative method is that it is easier to handle the result of the survey and to standardise the result for analysis. Also, using surveys allows a wider distribution and representation through many different channels, which is less time consuming than a face to face interview. It also gives the respondents an adequate amount of time without bias from the interviewer.

However, it could be quite a slow method and the true identity of the participant is unknown. Also, the return rate is pretty low as there is no personal contact. Moreover, there is a higher risk of wrong information on the survey just for the sake of answering without thinking (Kothari, 2004).

4.2.2 Qualitative Method

The qualitative method usually includes observations or interviews. Observation requires the researcher to take field notes on the behaviour of the people being observed. The researcher can be a participant or non-participant. Another type of qualitative method is interviews, which includes telephone interview, face to face interview, email internet interview and focus group researcher interviews (Creswell, 2009). The interview could be structured or semi-structured. A semi-structured interview includes a set of pre-determined questions but with some degree of freedom to alternate the process such as adding questions according to the situation, omitting questions and changing some sequences. The interview method is faster, more flexible, and easier to obtain direct and in-depth information and could avoid misinterpretation. However, this method also has some disadvantages such as the creation of bias, the possibility of fake information, and the problem of reaching certain people to conduct an interview (Kothari, 2004).

4.2.3 Data Collection Method Chosen

The topic of this master thesis is project management from different cultural perspectives. Even though the topic of project management issues and cultural issues has been around for quite a long period separately, it is uncommon to see both project life cycle issues during project management and cultural issues addressed in the same research. Therefore, a quantitative survey, which is the primary theoretical drive, is used to quantify the data and statistics to answer the research questions and confirm the assumptions. Then, a qualitative semi-structured interview, which is the secondary component, is used to support the findings and gain a deeper explanation of the assumptions. Since the secondary component is qualitative method, the sample for the interviewees is purposefully selected from the main study (Martha et al., 2007). Using both the quantitative and qualitative methods allow each other to compliment the flaws so to create a better data collection process and results. Also, using both quantitative and qualitative approaches is safe because the researcher could mix the accurate of the quantitative data with the thorough understanding and findings of the qualitative data (Rudestam & Newton, 2007).

The use of survey allows this research to collect data and generalise findings such as the behaviour and characteristic from a sample to a population. The form of data collection is an online survey and the selection of the sample is random. The online survey is spread through different online social media channels including LinkedIn, Facebook and Twitter so that individuals from different backgrounds could participate. By having a random sample, a representative individual from a population provides could be used to generalise to a population (Creswell, 2009). However, it is also understood that the population of the international project management communities is huge and the survey sample size does not reflect the whole population and there is margin of error, therefore, this is where the qualitative method, semi-

structured interview, comes into play by giving more in-depth information and data on this research.

4.3 Data collection methods

4.3.1 Structured Survey with Open Ended Questions

An online survey is created with around 20 questions depending on the answers. The questions are formulated through logical reasoning and reading different academic literature reading working in multicultural project team. First, the survey asked all the participants general questions about them including age, gender, origins, and if their work involve project management. Depending on their answers, they will be separated into four different categories, (1) not working in project management and no experience working with different cultures, (2) working in project management but no experience working in different cultures. See Table 4.1, (3) not working in project management but with experiences in working with different cultures. See Table 4.2, (4) working in project management with experiences in working with different cultures. And each of the categories is directed to different section of the surveys that is suitable for them. For category (1), as they are not the participants with relevant experience, they do not have to fill out the survey. For category (4), they are the ideal participants for this survey and both (2) and (3) are for them to fill out. For the other categories, the following descriptions include the examples and types of questions asked in each categories. The details of the survey guide are listed in Appendix 9.2.

(2) *Table 4.1 Project management questions*

Question Type	Example Questions
Multiple Choice:	Which stage did you encounter PM issues?
Open Ended:	How did you overcome such issues?
Ranking:	How would you rank the following factors for project success?

(3) *Table 4.2 Working with multi cultures questions*

Question Type	Example Questions
Multiple Choice:	Have you encountered cultural issues in project management?
Open Ended:	What are the nationalities you have been working with?
Ranking:	Please rank the following factors for the strategies and effectiveness to solve conflicts.
Checkbox	Please choose the issues you have encountered.

4.3.2 Semi-structured Interview

A semi-structured interview with open ended questions is used to collect in-depth data because interviewing provides different perspectives and interpretation on the same matter. In order to get different cultural perspectives on project management issues, the selection of the interviewees depends on their nationalities, geographic location and their experiences in project management working with different cultures. It is important to choose respondents with relevant project management experience working in a multi-cultural environment so that they could provide constructive comments and insights regarding to factors that lead to culture conflict and project success. This selection technique is known as purposive sampling, which means that the researcher chooses the respondents with intend and are relevant to the study (Bryman, 2008).

Semi-structured interview allows flexibility and open discussion around the questions and answers. In the beginning, questions about general information about the interviewee are asked, followed by questions about project management and cultural issues. Then some of the questions are adjusted depending on the answer of the previous questions to suit each interviewee's experience. The details of the interview question are listed in the Appendix 9.1.

Nine interviews were conducted with three interviewees from each categories of the different Lewis model, including linear-active, reactive and multi-active except that one interviewee coming from a hybrid between multi-active and reactive culture. The questions focus on project management and also the interviewee's experience in working with different cultures. The interview is conducted in two different ways, the first one is face to face with interviewees who are available to meet up. The second method is one on one through Skype phone call as the interviewees comes from different parts of the world. The easiest and fastest way to reach them is through calling, and that way, answers can be recorded without causing embarrassment to some of the interviewees (Kothari, 2004). To ensure there are no communication barriers, the interviews are conducted in the language that the interviewees preferred, which is Chinese or English. The following table shows more information about the selected interviewees.

Table 4.3 Interview table – The table indicates the number of interviewees from different perspectives in the Lewis Model.

Lewis model cultural categories	Countries	Number of interviewees
Multi-active, Multi-active/Reactive Hybrid	Brazil, Mexico, Philipines	3
Linear-active	New Zealand, USA	3
Reactive	Hong Kong, Taiwan	3

4.3.3 Reflections on Qualitative Approach

During the interviews, some observations have been made on the interviewee's themselves to see how to think from their perspectives. There are examples of each of the cultural categories.

Linear-active

Respondent I is from the USA and a phone interview is conducted where he showed up on time. During the interview, he stressed a lot on not getting used to the vertical hierarchy structure when he was working in Hong Kong. He prefers flat hierarchy as he does not agree that age and seniority has priority over performance and ability. The whole phone call took 30 minutes and the whole interview took around 25 minutes while the remaining little time was introduction and greeting. It would seem that Respondent I does have similar traits and cultural dimensions that Hofstede and Lewis observed, such as punctual, low hierarchy and brief on phone.

Multi-active

Respondent F is from Mexico and a phone interview is conducted where the call was pushed back for 30 minutes and there was a 90 minutes pause after the first 5 minutes of the call due to connection problem and respondent's personal time schedule conflict. During the interview, he stressed the importance of communication and networking with colleagues to develop good relationship. The whole phone call took 30 minutes disregarding the 90 minutes pause in between. It would seem that Respondent F have similar traits as Lewis observed from multi-active categories, including not on time, unpredictable time schedule, change of plans, multi-tasking, stress on interpersonal relationship and frequent communication.

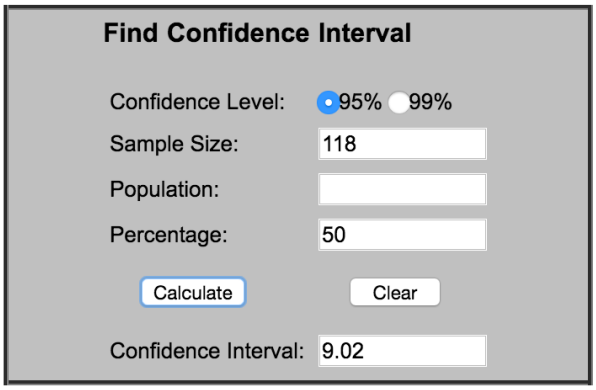
Reactive

Respondent C is from Hong Kong and a phone interview is conducted where he showed up on time. During the interview, he talked about his experience working in the UK and how he just coped with the difficulties when working with other ethnicities. He also talked about how he prefers to work with other subcontractors so if there is anything that went wrong, it is other's liability and responsibility. The whole phone call took 30 minutes and the interview took around 25 minutes while the remaining time was introduction and greetings. It would seem that Respondent C does have similar traits as observed by Lewis and cultural behaviour as mentioned by other interviewees. He is punctual and patient and when he encountered issues, he simply avoids confrontation and copes with them. Also, he displays some traits of fear of responsibility which is also reported by other cultural categories when they work with reactive cultures.

5 Findings

5.1 Structured Survey with Open Ended Questions

After a month of posting the survey online to different online platforms such as project management association group on LinkedIn, project management interest groups on Facebook etc., 118 responses are received. To check if 118 sample size is enough, a sample size online calculator is used. This calculator helps to determine if the number of sample and the level of precision is enough to get the results that reflect the population, which is the margin of error or confidence interval. The factors needed for this calculation include the survey sample, confidence level, population and percentage. The confidence level means the percentage that the population would pick the answer that lies within the margin of error. 95% confidence level is chosen as the questions asked in the survey are highly related to the research topic and the sequences of the questions are put in logical order. The population was unknown as the population is too large to determine and the size is only a factor when dealing with small group of people. The percentage means the accuracy, and it is advised to use 50% to determine a general level of accuracy ("Sample Size Calculator", 2016). With all the factors determined, the result of the error of margin is as below:



Number of Respondents: 118
Confidence Level: 95%
Percentage: 50%
Error of Margin/ Confidence Interval: 9.02

As the result of the confidence interval is 9.02, this means that the answer from those sample size implicates that the percentage of the entire relevant population answering that question is -9 or +9 of the sample's choice. For instance, 80% of the sample picks an answer, and it implies that the relevant population between 71% (80-9) and 89% (80+9) would have picked that answer.

Statistic disclaimer:

Out of the 118 people who answered the survey, 35 of them are from Hong Kong (29.6%) providing a large sample of people from the Reactive cultural group. Unfortunately, no one from Linear-reactive hybrid countries answered the survey and only one participant from multi-active reactive hybrid (India) country and two from Multi-active linear-active hybrid (Belgium and South Africa) countries. Therefore, they are excluded from some of the data analysis below.

Sample analysis:

118 people answered the survey with 38 different nationalities. Gender distribution is even with 58 male and 59 women and one declined to answer.

In terms of distribution of cultural groups according to the Lewis model, 49 respondents are from the multi-active group, 23 of them are from the linear-active group, and 42 of them are from the reactive group in which 35 of them are from Hong Kong. As mentioned previously, only two respondents are from the multi-active linear-active hybrid group, one from the multi-active reactive hybrid group and none from the linear-active reactive hybrid group. (See Figure 5.1)

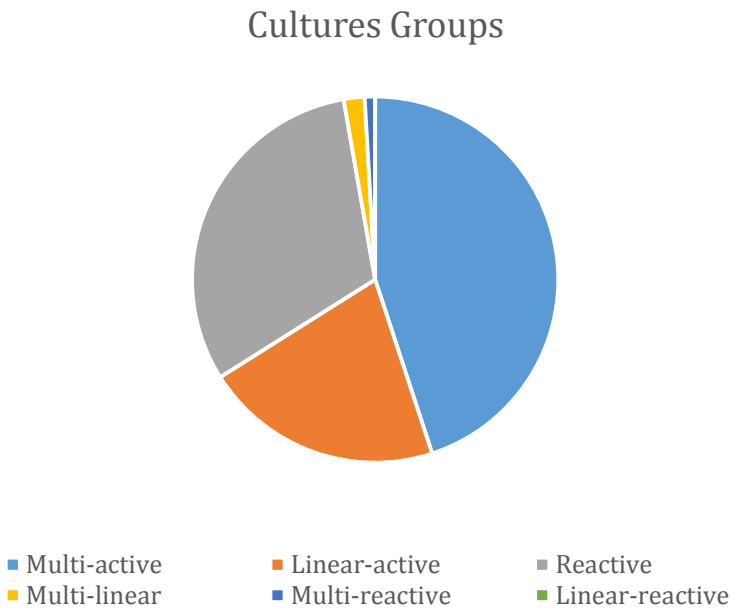


Figure 5.1 Repartition of cultural groups

Because of this unbalanced distribution, most of the analysis will be done using average of answers for each group.
Age distribution shows an over representation of the age class 19-24 years old and 25-34 years old with 47 and 52 answers respectively. The age repartition is reflected into the years of experience distribution where people with zero to three years of experience dominate. (See Figures 5.2 and 5.3) Having such a young experience population sample shows how globalisation are trending with young project managers working internationally and how they are facing, adapting and solving challenges.

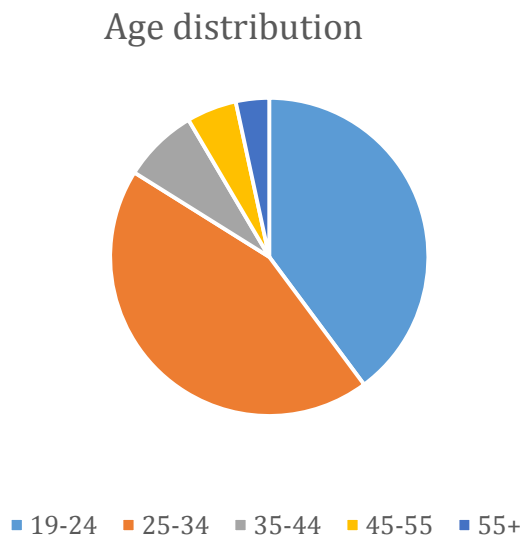


Figure 5.2 Age distribution

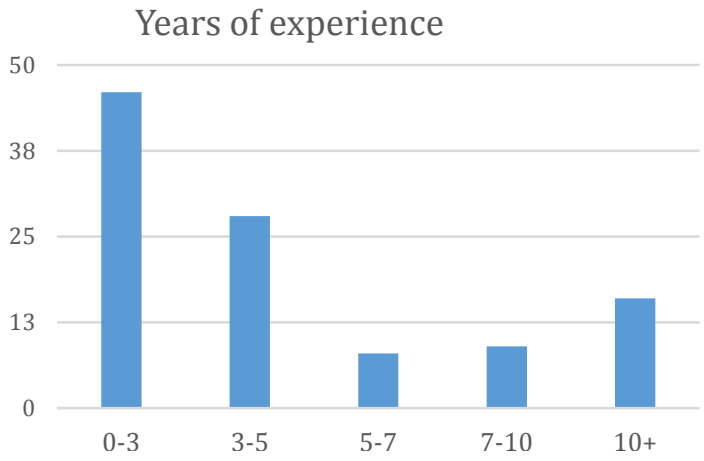


Figure 5.3 Years of experience distribution

63.5% of the respondents work in their native countries as shown in Figure 5.4 They work in different sized companies with a majority working in medium-sized companies with 50 to 249 employees. (See Figure 5.5) The standard of how to classify different size of the company is according to the European statistics ("Eurostat", 2016).

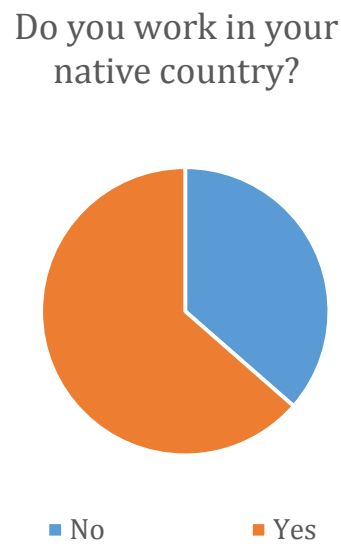


Figure 5.4 Place of work

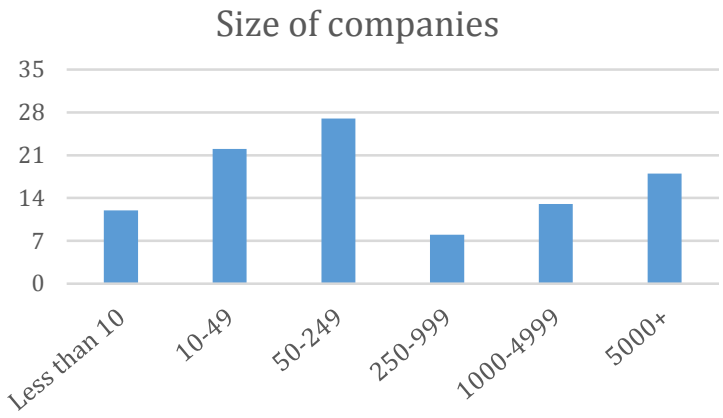


Figure 5.5 Size of companies

Result analysis

The following analysis does not include the three cultural groups, Multi-active linear-active hybrid, Multi-active reactive hybrid and Linear-active reactive hybrid as the number of respondent was too low to be statistically relevant.

1. Importance of PM factors from Different Cultural Perspectives

The below analysis is conducted using the average of answers from each group.

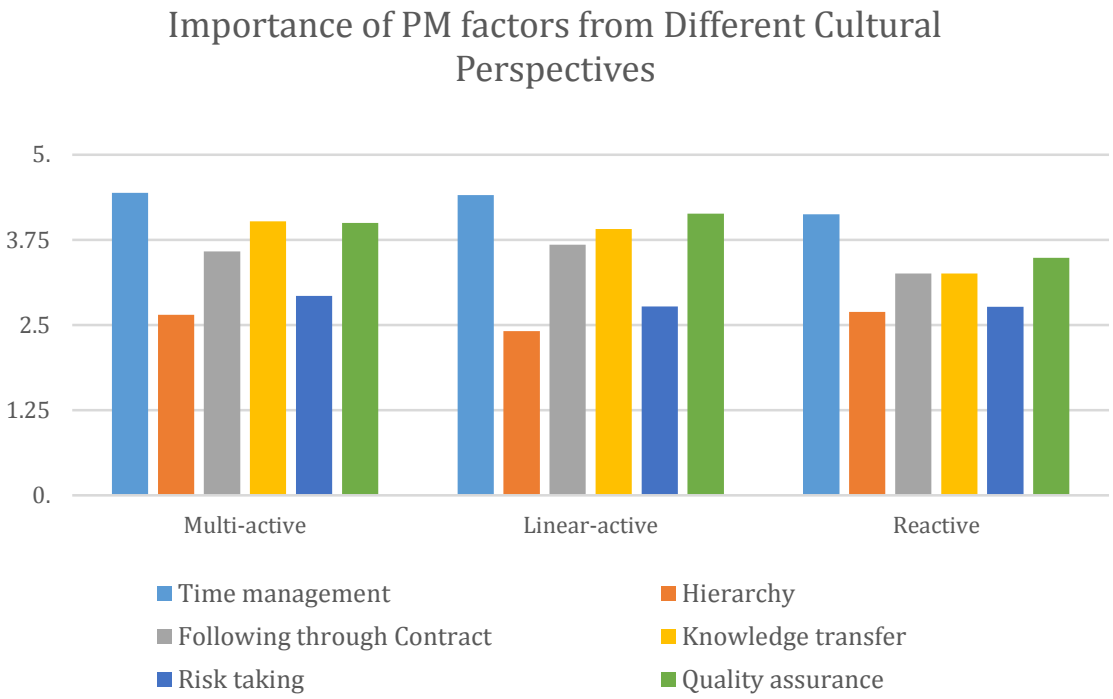


Figure 5.6 Importance of success factor by cultural groups

- Across the three groups, time management is a relatively important factor with average of answers 4.12/5 for the reactive group, 4.40/5 for the linear-active group and 4.44/5 for the multi-active group.
- Hierarchy is a relatively less important factor across the three groups with an average of answers 2.69/5 for the reactive group, 2.40/5 for the linear-active group and 2.65/5 for the multi-active group.
- Following through the contract is a relatively fairly important factor across the three groups with an average of answers 3.25/5 for the reactive group, 3.68/5 for the linear-active group and 3.58/5 for the multi-active group.
- Knowledge transfer is seen as a more important factor for the multi-active group with an average answer of 4.02/5 where linear-active and reactive groups answered respectively on average 3.90/5 and 3.25/5.
- Risk taking is a relatively less important factor across the 3 groups with an average of answers 2.76/5 for the reactive group, 2.77/5 for the linear-active group and 2.93/5 for the multi-active group.
- Following through the contract is a relatively fairly important factor across the 3 groups with an average of answers 3.48/5 for the reactive group, 4.13/5 for the linear-active group and 4/5 for the multi-active group.

2. Project Life Cycle Phases with Most Issues Encountered

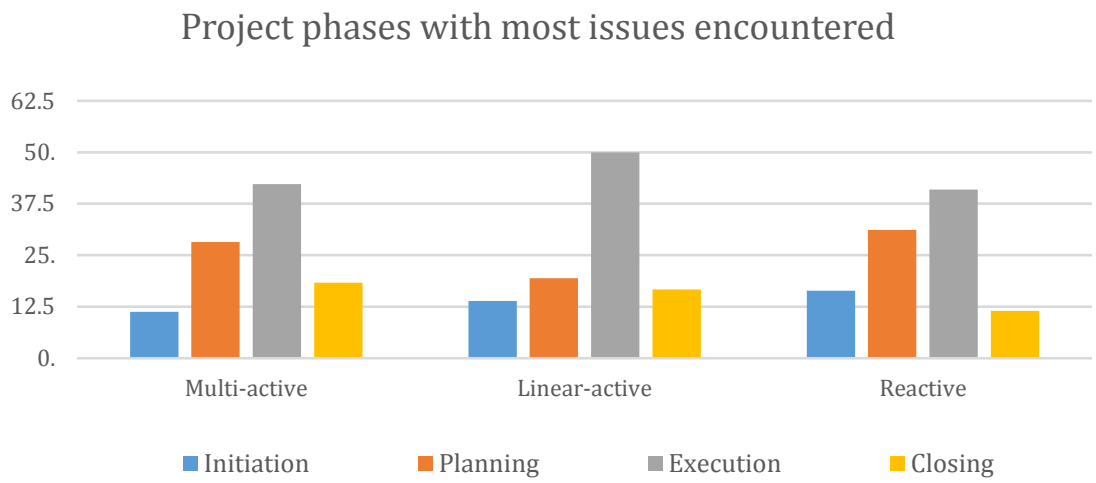


Figure 5.7 Importance of success factor by cultural groups

- Project management issues have been encountered during the initiation phase 11.27% of the time for respondents of the multi-active group, 13.89% of the time for the respondents of the linear-active group and 16.40% of the time for the respondents of the reactive group.
- Issues have been encountered during the planning phase 28.17% of the time for respondents of the multi-active group, 19.44% of the time for the respondents of the linear-active group and 31.15% of the time for the respondents of the reactive group.
- The execution phase is where issues are the most often encountered. 42.25 % of the time for respondents of the multi-active group, 50% of the time for the respondents of the linear-active group and 40.98% of the time for the respondents of the reactive group.
- Issues have been encountered during the closing phase 18.31% of the time for respondents of the multi-active group, 16.67% of the time for the respondents of the linear-active group and 11.48% of the time for the respondents of the reactive group.

3. Issues Encountered while Managing Projects

The listed issues for the participants to choose from is based on academic literature that are mentioned above, such as miscommunication, disagreement in decision making between stakeholders (Brett et al., 2006), and other issues that are based on literature regarding issues in project management by Jabar et al. (2013), Uher & Loosemore (2004), and Yates & Eskander (2002).

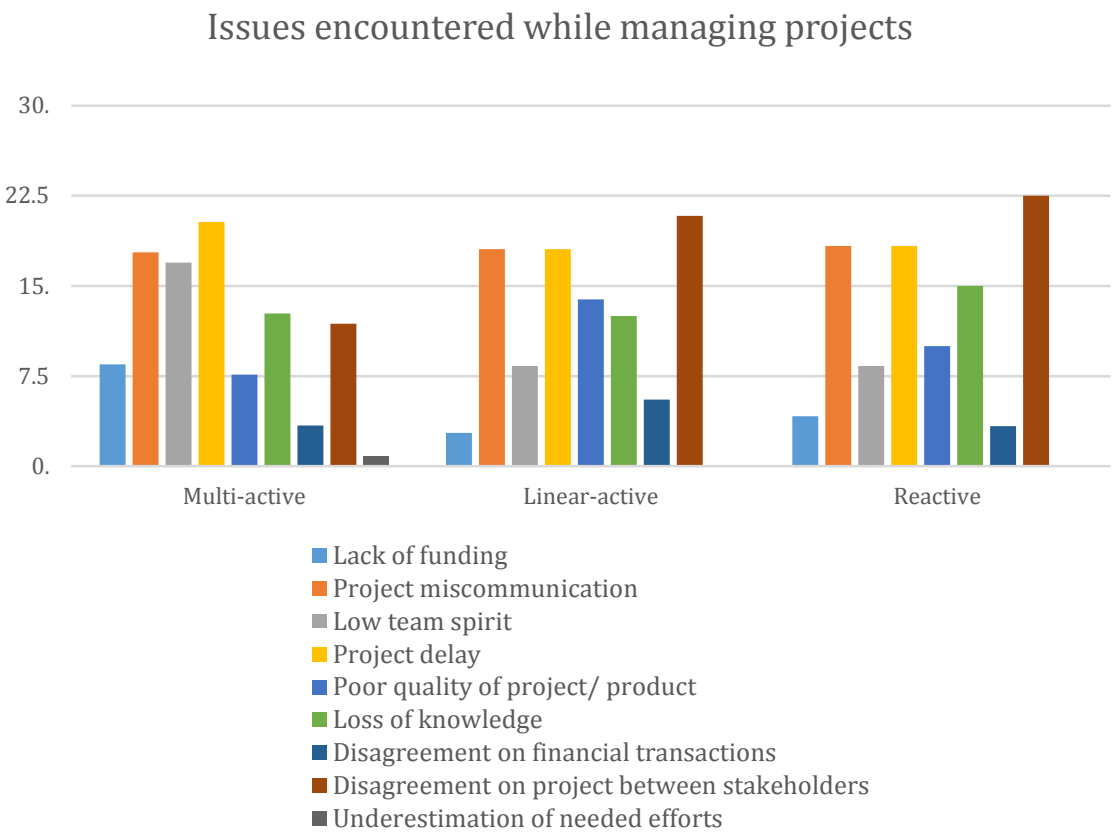


Figure 5.8 Issues encountered while managing projects for each groups

- Lack of funding issues have been encountered 8.47% of the time for respondents of the Multi-active group, 2.78% of the time for the respondents of the linear-active group and 4.17% of the time for the respondents of the reactive group.
- Project miscommunication issues have been encountered 17.80% of the time for respondents of the multi-active group 18.06% of the time for the respondents of the linear-active group and 18.33% of the time for the respondents of the reactive group.
- Issues resulting from low team spirit have been encountered 16.95% of the time for respondents of the multi-active group 8.33% of the time for both the respondents of the linear-active group and of the reactive group.
- Project delay have been encountered 20.33% of the time for respondents of the multi-active group 18.06% of the time for the respondents of the linear-active group and 18.33% of the time for the respondents of the reactive group.
- Issues resulting from a poor quality of the project or product have been encountered 7.63% of the time for respondents of the multi-active group 13.88% of the time for the respondents of the linear-active group and 10% of the time for the respondents of the reactive group.
- Loss of knowledge issues have been encountered 12.71% of the time for respondents of the multi-active group 12.5% of the time for the respondents of the linear-active group and 15% of the time for the respondents of the reactive group.

- Issues resulting from disagreement on financial transaction have been encountered 3.39% of the time for respondents of the multi-active group 5.56% of the time for the respondents of the linear-active group and 3.33% of the time for the respondents of the reactive group.
- Issues resulting from disagreement on the project between stakeholders have been encountered 11.86% of the time for respondents of the multi-active group 20.83% of the time for the respondents of the linear-active group and 22.5% of the time for the respondents of the reactive group.
- Issues resulting from an underestimation of the needed effort have been encountered 0.85% of the time for respondents of the multi-active group and 0% of the time by the two other groups.

4. Factors Leading to Project Success

Throughout a project, there are many different tasks and stakeholders involved. Each stakeholder has his or her own perspective and way of working. It is important to understand how people from different cultural categories prioritise success factors because different priorities between stakeholders could lead to conflicts. The success factors that were asked in the survey are based on the academic literature Khang & Moe (2008).

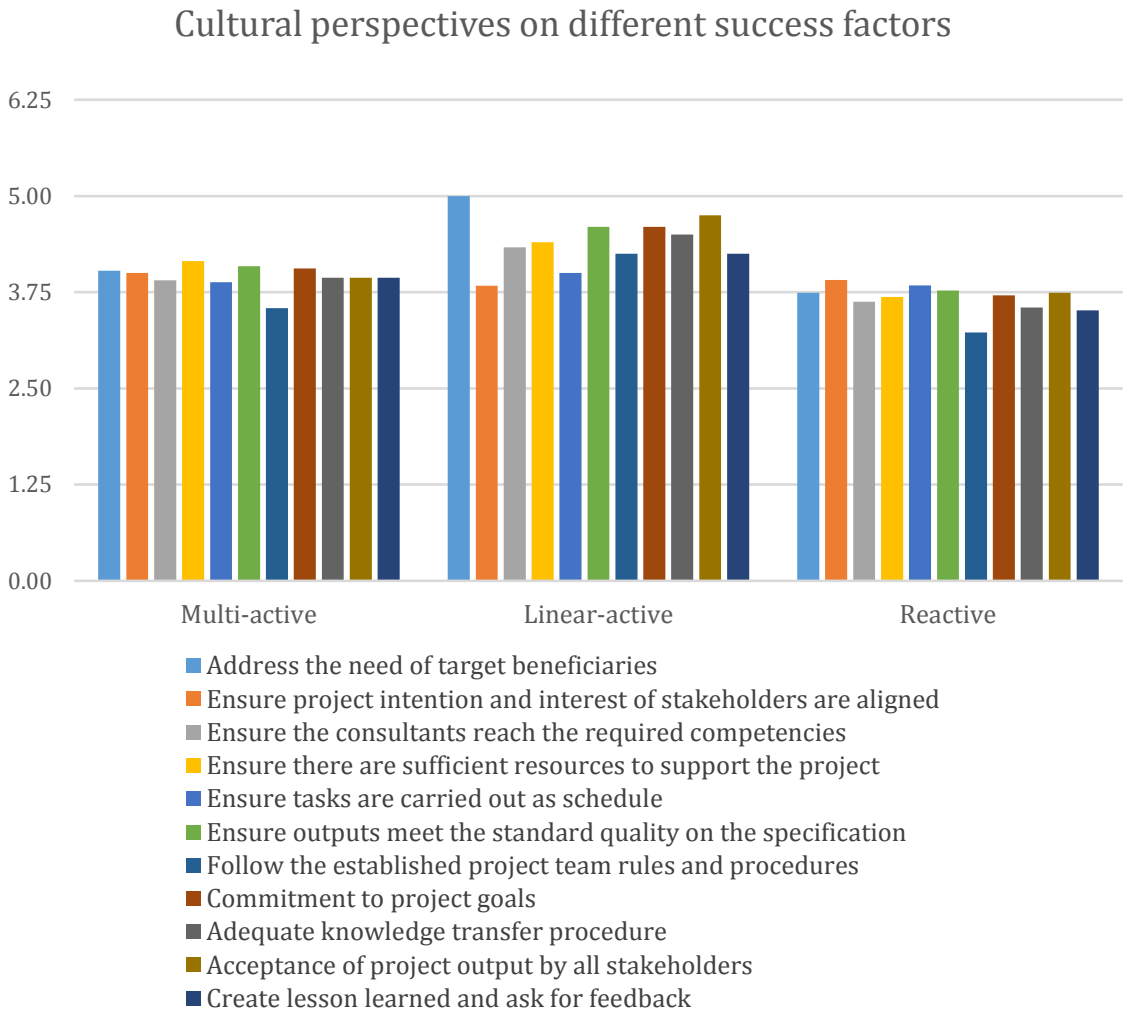


Figure 5.9 Cultural Perspective on difference success factors

The result shows that linear-active agreed on many of the factors than the other two cultural categories. It seems that all factors are similarly important across the different cultural groups with rating from 3-5.

5.2 Semi-structured Interview

Two methods were used to record the interview, a voice recorder and taking notes. The recording ensures that correct interpretations of the answers in each of the interview are available for analysis with the possibility to repeatedly listen to the little details in conversations during the interview that was not written down in the notes. The irrelevant answers that are not essential to this study are not taken into consideration for the findings.

The nine respondents are selected from different categories of culture with different experiences in working with multi-cultural project teams. The table below shows the details of the respondents with their nationalities, industries they work in and other nationalities they work with.

Table 5.1 Description of respondents

Respondants	Categories of culture	Countries originate	Industry	Position	Years in PM	Nationalities involved
A	Reactive	Taiwan	Real Estate	Project manager	12	Canadian, Chinese, Indian, HongKonger
B	Reactive	Taiwan	Architecture	Project Architect	2	Chinese, Filipino, HongKonger, Italian, Taiwanese
C	Reactive	Hong Kong (China)	Architecture	Senior Architect	11	British, Chinese, French, German, HongKonger, Polish
D	Multi -active	Brazil	Fashion	Architect	3	Bosnian, Brazilian, Croatian, Finnish, Latvian, Norwegian, Swedish
E	Multi - active/Reactive Hybrid	Philipines	Built and Environment	Project Manager	7	Australian, Chinese, HongKonger

F	Multi -active	Mexico	Automotive	Design Engineer	1	Chinese, Japanese, Mexican, Taiwanese
G	Linear - active	USA	Real Estate	Project Manager	3	American, Chinese, French, HongKonger, Indian, Mexican
H	Linear - active	New Zealand	Built and Environment	Senior Landscape Architect	10	British, Chinese, Greek, HongKonger Indian, Irish, Japanese, New Zealander
I	Linear - active	USA	Landscape architecture	Project Design Manager	3	Chinese, Filipino, HongKonger, Thai

All of the respondents encountered both cultural and project management issues except one, which is respondent A. He encountered project management issues but not cultural issues.

5.2.1 Cultural Issues

All the respondents have worked in multi-cultural teams and 8 of them have encountered cultural issues as they have different perspective and working style difference because of their cultural background. There are several types of cultural issues reported by these interviewees and the occurrences of the issues are summarised in the table below:

Table 5.2 Summary of occurrences of cultural Issues

Cultural Issues	Occurrence
Different working style	8
Communication barrier	6
Hierarchy	4
Fear of responsibility	3
Negative working attitude	3

The most common cultural issues the interviewees encountered are the different working style and communication barrier. Other issues including hierarchy, fear of responsibility and negative working attitude are less common. Interviewees from

different cultural categories have worked with other cultural categories and some of the examples of the issues they encountered are presented in this part.

Reactive x Multi-active

Respondent B who is from Taiwan has been working in Hong Kong with an Italian architect experienced some issues in project delay due to different working styles. He mentioned how there are communication barriers as English is their main language to communicate but both parties do not speak English fluently, therefore, they have difficulties to present or understand what each other wants. Also, he finds the Italian do not care about time or deadline and present changes without considering the project timeline, which is a main reason that leads to project delay.

Respondent F who is from Mexico has been working mostly with Japanese and fellow Mexicans in projects. He finds the Japanese culture as very polite and harmonious as he find difficulties in communicating with them because he does not know what is considered as respectful to say or not. As reactive culture is harmonious, he finds that Japanese has great tolerance for making mistakes which is not a desirable trait in working with multi-active culture hence one of the reasons why project delays. He, as a Mexican himself, said that Mexican culture requires punishment system as the Mexican culture is laid back and not punctual. If there is no stress or punishment, Mexicans will wait till the last minute or simply ignore the task.

Multi-active x Linear-active

Respondent G who is from USA has been working with her Mexican colleague and she finds her as very expressive, not detail oriented, and not self-discipline in regards to work. She mentioned how she has to keep pushing and give stress for tasks to be done in a timely manner. And how her colleague is very expressive as she talks about her own personal and family problem on the first day they meet.

Respondent D who is from Brazil has been working with Swedish and she finds Swedish easy to work when compare to working with Brazilians. She mentioned how Brazilian tends to avoid responsibility, have ready excuses, less commitment and inefficient communication. On the other hand, Swedish are committed to work, organised and they take responsibilities. When everyone is committed to work, everyone is happy and the team spirit is high, which is also reflected in their work. She also enjoys the flat hierarchy system in Swedish company because there is no problem communicating with upper management levels. The only problem she has is the communication barrier, as Swedish is not her native language and her colleagues prefer to communicate with her in Swedish, so it is not easy for her to understand everything clearly.

Linear-active x Reactive

Respondent C who is from Hong Kong had worked in the UK with British and Germans. He finds the British culture tend to keep distances, not easy to build trust, do not give out enough information and do things one at a time. Due to their culture nature, he had a hard time of running projects smoothly and efficiently. But as time pass by and they have more experiences working together, they began to build trust and improve working performance. As for the Germans, he finds them easy to work

with as they are fair, straightforward, have a flat hierarchy and open transparency hence building a good communication channel.

Respondent H who is from New Zealand has worked in Hong Kong and the UK. He finds difficulties in communicating with Hong Kongers, adapting to the vertical hierarchy and their working style. There are communication barriers as Chinese is not his first language and not everyone in Hong Kong can speak English fluently. Also, he reported that Hong Kongers tend to avoid responsibility and are not engaged or committed to the projects. And since there are vertical hierarchy structure and high power distance, he finds the project process to be inefficient because people are not willing to make decisions or take responsibility because of their statues.

Respondent I who is from USA had worked in Hong Kong and he finds difficulties in Hong Kong's cultural dimension such as hierarchy and working attitude. As hierarchy is vertical and power distance is high, Hong Kongers and Chinese expect promotions and respect from inferiors according to their age and experience. Respondent I find it hard to adjust as he believes that ability should be the factor that determines promotion, not age and years of experiences. Also, as reactive cultures are respectful, even when they communicate with email, they tend to put in a lot of respectful and kind words to their superior which is unclear and not concise. Respondent I found that this power distance and hierarchy to hinder the efficiency during the project process. Power distance and hierarchy could also lead to low team spirit as he and his teammates had experienced negative command and attitude from their superior, which made them feel not appreciated and unvalued.

The answers and findings of this interview display many traits of each of the different culture categories that Lewis observed and also help to test the validity of some of Hofstede's dimension such as power distance, hierarchy and indulgence etc.

5.2.2 Project Management Issues

All nine respondents reported that they have encountered project management issues. The most common project management issues they have encountered are project delay, lack of information and inefficient knowledge transfer.

Project Delay

As suggested by the interviewees, factors that lead to project delay includes lack of funding, lack of resources, low team spirit, time zone difference, contractors or products do not meet the standard and miscommunication. Cultural issues that could also project delay includes the working nature and laid back style of multi-active cultures, the fear of responsibility, negative working attitude which lead to low team spirit, and language barriers and hierarchy structure which lead to inefficiency.

Lack of information

Respondents D and G reported to have experienced lack of information during work. It is very inefficient and harmful to the project timeline and frustrating for the project team and stakeholders down the project chain. They have to keep constantly asking for more information after realising the missing information from other parties, so they have to constantly pause and resume during the working process.

Inefficient knowledge transfer

When Respondent H first joined the company in the UK, he had a difficult time to step in a project due to bad handover and knowledge transfer. As people leave, there is no proper handover and knowledge transfer session and therefore he was not briefed about the project. He did not know the chain of command and the contact person for each party which have cost him a lot of time for figuring out everything.

Respondent F works in a Japanese automotive company in Mexico where the initiation and design stage is done in Japan and the execution is moved to Mexico. Therefore, the Japanese send the necessary information to Mexico when the cars are ready for production. However, Respondent F reported that it has been difficult to request more information from the Japanese when needed. One reason for this could be the nature of Japanese, which has low individualism and they prefer group decision. So it is not easy to gain access to release information because personnel from each of the related departments will have to agree or check with their head office before sharing information to overseas.

6 Discussion

6.1 PM Issues Encountered Due to Cultural Differences

As shown in the findings section 5.1 and figure 5.8, the top issues that all three cultural categories encountered are project delay, miscommunication, disagreement between stakeholders, team spirit and loss of knowledge. One big cause of these issues is because of the cultural differences. Some possible explanations of different issues base on cultural theories are from Hofstede and Lewis and further supported by the interview results.

Project delay

In general, all three cultural categories choose project delay as one of the most encountered issues in project management. And out of the three categories, multi-active culture indicates the highest percentage. The reason of that could be because of the nature of multi-active culture, including not punctual, unpredictable timetable, allow projects influences each other and change plans all the time (Lewis, 2006). According to the interview result, respondent B who works with Italian, respondent G who works with Mexican, and respondent F who is from Mexico confirm that the nature of multi-active culture of being late and not caring about the time schedule leads to project delay.

Miscommunication

In general, all three cultural categories choose miscommunication as one of the most encountered issues in project management. All the percentages within the three culture categories are very similar with a difference of 0.5% at most. Miscommunication is a common project management issues as indicated by secondary data research. The causes of miscommunication are mainly due to language barrier, accents and fluency and communication style etc. as mentioned by Brett et al. (2006). This is supported by the interview result, respondent B who works with Italian reported that he struggles a lot in daily communication because they speak to each other in English but English is not their mother tongue so they have trouble expressing and understanding fully.

Disagreement between stakeholders

Out of the three cultural categories, the least percentage is from multi-active culture while the highest percentage is from the reactive culture. A possible explanation for this result could be due to the communication style of the cultures. According to Lewis (2006), multi-active cultures are extrovert, expressive, talkative and they confront emotionally when there is disagreement so everyone could negotiate and agree to cooperate. Whereas reactive cultures are silent, listening culture, harmonious and they tend to avoid confrontation where they say yes or no very indirectly, which could lead to unclear message and disagreement in the end. This is support by the interview result, respondent G who works in real estate industry reported that there disagreement between her Chinese boss and the Mexican home builders. The builders built a component structure that was not what her boss wanted. The builders said her boss did not give clear instructions as he did not say no but her boss thought that he mentioned what he wanted is enough as a way of saying no indirectly.

Low team spirit

Out of all the three cultural categories, multi-active culture displays the highest percentage of encountering low team spirit. One reason that could explain this result could be the vertical hierarchy and high power distance, which means power is not distributed equally among the project, not everyone can voice their opinions, and decision making is not transparent (Hofstede, 2001). Although most of the reactive culture possess similar dimension, the reactive culture are harmonious which could make a difference when working together in a team (Lewis, 2006). However, there is an example of reactive culture encountering low team spirit. From the interview, respondent I who worked in Hong Kong reported how reactive culture's vertical hierarchy working environment allow his senior to talk down to his teammates rudely which made them feel bad and unvalued and led to low team spirit.

Loss of knowledge

Of all the three cultural categories, reactive culture displays the highest percentage of encountering loss of knowledge, which is unexpected, since they use both knowledge transfer techniques. A possible explanation could be due to nature of tacit knowledge, a learning way which requires long term relationship with trust through observation and working together. If there is high turnover rate or unharmonious working relationship, it could have bad influence on tacit knowledge transfer (Joia & Lemos, 2010). Also, from section 5.1 result analysis part 1, the result indicates that reactive culture do not view knowledge as very important, which could also explain why they encounter knowledge loss more than the other two cultures. As for linear-active culture, the interview result indicates that linear-active culture encountered loss of knowledge. Respondent H who works in a linear-active environment reported that he experienced loss of knowledge as he first joined the firm. There were no handover or knowledge transfer sessions and no one to brief him, just some unimportant and meaningless data. So he knew nothing about the project and that cost him a lot of time and effort to catch up.

6.2 Project Life Cycle Phases with Most Issues Encountered

As shown in the result analysis in section 5.1, all three cultural categories encountered most issues during the execution stage of the project life cycle. The second highest rate of encountering issues is during the planning stage. The table below shows the occurrence of encountering issues from the respondents of each cultural categories on each project phases.

Table 6.1 Occurrence of encountering issues during project life cycle

Project phases	Multi-active	Reactive	Linear-active
Initation	11.27%	16.4%	13.89%
Planning	28.17%	31.15%	19.44%
Execution	42.05%	40.98%	50%

Project phases	Multi-active	Reactive	Linear-active
Closing	18.31%	11.48%	16.67%

Initiation

According to the table above, reactive culture has a higher rate of encountering issues during initiation stage than the other two. Reactive culture in this extent would refer to Hong Kong because 35 out of 42 respondents are from Hong Kong. Some explanations for this result could be due to the culture dimension and economic aspects Hong Kong. According to Hofstede (2001), Hong Kong has a low individualism cultural dimension, which is not desirable during the initiation phase. When the project just started, people should have high individualism and self-confidence to express their opinions and take on challenging tasks for the benefit of the project (Zhang et al., 2015). Other possible explanations could be due to the economy of Hong Kong and China. Since Hong Kong is part of China and China brings in a lot of income and support for Hong Kong's tourism, finance and construction industry. Hong Kong has more experiences and higher standard of design and construction knowledge than China and many projects in Hong Kong firms are projects located in mainland China subcontracted with China developers. And in recent years, China has encountered a recession economy which could lead to lack to funding hence one the main issues during invitation stage (Lau, 2015).

Planning

Table 6.1 shows that reactive culture has a higher rate of encountering issues during planning stage than the other two. Reactive culture in this extent would refer to Hong Kong because 35 out of 42 respondents are from Hong Kong. Some explanation for this result could be the cultural dimension and the nature of reactive culture. Hong Kong has high power distance and low individualism, which is not the desirable dimensions during the planning phase (Hofstede, 2001). During planning phase, it is preferable to have low power distance and medium individualism because this is the phase where everyone's input and opinion are needed. Also, people should be able to express how they feel when working in cross-culture teams, not just obeying the leader (Zhang et al., 2015). But due to the nature of people from reactive culture who are silent and tend to avoid confrontation in terms of communication style, this could cause problem when working in multi-culture team where miscommunication could appear (Lewis, 2006).

Execution

All three of the cultural categories experienced most issues during the execution stage. One possible reason could be because of the complexity and number of tasks that needs to be done which involves many different parties. Execution is not just implementing the project management plan, but also to monitor and control any internal or external risk or changes during execution. Some examples of the issues that could occur include underestimated budget, lack of resources, external weather damages etc. This is the busiest stage where projects create large volumes of information and also issues that project manager need to take care of (APMBOK, 2006). So it is normal that all three cultural categories experienced most issues in this

stage. Of all the three cultures, linear-active culture has the highest percentage of all. Of course, different traits from different cultural categories could lead to project delay and miscommunication, but a possible explanation for linear-active culture's high percentage could be the working nature of people from linear-active countries. They prefer to do one thing at a time, work only fixed hours and follow procedure (Lewis, 2006). These inflexible traits could be time consuming and lead to project delays.

Closing

As shown on the table above, multi-active culture shows the highest percentage of encountering issues during the closing stage. A possible explanation could be the nature of the multi-active culture, including laid back attitude, not being on time, not following plans, unpredictable time schedule, allowing projects affect other projects and ready excuses for everything (Lewis, 2006). All these traits could lead to project delay which definitely affect the closing stage.

6.3 Comparison of Results

6.3.1 Importance of PM factors from different cultural perspectives

The result analyses of the online survey result shown in section 5.1 along with the interview result shown in section 5.2 are compared with the assumptions in section 3.1. A comparison table is constructed to see if the assumptions are as predicted or not. Results as expected with assumptions are highlighted and the end results are not applicable for each category culture with an unknown field.

Table 6.2 Comparison Table of Assumptions and Analysis Result

Assumptions on PM factors	Culture Category	Prediction of Importance	Survey Result (x/5)	Interview Result	Comments
1) Hierarchy	Multi-active	High	Low (2.65)	Respondent H and I who are from linear-active culture and working in reactive culture reported that the working style and importance of vertical hierarchy is important.	As expected for linear-active culture, who care less for hierarchy. Survey result for multi-active culture is not as expected. Survey result on reactive culture contradicts with interview result.
	Reactive	High	Low (2.69)		
	Linear-active	Low	Low (2.4)		
2) Time Management	Multi-active	Low	High (4.44)	Respondent F and B who have worked with multi-active culture reported that multi-active culture is laid back, has unpredictable time schedule and do not care so much about time management.	As expected for reactive and linear-active cultures from the survey result. Survey result on multi-active culture contradicts with interview result.
	Reactive	High	High (4.15)		
	Linear-active	High	High (4.40)		
3) Knowledge Transfer	Multi-active	Unknown	High (4.02)	Respondent H and G who are from and	The survey result is as expected for

Assumptions on PM factors	Culture Category	Prediction of Importance	Survey Result (x/5)	Interview Result	Comments
	Reactive	High	Low (3.25)	working in linear-active culture reported inefficient knowledge transfer and loss of knowledge.	linear-active culture, but it contradicts with the interview result. The survey result for reactive culture is not as expected.
	Linear-active	High	High (3.90)		
4) Follow Contract	Multi-active	Low	High (4.00)	N/A	As expected for reactive and linear-active cultures, but not for multi-active culture
	Reactive	Low	Low (3.48)		
	Linear-active	High	High (4.13)		
5) Risk Taking	Multi-active	Low	Low (2.93)	Respondent B, C and I have reported that reactive culture do not like taking risk and responsibilities.	As expected for multi-active and reactive cultures but not for linear-active culture from survey results. Results from interview and survey on reactive culture is aligned.
	Reactive	Low	Low (2.76)		
	Linear-active	High	Low (2.77)		
6) Quality Assurance	Multi-active	Unknown	High (4.00)	Respondent F who has worked with Japanese reported that they do regard quality assurance as important.	Result from survey is not as expected for reactive. Result from interview contradicts with surveys result.
	Reactive	High	Low (3.48)		
	Linear-active	Unknown	High (4.13)		

Assumption 1 - Hierarchy

From the survey data, people from all three types of cultural categories do not regard hierarchy as very important. However, when compare the results within the three cultural groups, it is shown that people from multi-active and reactive culture do think hierarchy as slightly more important than people from linear-active culture. The result from the interview shows that reactive culture has a vertical hierarchy at work and they regard this hierarchy as important, which supports what Hofstede and Lewis mentioned. It is concluded that the hierarchy factor assumption towards linear-active culture is as predicted, undetermined for reactive culture and unexpected for multi-active culture.

Assumption 2 - Time Management

From the survey data, in general people from all three types of cultural categories see time management as important. It is unexpected for people from multi-active culture to regard time management as important since their culture is more laid back and do not follow exact time schedule. This is what is expected from the interview result, showing that multi-active culture does not regard time management as priority (Lewis, 2006). As for linear-active and reactive cultures, they do regard time as important as the survey result indicates. Also, respondent B who works with Italian

reported that they had arguments regarding time management because the Italian do not see deadlines and time management as important as respondent B does. Therefore, the time management factor towards linear-active and reactive culture is as predicted and undetermined for multi-active culture.

Assumption 3 - Knowledge Transfer

From the survey data, knowledge transfer seems to be an important factor for linear-active culture as expected. However, the interview data contradicts with the survey data and shows that knowledge transfer is not prioritised to them. What is not expected is that it is also important to multi-active culture but not to reactive culture. One explanation could be that since multi-active culture transfer knowledge through conversation and knowledge could easily be lost if there are no communication with each other. According to Smeds et al. (2001), multi-active culture is expressive and requires dialogue to maintain relationship, and they understand the importance of exchanging information. So they regard talking to each other as an important way of transferring knowledge, which is aligned with what Respondent F, who works in Mexico, reported. As for reactive culture, both codified and tacit formats are used to transfer knowledge with a focus on tacit knowledge (Smeds et al., 2001). Reactive culture seems to be more reluctant in transferring knowledge because they see knowledge as power, so they transfer knowledge only to specific people who are in long term and good relationship and have earned their trust. Knowledge transfer happens naturally and they do not view it so important because those who meant to find the knowledge will gain it eventually (Joia & Lemos, 2010). Therefore, the knowledge transfer factor from the perspective of linear-active is undetermined and unexpected for reactive culture and not applicable for multi-active culture.

Assumption 4 - Follow Through Contract

As there are no data from the interview part, the result is based on the survey data. As expected, linear-active culture does regard follow through contract as important while reactive culture does not. However, it is not expected that multi-active culture regard follow through contract as important because multi-active culture relies on interpersonal relationship more than terms on the contract (Chen & Partington, 2004). One explanation could be multi-active cultures' high uncertainty avoidance dimension. As multi-active culture are not comfortable with unknown situation and uncertainty, having contract that state out all terms could ease uncertainties. So the following contract factor is as expected for linear-active and reactive cultures and unexpected for multi-active culture.

Assumption 5 - Risk Taking

In general from the survey data, people from all three types of cultural categories view risk taking as not very important. When comparing with each other, as expected, both reactive and multi-active cultures are not big fans in risk-taking (Hofstede, 2005). The result from the interview is aligned with the survey result on the risk-adverse trait of reactive culture. However, it is unexpected for linear-active culture to regard risk-taking as unimportant since linear-active culture is more prone to new ideas and risk. One explanation could be due to the construction industry nature as risk is taken seriously by all cultures because safety is extremely important and other risks such as project delay could imply huge loss and high compensation. Therefore,

the risk-taking factor from the perspective of reactive and multi-active culture is as expected and unexpected for linear-active culture.

Assumption 6 - Quality Assurance

Surprisingly, the survey result is not as predicted in the assumption. Reactive culture, who must not lose face did not view quality assurance as important as multi-active and linear-active cultures do. One reason could be the biased sample from reactive culture because out of the 42 people from reactive culture who answers the survey, 35 of them are from Hong Kong, four from China, two from Taiwan and one from the Philippines. This means that the countries such as Japan who care about quality did not participate in the survey and are not included in this result. Fortunately, respondent F who works with Japanese in a Japanese company confirms that they prioritise quality assurance and take it seriously. Therefore, based on only the interview result, the factor of quality assurance is important for Japanese is as expected in the assumption.

As for multi-active and linear-active cultures, the survey result indicates that they regard quality assurance as important. One explanation could be because of global competitiveness. Developing countries such as China and India provide cheap products and services which compete with other countries including multi-active and linear-active countries. However, in order to make as much as money possible, China's product is known for quality fade and this is where multi-active and linear-active cultures come in (Midler, 2010). In order to maintain themselves in the competition, they have to deliver high quality standards products and services that compensate the low cost and quality. Based on the survey data, the factor of quality assurance is not applicable for both multi-active and linear-active cultures in the assumption.

6.3.2 Result Implications

The result from the survey and the interviews suggested how cultural differences and issues could lead to project management issues. Different ways of communication and language barrier can lead to miscommunication and disagreements, different hierarchy structure and non-transparent communication could lead to low team spirit, different nowlege transfer procedures can lead to loss of knowledge.

Indeed, as shown from the results of the assumptions, there are some generalisation trends of how certain cultures behave. However, the result also shows that there are some cultural assumptions which are not as expected. Therefore, there isn't an absolute basis on how to judge each culture will react to each other when working together. There are other factors that contribute to people's perspective including experiences and personalities.

7 Conclusion and Recommendation

7.1 Conclusion

Globalisation is the process where people across the world exchange their perspectives, cultures, expertise, services and products with each other. It is essentially an international integration of the world. As the trend of globalisation increase, people around the world can easily connect to each other. Experts from different countries can easily work together and the amount of international projects increase, which at the same time increases the cultural conflicts in project management. In order to minimise conflicts, it is important to understand how different cultures view cultural dimensions and project management factors. There are many countries in the world and they are categorised by the Lewis model into three categories and the hybrids in between, including multi-active, linear-active and reactive. Each of the countries also has their own perspectives on different dimensions as Hofstede studied, including power distance, individualism, masculinity, indulgence, uncertainty avoidance and long term orientation. Their own perspectives on these dimensions reflect on how they view the importance of project management factors including hierarchy, time management, knowledge, risk taking, contract procedure, and quality assurance. Due to the differences of how different cultures prioritise project management factors, conflicts arise when they work together.

The findings of the thesis illustrated that countries do have different cultural dimensions along with contrasting perspectives and prioritisation on different project management factors. For instance, linear-active culture such as USA has low power distance and prefers flat hierarchy, prioritises time management and they are straightforward. Multi-active culture such as Brazil has high power distances and prefers vertical hierarchy, do not follow time schedule and very expressive. Reactive culture such as Hong Kong has high power distance and prefers vertical hierarchy, prioritises time management and they are risk adverse and tend to avoid confrontation. All these differences in values and different perspectives on cultural dimensions and project management factors could lead to conflicts when working in a team. Nevertheless, the results from the online survey and interviews show the same issues that most respondents from the three cultural categories in Lewis model encountered, which are project delay and miscommunication. Most of these conflicts are caused by different working style and communication barrier. The different working style depends on how the cultures view the various cultural dimensions while the communication barrier includes language barrier, attitude, and communication channel. Moreover, these issues usually arise during the execution stage of the project life cycle as shown from the survey result answered by the respondents from all cultural categories.

So what does the result of most issues happened in execution imply? Execution is the third phase of the project life cycle and it is the busiest stage with high volume of activities and number of people involved. The higher the number of activities and people involved, the higher the number of conflicts and disputes. So it makes sense that the result of the survey shows that most issues occurs during the execution stage. Project managers should focus on identifying risks, preventing conflicts, change and conflict management and closely monitor all activities during execution stage so all objectives can be achieved and lead to the project success (APMBOK, 2006).

Understanding how different cultures view the cultural dimensions and project management is certainly important to resolve cultural conflicts in project management. The role of the project manager is as well important. Each project is unique with different circumstances and different people. A good project manager should understand each teammate's background and their personality, strengths and weaknesses. He or she should delegate tasks and responsibilities to them according to their strengths and project's need to create a win-win situation. Good project manager should also create a suitable environment for teamwork and create a group culture that all teammates agreed on.

Different cultures do have different preferences on the importance of project management factors, but there is not an absolute basis to judge everyone's perspectives on project management factors based on their cultural dimensions. There are also other factors that shape one's perspective such as personality and experiences.

To show what this thesis has done, a list of research questions asked in the beginning and answers from the findings are showed as a conclusion for this thesis.

What are the project management issues that arise in multi-cultural project team?

Multi-culture team consists of people with different backgrounds. That includes also their own expectation and working style, which could lead to miscommunication, misunderstanding and misinterpretation. Some of the common project management issues are caused by differences in culture perspective on different factors including project delay, miscommunication, disagreement between stakeholders, low team spirit and loss of knowledge.

How do each cultural category's performances differ in the stages of the project life cycle?

A project life cycle includes initiation, planning, execution and closing. The findings from the survey and interview result shows that all three of the culture categories have encountered most issues during the execution stage of the project life cycle. The explanation is because execution is the busiest stage where projects create large volumes of information and also issues that project manager need to take care of (APMBOK, 2006). Execution is also the stage where most actors are involved, including the client, project manager, contractors, subcontractors, suppliers, consultants, sub consultants, engineers and architects etc. When the number of people involved during the execution phase increases, so do the complexity and conflicts.

How do cultural dimensions and categories trait differences affect project management?

As observed by Lewis (2006), Hofstede (2001), and result from the findings, each cultural categories view project management factors differently.

Linear-active

People from linear-active culture are organised, punctual, follows time schedule and work at fixed hours. They do not care about hierarchy structure as much as the other two cultures but they do prioritise time management and contract procedure. It is showed that they regard knowledge transfer as important from the secondary data research and the survey result. But the interview result contradicts with the other two, so it is undetermined. Also, although they are open minded and likes creative and innovative ideas, they are reluctant to take huge risk, which might be explained by the high risk nature of design and construction industry. They also see quality assurance as an important factor perhaps due to fierce global competition and the need to maintain client's confident in their qualified service and product.

Reactive

People from reactive culture are harmonious, respectful, careful, indirect and they must not lose face. They are flexible in contract procedure but they have vertical hierarchy and high power-distance. They respect time and rely on long term relationship to build trust, hence their knowledge transfer style is both codified and tacit. Also, they are risk-adverse and do not like responsibility. Reactive culture, in reference to secondary data and interview result regarding Japanese, see quality assurance as important because bad quality damage the brand and company's image, which is very shameful to the Japanese culture.

Multi-active

People from multi-active culture are expressive, multi-taskers, flexible with time and they tend to interrelates projects. From the secondary research and the interview result, it is shown that multi-active cultures do not prioritise time management, which contradicts with the survey result. Therefore, it is underdetermine if they regard time management as essential. Another contradicting factor is following through contract. As shown from the secondary data, multi-active culture prioritises interpersonal relationship more than terms on contracts and it is unexpected when the survey result shows that they see contract procedures as important. Their risk-adverse nature might be one possible explanation for this result. In addition, they have vertical hierarchy, high power-distance and high indulgence, hence the laid back attitude. They love to talk, communicate a lot and exchange knowledge through dialogue which leads to explicit knowledge transfer where they regard as important.

7.2 Recommendation for Future Research

This thesis has studied project management based on Hofstede's and Lewis' cultural dimensions and categories of people across the world and how they work with each other. However, there is limitation to their cultural theories, which is not everyone can be categorised since people have different personality and experiences.

According to Hofstede et al. (2010), national culture is deeply rooted in people and changing slowly, while organisational culture is only composed of rules and guidelines that are rooted on the job. So national culture could not be trumped by organisational culture (ITAP 2015). However, what about the global citizens and the individuals that do not have an established national culture? A recommendation for

future research is to study if organisational cultural or project team culture can overpower national culture with individuals who have different backgrounds. For instance, an individual who with a diverse and international background, moved around every few years while growing up and gotten educated in different countries. If a project team are composed of individuals with such unique international background, do they still get influenced by the cultural dimensions and categories from their native country? Would it be easier for them to adapt to organisational culture since they don't really have an established specific national core value? In that circumstance, will organisation culture trump national culture then? The trend of globalisation is inevitable, people around the world travel, study, work and connect with each other, which increases the amount of global citizens along with human diversity of mix races and cultures. It would be beneficial to study how these global citizens could play an influential role in international project management.

8 References

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9 Appendix

9.1 Interview Guide

Interview Guide
Name:
Position:
Nationality:
Industry:
Years working in PM:

1. Have you worked in a multi-cultural project environment? In what country? With which nationalities?

2a. Have you had difficulties working with team members with different culture? If so, please explain the difficulties in detail. What which culture and what challenges?

2b. Did those challenges lead to other problems like project delay, low team performance, project failure?

2c. If yes, how did you cope with those challenges? Or what solution do you think would have helped?

2d. Did those measures work?

3. Have you received team buildings or a clear instructions on a common agreed work guidelines and communication style for working with other team members with different background?
If yes, how did those guidelines work out for you?

4a Have you encounter project management issues such as project delay, knowledge loss during transition of life cycle etc?
4b. If so, which stage in the project life cycle was it?

5. What are some distinctive characteristics of the nationalities that you have worked with?
Can you give some examples?

6. What factors do you think is important when starting a multicultural project?

7. Do you prefer to work in an onshore or offshore setting? Do you prefer to work with multi-culture project team or a local project team and why?

9.2 Survey Guide

Research on Project Management from Different Cultural Perspectives

* Required

Gender

- ◯ Male
- ◯ Female
- ◯ Do not wish to answer

Age

- ◯ 19-24
- ◯ 25-34
- ◯ 35-44
- ◯ 45-55
- ◯ 55+

Where are you from? *

Your answer

Does your work involve project management? *

- ◯ Yes
- ◯ No

Have you been working with people from other country or with a different cultural background? *

- ◯ Yes
- ◯ No

How many years of experience do you have?

- ◯ 0-3
- ◯ 3-5
- ◯ 5-7
- ◯ 7-10
- ◯ 10+

Do you work in your native country? *

- ◯ Yes
- ◯ No

What is the size of the company or organisation? *

- ◯ Less than 10
- ◯ 10-49
- ◯ 50-249
- ◯ 250-999
- ◯ 1000-4999
- ◯ 5000+
- ◯ Other : _____

Could you rank the importance of the following factors in project management? *

	1 (Least Important)	2	3	4	5 (Most Important)
Time management	◯	◯	◯	◯	◯
Hierarchy	◯	◯	◯	◯	◯
Following through Contract	◯	◯	◯	◯	◯
Knowledge Transfer	◯	◯	◯	◯	◯
Risk Taking	◯	◯	◯	◯	◯
Quality Assurance	◯	◯	◯	◯	◯

What nationalities did you work/ have you been working with? *

Your answer

Have you had cultural related issues while managing projects with these nationalities? *

- ◯ Yes
- ◯ No

Can you identify the issues you have encountered? *

- [ ] Communication
- [ ] Accents and fluency of the language
- [ ] Different attitudes towards hierarchy and authority
- [ ] Different decision making style (Transparency)
- [ ] Different attitudes on being on time
- [ ] Different styles of conducting meeting
- [ ] Unable to build trust
- [ ] Other: _____

Have you used one of the below strategies to solve the conflicts? If yes, can you rank their effectiveness?

	1 (Ineffective)	2	3	4	5 (Very Effective)
Set up ground rules and guildlines that are accepted by all team members	○	○	○	○	○
Set up a workable communication channel for team members	○	○	○	○	○
Team building exercises	○	○	○	○	○
Using collaborative leadership (adopt different leadership style and apply to different members as needed)	○	○	○	○	○
Create a positive and pleasant working enviornment to motivate the team	○	○	○	○	○
Face to face start of the project with all members for a basis to build trust	○	○	○	○	○
Restructure the team	○	○	○	○	○
Managerial intervention (where manager make the final decision about conflict)	○	○	○	○	○
Removal of team members	○	○	○	○	○

Have you had project management issues when working on projects?

*

- ○ Yes
- ○ No

In which stages did you encounter PM issues?

*

- ☐ Initiation
- ☐ Planning
- ☐ Execution
- ☐ Closing
- ☐ Other: _____

Can you identify the issues you have encountered?

*

- ☐ Lack of funding
- ☐ Disagreement on project between stakeholders
- ☐ Disagreement on scope between parties and stakeholders
- ☐ Project Delay
- ☐ Project Miscommunication
- ☐ Low team spirit
- ☐ Poor quality of project/ product
- ☐ Lost of knowledge during knowledge transfer
- ☐ Disagreement on financial transactions between parties
- ☐ Other: _____

How did you overcome these issues? *

Your answer

How much do you agree on the following factors for project success?

	1 (Disagree)	2	3	4	5 (Totally Agree)
Address the need of target beneficiaries	○	○	○	○	○
Ensure project intention and interest of stakeholders are aligned	○	○	○	○	○
Ensure the consultants reach the required competencies	○	○	○	○	○
Ensure there are sufficient resources to support the project	○	○	○	○	○
Ensure tasks are carried out as schedule	○	○	○	○	○
Ensure outputs meet the standard quality on the specification	○	○	○	○	○
Follow the established project team rules and procedures	○	○	○	○	○
Commitment to project goals	○	○	○	○	○
Adequate knowledge transfer procedure	○	○	○	○	○
Acceptance of project output by all stakeholders	○	○	○	○	○
Create lesson learned and ask for feedback	○	○	○	○	○

Are the people that you are working with or had worked with, from the same company as you or not? *

- ○ Yes, same company
- ○ No, other company
- ○ Both

This is almost the end of the survey.

Thank you very much for your time.

Do you think you could spare some time for an interview?

- ○ Yes
- ○ No