Leadership Skills to Manage Nationally and Culturally Diverse Project Teams

A Phenomenological Study

by

Mitali Mendes

Dissertation Submitted to the Doctoral Program

of the American College of Education

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

October 2020

Leadership Skills to Manage Nationally and Culturally Diverse Project Teams

A Phenomenological Study

by

Mitali Mendes

Approved by:

Dissertation Chair: Dr. Crystal Neumann

Committee Member: Dr. Michelle McCraney

Academic Leadership Team: Dr. Claudia Mitchell

Copyright © 2020

Mitali Mendes

Abstract

The leadership of nationally and culturally diverse teams is a juxtaposition of the leader's awareness of different cultures and the skills essential in successfully managing the diverse team. The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. There is a lack of understanding of the leadership skills needed in the multinational, multicultural construction environment. A better understanding of different nationalities and cultures opens the door for improved team communication and effective project management. The research questions focused on the lived experience of participants who manage multicultural construction project teams and the perceptions of the leadership skills helpful when doing so. The study employed semi-structured interviews to gather the rich experiences of those who serve in construction project management roles. The study's 10 participants were expatriates representing eight countries working in the United Arab Emirates in construction project management leadership positions. The team members reporting to the project leaders represented 19 nationalities. Eight themes emerged from the data analysis, including (1) Culture Shock, (2) Mindful of Cultural Stereotypes, (3) Clarity in Communication, (4) Share Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence. Strong management skills and effective leadership skills are both essential for a project leader's success. The leadership skills identified in this study can help project leaders managing nationally and culturally diverse teams to develop new skills to complement those which make them successful as managers.

Dedication

I dedicate this dissertation to my man Godfrey, my best friend and an amazing husband. Thank you for encouraging me to take up this opportunity and providing continuous guidance and support on this seemingly never-ending journey. Thank you for instilling in me the importance of education. I admire you for your hard work, resilience, and a fantastic sense of humor that keeps me entertained.

Thank you to our affectionate and kind children for putting up with my "absences" even when I was present, for the days and nights of fending for themselves, and for remaining the driving force behind my efforts. I hope you will continue to follow your dreams and see what can be achieved with commitment, dedication, positive thinking, and a sense of purpose.

To my parents and brother, thank you for your unconditional love and support when I needed it the most. You have exemplified the values of compassion, perseverance, and respect, for which I will be ever grateful. Each one of you remains my pillar of strength.

Acknowledgment

This dissertation journey has been an experience of a lifetime. In many ways, conducting doctoral research and writing the dissertation was like running a marathon, a long and weary race enduring several obstacles along the way to the finish line. I was not alone; several people along the way encouraged and inspired me to reach my goal.

This dissertation would not have been possible without the excellent support and guidance from my chair, Dr. Crystal Neumann. Her outstanding support and positive attitude helped me finish strong. She was always confident in my abilities to complete this journey. Every time I came across a setback and was close to giving up, I contacted Dr. Neumann. She responded as fast as she possibly could to all my questions, no matter how big or small, and always made me feel special. She is indeed a true educator par excellence.

I would also like to thank my dissertation committee member, Dr. Michelle McCraney, for her valuable feedback and support. Dr. McCraney's quick and timely responses helped me to move everything at a faster pace. My heartfelt thanks to all individuals who participated in this study for their valuable contribution. Without their support, this project would not have been successful.

Table of Contents

List of Tables x

List of Figures xi

Chapter 1: Introduction 1

Background of the Problem 3

Statement of the Problem 5

Purpose of the Study 6

Significance of the Study 7

Research Questions 9

Conceptual Framework 9

Definitions of Terms 11

Assumptions 12

Scope and Delimitations 13

Limitations 14

Chapter Summary 15

Chapter 2: Literature Review 16

Literature Search Strategy 17

Conceptual Framework 18

Research Literature Review 20

Cultural Theories and Models 21

Leadership Theories and Models 31

Labor Migration in the United Arab Emirates 43

Leadership Skills of Project Managers 45

Chapter Summary 46

Chapter 3: Research Methodology 49

Research Questions 50

Research Design and Rationale 51

Role of the Researcher 52

Population and Sample Selection 52

Instrumentation 53

Data Collection 55

Data Analysis 57

Reliability and Validity 58

Ethical Considerations 60

Chapter Summary 60

Chapter 4: Research Findings and Data Analysis Results 62

Data Collection 63

Participant Population 65

Conceptual Framework 68

Data Analysis and Results 69

Emergent Themes for Research Question 1 Data 74

Emergent Themes for Research Question 2 Data 80

Reliability and Validity 91

Chapter Summary 93

Chapter 5: Discussion and Conclusion 95

Findings, Interpretations, Conclusions 96

Culture Shock 97
Mindful of Cultural Stereotypes 98
Clarity in Communication 99
Share Similarities and Celebrate Differences 100
Connect on a Human Level 101
Bridge the Language Gap 101
Recognition Champion 102
Cultural Competence 103
Connecting to the Conceptual Framework 103
Limitations 104
Recommendations 104
Implications for Leadership 105
Conclusion 106
References 109
Appendix A: Participant Demographic Information 129
Appendix B: Interview Guide 130
Appendix C: Informed Consent Agreement 132
Appendix D: Research Participant Recruitment Letter 134
Appendix E: Subject Matter Expert Approval Letters 135

List of Tables

Tables

1. Field Test Subject Matter Experts…….. 54

2. Participant Demographics…….. 67

3. Emergent Themes with Associated Meaning Units for RQ. 1: Lived Experiences… 72

4. Emergent Themes with Associated Meaning Units for RQ. 2: Leadership Skills …. 73

List of Figures

Figures

1. Lewis Cultural Class Model ……..... 19
2. Mind Map of a Project Manager's hierarchy with team members from different cultural dimensions in the United Arab Emirates as per the Lewis Model…… 20
3. Lewis Cultural Types……..... 30
4. The Managerial Grid ……...…….. 36
5. Model of Participant 1(P1) and team members cultures based on the Lewis Cultural Class Model ……. 69
6. Sample Coding Process……... 71

Chapter 1: Introduction

Strong management skills and effective leadership skills are essential for a project manager to be successful. While management skills can be gained through practice and experience, leadership skills can be learned and developed (Kumar, 2009). Understanding the leadership skills to manage a nationally and culturally diverse team can help develop the relevant leadership skills to complement the project managers' management abilities. An in-depth understanding of people from other countries working on the same project is a challenge faced by many project leaders managing multicultural teams (Obikunle, 2002). The team members varied perspectives can be considered a positive aspect of a project and can be embraced by project managers to improve project outcomes.

Makilouko (2004) distinguished three types of multicultural project teams. The first one is a project team consisting of members from different national cultures but working together in the same country. The second type is a project team in which the members are wholly or partly dispersed but occasionally meet face-to-face when required. The last type is a project team in which members communicate only via electronic channels and encounter no face-to-face interactions. This phenomenological study focused on the first type of multicultural project team, where people from different national cultures work together in the United Arab Emirates. The results of this study will: (1) allow those with leadership positions over construction projects (project managers) to identify and develop the leadership skills which help manage multicultural work teams efficiently and (2) assist construction company leaders in recruiting qualified project managers.

Just a few decades ago, the United Arab Emirates was a vast stretch of desert, inhabited by the proud and resourceful Bedouin tribes, fishing villages, and date farms (Morton, 2016). In contrast, the present United Arab Emirates features the most modern skylines and unparalleled luxury, which are an outcome of rapid and expansive development plans financed through oil wealth beginning in the 1970s and early 1980s (Shihab, 2001). Oil exports have transformed the country's society and economy. Since the discovery of oil in the region and the rapid growth of its economy, the country has relied heavily on migrant labor. Labor migration evolved as the most effective solution for balancing the region's labor deficit (Hamza, 2015).

Demographically, the United Arab Emirates attracts people from more than 200 countries, which results in a multicultural workforce of people from many different cultures (Factsheet, 2020). In 2019, the United Arab Emirates population was approximately 9.8 million people, of which 90% were expatriates (World Population Review, 2019). Expatriates (people who live outside of the native country) comprise 95% of the workforce in the United Arab Emirates (Heritage, 2020). Because of the country's small population, the United Arab Emirates continues to be dependent on expatriate labor. The rapid growth in the economy, an increase in the country's population, and the rise in infrastructure projects have increased dependence on the expatriate workforce. These factors have led to nationally diverse work teams in the United Arab Emirates.

According to Mincks (2016), construction project managers require the skills and strategies to manage people, time, and resources to build a successful project. In the United Arab Emirates, the construction sector was a key driver of the nation's economy and created employment opportunities because the projects required a large number of workers. Similar to

other major private sectors, expatriates coming in from different countries form the majority of the construction workforce. Companies in the United Arab Emirates depend on project managers to run projects. The project managers are responsible for leading a project from its inception to its completion and are responsible for ensuring the successful completion of projects within the allotted time and budget constraints while maintaining exceptional standards.

The introductory chapter includes the following sections: a background of the problem, statement of the problem, the purpose of the study, the significance of the study, research questions, conceptual framework, definition of terms, assumptions, scope, and delimitations, limitations, and chapter summary. The chapter begins with the introduction of this phenomenological study and the background of the problem. The problem statement establishes the need for phenomenological research to fill a gap in the research literature. The purpose of this study established a connection between the problem and the goals of the research.

The research questions identified the specific objectives this study would address. The conceptual framework outlined the preferred approach to achieve this study's purpose by describing the relevant theories. The significance of the study described the usefulness of the outcomes of this study to project managers and organizational leaders. In this chapter, the key terms are defined, assumptions, scope, delimitations are identified, and measures are taken to enhance this study's dependability and transferability. The introductory chapter is concluded with a summary and an overview of the next chapter.

Background of the Problem

A study conducted by Hofstede (1983) of employees from 53 countries working in International Business Machines (IBM) found employees are similar to each other on almost all

dimensions except culture. According to Dulaimi and Hariz (2011), project teams in the United Arab Emirates consisted of people from different countries with diverse cultural backgrounds. There are many national cultures and orientations which are distinct and differ from others. Hofstede (1983) found that hierarchy in management is a long-standing tradition in some national cultures, and, in some others, hierarchy is not readily accepted. To expand further on cultural differences, Minkov and Hofstede (2011) identified individuals from the United States tend to be more individualistic and are different from North Korean individuals, who tend to be more collectivist.

The International Project Management Association (IPMA) individual competency baseline identified the need for project leaders to be aware of different leadership styles and select an appropriate style according to the particular project, team members, and project context (IPMA, 2015). Depending on the situation, different forms of leadership skills may be adopted by project managers. Some examples of essential leadership skills for project managers include motivating and inspiring teams, negotiating, communicating, listening, influencing skills, and team building (Kumar, 2009). Zaccaro, Rittman, and Marks (2001) noted while managing a diverse work team in the best possible way is critical to achieving optimum results, teamwork may result from consensus-building between project managers and team members.

As described within the existing literature by Hofstede (1983) and Minkov and Hofstede (2011), the difference in the cultural perception of hierarchy by different nationalities may affect the leadership skills expectations, from both the construction project manager and team members point of view. Zaccaro et al. (2001) argued specific leadership actions employed in particular contexts and circumstances could result in group effectiveness. Marquardt and Horvath (2001)

stated while the diverse teams' success depends on the same factors as a domestic or national team, the multicultural element within teams introduced more variables and greater complexity. The project managers in the United Arab Emirates were facing more significant challenges arising from the difference in team members' nationalities and cultural backgrounds.

Statement of the Problem

The problem is a lack of understanding of the leadership skills needed in the multinational, multicultural construction environment. Project managers in the United Arab Emirates face challenges in managing a multicultural workforce diverse in nationality and ethnicity and paid differently based on the individual's country of origin for doing similar jobs (Al-Jenaibi, 2012; Hamza, 2015; Shaban, 2016). A significant portion of the world's gross national product is spent on projects, including construction, software development, telecommunications, and production (Anbari et al., 2009). Projects are often conducted in multidisciplinary and cross-functional environments, making project management of diverse teams a relevant and crucial topic of study.

In two multicultural studies by Jang (2017), one an archival study of over 2000 teams and another experiment involving 83 teams of different compositions, found teams were more creative when the teams had one or more individuals who acted as a cultural broker. Jang (2017) further defined a cultural broker as a person who has a relatively more multicultural experience than others in the group and acts as a bridge between other team members. Project managers may have to take a cultural broker's role by acclimating to the team member's different cultures to facilitate creativity and efficiency. As expanded by Nassif (2017), project leadership played a

vital role in minimizing the outcomes of cultural differences and ensured the project team worked in harmony to achieve the project goals and jointly contribute to the project's success.

Tan (2004) raised an important question about the steps taken by organizations to optimize individual and collective performance to harness the cultural diversity of the employees from around the world. With multicultural work teams having innovative creativity or conflicts due to different ideas, identifying project managers' leadership skills helped manage the team members, recognize common project goals, and ensure successful project completion (Anbari et al., 2009). Taking existing literature into consideration, there is a need to identify leadership skills, which may help project managers in the United Arab Emirates achieve project success by capitalizing on the diverse knowledge and skills that exist within the team.

Purpose of the Study

The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. Lückmanna and Färbera (2016) argued engaging team members from different national cultures was a significant challenge for project managers with multicultural team members. Research conducted by Oshinubi (2007) in the southeastern United States identified nine critical leadership traits which had a direct relationship with team performance in construction projects. This study addressed the gap in the existing literature for a specific study of leadership skills required to manage culturally diverse team members from different nationalities in the United Arab Emirates construction industry.

A study of the United Arab Emirates managers by Barhem, Younies, and Smith (2011) found cultural skills were valued as an important skill among managers, given the diverse

workforce. The study particularly noted awareness of home country culture and the ability to comprehend cultural dynamics were the most critical skills managers in the United Arab -- Emirates should possess to be successful. As expanded by Al-Jenaibi (2012), managing workplace diversity was one of the most prominent challenges organizations face in the United Arab Emirates.

Since the project managers in the United Arab Emirates have to manage a diverse work team of people with different ethnicities, customs, and backgrounds, project managers need specific leadership skills, which will help managers be more productive and efficient. A study by Bealer and Bhanugopan (2014) found a significant difference in leadership style and behaviors between local managers from the United Arab Emirates and managers from other cultures from around the world. Bealer and Bhanugopan (2014) further identified a need to research the leadership skills to manage a diverse workforce in the United Arab Emirates and the Middle East region. Salas, Burke, and Cannon-Bowers (2000) noted that companies depended on diverse teams to complete projects due to an increase in the global environment, which resulted in needing more perspective guidance, specifically with ways to capitalize on potential synergy and on advantages the diverse teams offer. This phenomenological study's target population was current project managers in the United Arab Emirates who had a team of two or more nationalities.

Significance of the Study

The study’s observations and conclusions will be significant to the project sponsors and the construction companies to use as a selection criterion for hiring new candidates for project manager positions. The research identified the leadership skills best suited to manage a

multicultural team from different nationalities efficiently, laying the groundwork for current United Arab Emirates project managers to develop skills and become better leaders of the multinational teams. This phenomenological study sets the foundation for further research to be carried out on a larger sample drawn from a broader cross-section of Middle Eastern countries.

This study included interviews of project managers in the United Arab Emirates with the expectation of identifying the common leadership skills which help manage a multicultural workforce. Research on cross-cultural issues concerning multicultural project teams revealed national culture constituted between 25% and 50% of differences in opinions (Gannon, 1994). An understanding of the common leadership skills of the project managers may help organizations develop these skills in current project managers to support and manage teams efficiently. This study will benefit any industry in which leaders manage multicultural teams consisting of different nationalities.

Companies with diverse teams will benefit from this study by improving the identified leadership skills of project managers. According to Henkel, Marion, and Bourdeau (2019), when project managers identified the skills that help efficiently manage diverse teams, employees felt more valued due to mutual trust, making project managers better leaders. The significance of this study to company management is by identifying the common leadership skills, and the research can provide a path for improvements in organization learning by recommending development and improvements in leadership skills. The skills identified in this study can help provide a guideline for effective talent acquisition of project managers for future business needs. The study builds on existing leadership by providing an understanding of the importance of leadership skills in organizations which consist of multicultural employees.

Research Questions

The study used a qualitative research approach to understand the construction project managers' lived experiences in the United Arab Emirates and the leadership skills favorable in managing multicultural teams. The research questions have been framed to guide the purpose of this phenomenological study, identifying leadership skills of project managers, which help manage a multicultural workforce consisting of members from different national cultures. According to Creswell (2014), the right qualitative questions should invite a process of exploration and discovery. In addition, Creswell noted research questions narrow the statement of purpose to specific questions which one seeks to answer. The following research questions will be used to guide this study:

Research Question 1: What are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates?

Research Question 2: What are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates?

Conceptual Framework

Camp (2001) described a conceptual framework as a structure of what has been learned to explain best the natural progression of a phenomenon being studied. Grant and Osanloo (2014) stated, in a research study, conceptual frameworks provide the logical structure of connected concepts, which help one understand how ideas relate to one another within the theoretical framework. Sometimes conceptual frameworks are referred to as theoretical frameworks, but these terms hold distinct meanings in research and cannot be interchanged

(Grant & Osanloo, 2014). A conceptual framework is a system of concepts, assumptions, and beliefs which support and guide the research plan.

The importance of a leader's skills in influencing team performance has been documented in many research studies on leadership (e.g., Hao & Yazdanifard, 2015; Madanchian, Hussein, Noordin, & Taherdoost, 2017). Clarke (2012) noted leadership roles, traits, and styles can differ depending on the situation, resulting in difficulty for project managers to strategically choose the best option. This study sought to identify the leadership skills which will help project managers to manage and improve the performance of multicultural teams.

According to Müller and Turner (2010), the effectiveness of a particular style of the project manager's leadership was influenced by the diversity within the group and the cultural climate within which the industry operated. The Lewis cultural class model proposed a three-category division, which consisted of linear-active, multi-active, and reactive dimensions (Lewis, 2014). The project managers from the United Arab Emirates may belong to any one of the three cultures and sometimes a blended culture. The team members may represent diverse cultures based on nationality. Identifying the common leadership skills which help manage a diverse workforce can be helpful to project managers, leaders, and organizations.

Geert Hofstede (1983) initially developed the five-dimension model for classifying national cultures and analyzing work behavior. The five dimensions of culture identified by Hofstede were power distance, uncertainty avoidance, masculinity vs. femininity, individualism vs. collectivism, and long-term vs. short-term orientation. Furthermore, Hofstede (2001) identified several layers of culture in a group or category of people: nation, region, gender, generation, social class, and organization. For this study of managing multicultural teams, only

differences in national cultures are taken into consideration.

Hofstede (1983) highlighted managers of a multicultural team comprised of different cultures were unable to change all team members' mental programming. In addition, the team members struggled to work in harmony due to the differences in people's cultures (Hofstede, 2001). Cultural distances among people caused cultural challenges and conflicts. Based on respective cultures, people may have different mindsets, perspectives, and styles of functioning. Since the project managers in the United Arab Emirates manage team members from different national cultures, project managers need to understand the various national cultures' values to interpret members' behavior, motivation, and expectations.

Definitions of Terms

This study expands on leadership skills to continue the development of the study of project managers in the United Arab Emirates. This section explains the terms used which guided this phenomenological research study. The following definitions are needed to lay the foundation for this phenomenological research study.

Cultural diversity. Watson, Kumar, and Michaelsen (1993) stated that cultural diversity refers to a group of persons with ethnic and national differences among members. According to Connerley and Pedersen (2005), cultural diversity differs from diversity, which relates solely to demographic and personal attributes.

Expatriate. According to Biemann and Andersen (2010), expatriates are self-initiated migrants who have temporarily left the country of origin to reside in another country, often for work-related reasons.

Leadership skills. Northouse (2016) described leadership skills as the ability to use one's knowledge and competencies to accomplish a set of goals and objectives. According to Kumar (2009), project deliverables were completed to achieve project goals, and project objectives were performed when the right leadership skills were applied to motivate team members.

Multicultural teams. Earley and Gibson (2002) defined multicultural teams as work teams with members represented from two or more national cultures.

Project manager. According to Russell, Jaselski, and Lawrence (1997), project managers are responsible for the project's overall success, including meeting goals related to cost, schedule, quality, and safety. In this study, the project managers referred to individuals holding project management roles and not necessarily project manager titles.

Assumptions

Some assumptions affected the validity of the study. The assumption for this phenomenological study was the leadership skills of project managers help manage a multicultural work team efficiently. The study assumed the participants understood the concepts of leadership skills and project management, as defined in the study. According to Chuang (2013), leaders in a diverse workplace need to acquire specific leadership skills and knowledge to be successful. The assumption was effective leadership skills are necessary to manage multicultural work teams. Another assumption made in this study was participants were truthful when answering the interview questions and describing perceptions and experiences. Since participation in this study was voluntary, the assumption was made, the participants would not object to the information shared becoming public knowledge.

Scope and Delimitations

Weed (2006) noted delimitations in research arise from the limitations of conscious exclusions and inclusions to the research study plan. This phenomenological study's scope and delimitations include the focus on a project manager in the construction sector. This study focused on identifying the leadership skills of project managers in the United Arab Emirates. A letter requesting participation was be sent via email to project managers recruiting participants for this study. Purposeful sampling was used to select 10 participants for this study. Zoom audio interviews were conducted to identify the perception and experiences of these project managers.

While this study focused on project managers' lived experiences and leadership skills, which help manage culturally diverse teams, the study did not include nationalities, cultures, or national cultural dimensions as specific variables, units, or subjects of study (Hofstede, 2001). This study focused on construction project managers in the United Arab Emirates. The particular population of construction project managers may have had specific shared experiences. Project managers from different sectors like the infrastructure project manager or the software project managers may have had different lived experiences.

According to the PMBOK Guide (2017), all project managers' common objective, irrespective of the type of industry, is to achieve project completion successfully. As further explained by the PMBOK Guide (2017), project managers should have a thorough understanding of ways to apply the tools and techniques of quality project management to achieve success. This study's delimitations included the project managers selected from the construction industry in the United Arab Emirates and who participated in the study. The recruitment of project managers from different construction projects in the United Arab Emirates allowed for the

availability of qualified participants for this study. The study used project managers from a specific sector located in the United Arab Emirates; this may limit the transferability of the findings.

Limitations

Creswell and Creswell (2018) stated the limitations of a study are the potential weaknesses or problems identified during the research process. Similarly, there are limitations which may affect the validity and reliability of this study. The first limitation was the potential inability to interpret data collected from the respondents accurately. This limitation was because some participants may lack the knowledge or understanding of the concept of leadership skills in project management. To control the extent of this limitation, the participants were briefly introduced to the concepts of leadership skills in project management before the interview.

The second limitation was the influence of personal experience on interpreting data due to prior professional relationships with similar participants. According to Merriam and Tisdell (2016), previous experiences and biases should be disclosed to the reader, so the reader understands one's position in the inquiry process. To overcome this limitation, one must behave in an unbiased manner while gathering and interpreting the participants' lived experiences.

The third limitation was due to the study being country-specific to the United Arab Emirates. The project managers in other countries may have different experiences than the project managers in the United Arab Emirates. A field test was conducted to enhance the findings' dependability and transferability, making the necessary revisions before the study occurred.

Chapter Summary

This chapter includes the problem statement, background of the problem, the research questions, information on the research methodology, and set the conceptual framework for this study. The definitions, assumptions, delimitations, and limitations of this study were reviewed. The following chapter includes the literature search strategy, conceptual framework, themes, and a comprehensive review of the literature.

Chapter 2: Literature Review

In the United Arab Emirates, the construction sector is a crucial driver of the nation's economy and creates employment in projects which require multiple workers (Buckley, Zendel, Biggar, Frederiksen, & Wells, 2016). Similar to other major private sectors in the United Arab Emirates, expatriates coming in from different countries form a majority of the construction workforce. The mass recruitment of migrant workers to meet the growing development and infrastructure projects in the United Arab Emirates has resulted in a rather unique and unusual population. Only 10% of the population consists of local Emiratis, and the remaining are expatriates from different countries (The Economist Intelligence Unit, 2014).

The construction companies, which comprise of highly diverse teams, depend on project managers to run the projects (Atout, 2014). The construction project manager is responsible for leading a project from inception to completion (Atout, 2014). The presence of many different cultures and backgrounds creates numerous challenges for project managers in the construction sector (Baumann, 2013; Ling, Dulaimi, & Ho, 2012). By learning and acknowledging the cultural differences in team members, construction project managers can mitigate the increased cost of project completion (Dulaimi & Hariz, 2011). While general project management practices are the essential skills of project managers, understanding and managing cross-cultural factors is imperative for smooth project implementation (Dulaimi & Hariz, 2011). Identifying project managers' leadership skills to manage a diverse workforce can be beneficial to the success of construction projects in the United Arab Emirates.

The literature review chapter is focused on literature relevant to the leadership skills of project managers to manage team members from different nationalities. In this chapter, the

research review search strategy is explained, followed by the study's conceptual framework and the review of the literature. The review of literature examines past literature in cultural theories, models, and leadership theories relevant to project managers overseeing a multicultural team. The review of literature focused on the United Arab Emirates migrant workforce to help understand the reason for the diversity in the workforce and the project manager's leadership skills, which are relevant to manage a diverse workforce. The literature review is organized as follows: cultural theories and models, leadership theories, labor migration in the United Arab Emirates, the leadership skills of project managers, and a summary of the literature review.

Literature Search Strategy

This section provides the strategies and tools used to search for, find, and document articles relevant to the qualitative phenomenological study of the project manager's leadership skills to manage team members from different nationalities. American College of Education's online library was the primary source for accessing the various online materials relevant to this study. The research for the literature included various peer-reviewed journals, articles, books, and other online sources.

The EBSCO host platform was used to retrieve most of the relevant literature for this research. When full texts were not available on EBSCO, Google Scholar and ERIC were used for additional resources. A search for articles was conducted using keywords related to multicultural leadership, phenomenological study, qualitative research, cross-cultural studies, leadership theories, leadership models, managing diverse teams, cultural challenge, the United Arab Emirates expatriate population, and leadership skills of project managers. The searches were limited to peer-reviewed and full-text work.

Conceptual Framework

The theoretical, or conceptual framework, is the lens through which one approaches the study (Creswell, 2014). This section provides an understanding of the conceptual framework used to guide the research to identify project managers' leadership skills, which can help manage people from different countries. The Lewis cultural class model was selected as the conceptual framework for the qualitative phenomenological study. This cultural class model, developed by Richard Lewis, was based on Edward T. Hall's concept of monochronic and polychronic cultures (Gates, Lewis, Bairatchnyi, & Brown, 2009).

The monochronic culture refers to an individual attending to one thing at a time, and the polychronic culture refers to an individual attending to multiple tasks at the same time (Hall & Hall, 1990). Lewis expanded the monochronic and polychronic cultures to broader concepts of linear-active and multi-active cultures (Lewis, 2014). Lewis (2014) added a third new concept of a reactive culture. Hofstede's cross-cultural theories influenced the development of the Lewis model (Lewis, 2014).

The Lewis cultural class model divided people's leadership traits into three categories depending on the individual's nationality (Lewis, 2014). People in the linear-active category tended to be cool, factual, and decisive planners. People in the multi-active category were warm, emotional, and impulsive, while people in the reactive category were courteous, accommodating, and good listeners. The Lewis model was based on data drawn from 50,000 executives representing 68 different nationalities and 150,000 questionnaires. Data helped develop the tripartite comparison of cultures according to the country of origin, as represented in Figure 1 (Lewis, 2014).

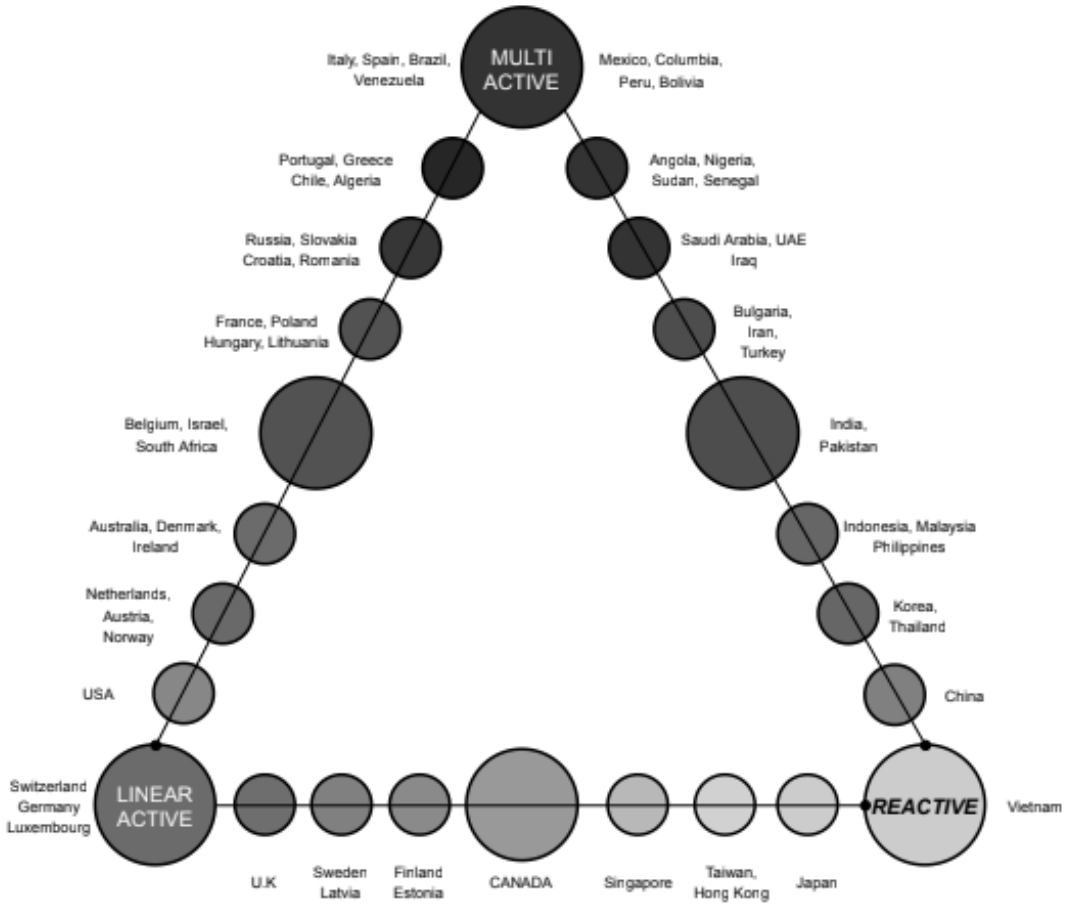

Figure 1. Lewis Cultural Class Model. Adapted from "When Cultures Collide: Leading Across Cultures," by Richard D. Lewis (2014), Boston, MA: Nicholas Brealey Publishing, Copyright 2011 by Richard D. Lewis.

Project managers in the United Arab Emirates manage and lead people from different countries (Nassif, 2017). Individuals deviate from the national type depending on the work situation (Lassiter, Norasakkunkit, Shuman, & Toivonen, 2018). For example, engineers tend to be more linear, and doctors tend to be more reactive irrespective of nationality. The mind map in Figure 2 illustrates an example of a project manager's hierarchy with team members from different cultural dimensions as per the Lewis model (Lewis, 2014).

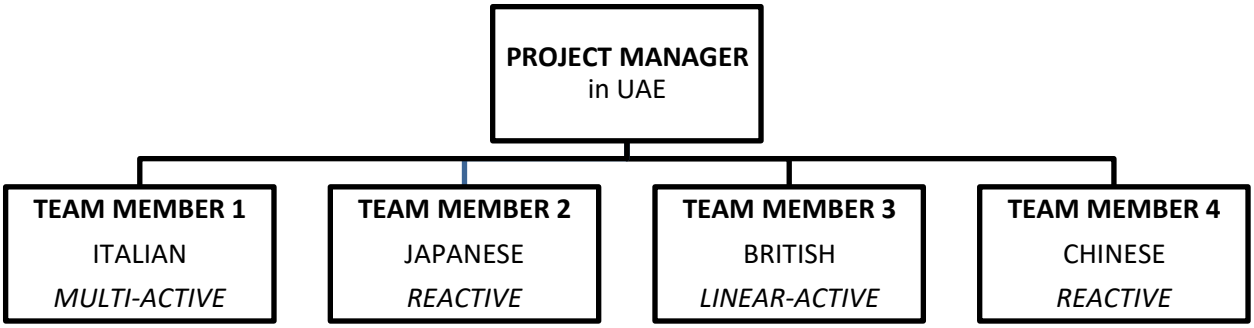

Figure 2. Mind Map of a Project Manager's hierarchy with team members from different cultural dimensions in the United Arab Emirates as per the Lewis model (Lewis, 2014).

The cultural types model was developed as a practical and visual way to help understand the causes and consequences of different cultural dynamics across the world and its impact on business efficiency and profitability (Lewis, 2014). The unique expatriate population in the United Arab Emirates includes leaders and teams from different countries worldwide (The Economist Intelligence Unit, 2014). Based on the Lewis model, team members are distinctly categorized into either of the three cultural categories: linear-active, multi-active, or reactive (Lewis, 2014). Project managers, based on the level of responsibility, may belong to either of the three categories. The model guided this study to determine the leadership skills relevant to these project managers when managing people from different cultures (Lewis, 2014).

Research Literature Review

The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. Because multicultural leadership is not without challenges, it helps organizations and project managers in the United Arab Emirates identify the

leadership skills that are suitable to manage the teams efficiently (Shaban, 2016). The following areas were used to guide the study: (1) Cultural theories and models, (2) Leadership theories and models, (3) Labor migration in the United Arab Emirates, and (4) Leadership skills of project managers.

Cultural Theories and Models

With new technologies, transportation, and telecommunication, the world is becoming smaller, and global leaders have played an essential role in organizations' success in the modern world (Perruci, 2018). Leaders need a clear vision and defined direction to manage the differences within an organization due to team members' multicultural backgrounds. Multicultural leadership involves a thorough understanding of different cultures to learn values and specific contexts (Soo, 2012).

Cultural immersion helps leaders understand the differences and utilize creativity to impact business strategy positively (Tuleja, 2014). Multicultural leadership can be understood in two ways. Multinational companies have leaders who manage people outside the company's home country or managing culturally diverse people within the company's country border. This study focused on the latter form of multicultural leadership, where project managers in the United Arab Emirates manage people from different cultural backgrounds.

There are various theories of cultural differences which consider the relationship between people, motivational orientation, and attitudes toward time, risk, control, context, and the environment (Beugelsdijk, Kostovo, & Roth, 2016). The cultural dimensions model developed by Hofstede is a five-dimensional model of differences among national cultures (Hofstede, Hofstede, & Minkov, 2010). Hofstede's work in cross-cultural studies is considered one of the

most elaborate and comprehensive studies on how culture impacts workplace values (Beugelsdijk et al., 2016).

Alfonsus Trompenaars is another renowned scholar in cross-cultural studies and is well known for the development of Trompenaars's model of national cultural differences and finite and infinite games (Kimmel, 2019). Trompenaars and Hampden-Turner (1997), after researching the preferences and values of 46000 managers in 40 countries, developed the seven dimensions of culture (Kimmel, 2019). Trompenaars described culture as to how a group of people solves problems (Trompenaars & Hampden-Turner, 1997). The common factors between Hofstede and Trompenaars's models were both models researched multinational companies, included both employees and managers in the participant pool, and used interviews and questionnaires for data collection (Kimmel, 2019).

Hall (1976) developed the cultural iceberg model. Hall suggested the culture of society is an iceberg; there are some visible aspects, and a much more significant portion is invisible or hidden under the surface. Hall (1976) identified cultures belonging to two ends of the spectrum. Based on the previous theories by Hall (1976) and Hofstede (2011), Richard Lewis created a new model of cultural types consisting of three different dimensions of culture (Lewis, 2014).

Culture defined. The definition of culture is not specific, as culture relates to human behavior (Spencer-Oatey, 2012). Culture is a product of our imagination. In 1952, American anthropologists, Kroeber and Kluckhohn, reviewed various literature and concluded a list of 164 different definitions for culture (as cited in Spencer-Oatey, 2012). Despite attention from multiple schools of thought, there is no conclusive or exclusive definition for culture (Salzman, 2018).

More than 2500 years ago, the Chinese philosopher Confucius observed all people are the same; only the people's habits are different (Steers & Sanchez-Runde, 2002). Culture is different from an individual's identity (Hofstede, 2011). Culture should be distinguished from human nature and an individual's personality (Hofstede et al., 2010). In the late 1960s, Hofstede (2001) gained access to rich data for studying national cultural differences, which resulted in his various cross-cultural research studies, books, and publications with theoretical reasoning and conclusions about the multiple facets of culture (Hofstede et al., 2010). Hofstede et al. (2010) defined culture as the collective programming of the mind which distinguishes the member of a group or category of people from another. According to Hofstede et al. (2010), culture is these unwritten rules about being a good member of the group.

Culture is learned and acquired by individuals from personal experiences since the individual is born from family, schools, society, and organizations (Spencer-Oatey, 2012). In a broader sense, culture can be categorized into five basic levels: national, regional, organizational, team, and individual (Schein, 1985). For this study, understanding of national and organizational culture is relevant. Almost 400 years ago, a French mathematician Blaise Pascal noted that things believed to be true in a country are often considered false in another country (as cited in Steers & Sanchez-Runde, 2002).

National culture and organizational culture are perpendicular to each other (Hofstede, 2011). National culture is acquired from the moment an individual is born or gets acquainted with a particular country. The learning an individual acquires in the first 10 years of life is mostly unconscious. National culture comprises many such unconscious elements (Hofstede, 2011). Organizational culture is acquired from the time a person joins a new company, which is

at most times after completing education and when the individuals are adults. The learning acquired in organizational culture is entirely conscious (Hofstede, 2011).

In the United Arab Emirates, the project managers maneuver through a combination of team members who individually are impacted by both national and organizational cultures (Baumann, 2013). These are two completely different disciplines and problems because the national culture is anthropology, and organizational culture is a topic of organizational sociology (Hofstede, 2011). Project managers and team members benefit by sharing common meanings and values to effectively communicate with team members and coordinate activities to ensure successful completion of the projects (Harvard Business Review Staff, 2016).

Theory of cultural dimensions. Dutch anthropologist Hofstede (1983) viewed the effects of culture as a striking force around us, which is evident in relationships, language, attitudes, responses to situations, and the way people view or tolerate situations. Hofstede's (1983) initial four cultural dimensions include power distance, collectivism vs. individualism, femininity vs. masculinity, and uncertainty avoidance. He later added a fifth dimension of long-term vs. short-term orientation and the sixth dimension of indulgence vs. restraint (Hofstede et al., 2010).

The initial research for Hofstede's model of cultural dimensions included employees from IBM and focused on the organization's culture (Hofstede, 1983). While Hofstede was conducting his research at IBM, he observed there was a remarkable influence of national culture on the different groups of employees in the company. The distinct influence of national culture at IBM prompted Hofstede to explore further the differences in thinking and social action based upon the employees' national cultures (Hofstede, 1983). Since the Hofstede study was

published, various scholars have conducted several studies to examine different attributes related to national cultures (e.g., Gallego-Toledo, 2015). National culture has an impact on some critical functions of an organization, including leadership styles and strategic decisions (Top, Öge, Atan, & Gümüş, 2015).

When working in a multicultural team, Hofstede highlighted the need to understand the value differences in different cultures since the influence of culture affects all organization employees, including the leaders and team members (Hofstede, 2011). To further support the argument about the importance of national culture and culture's impact on an organization, Hofstede highlighted nations are rooted in the history of politics, which reap a symbolic value and creates an emotional and sentimental attachment to the people, which can result in a patriotic reaction (Hofstede, 2011). Nationality holds a psychological attachment to people, which connects people to one's respective childhood and experiences (Brown-Reid, 2018).

Research by Bulgarian scholar Michael Minkov, with data from the World Values Survey, allowed a new calculation of the fifth and the addition of a sixth dimension (Hofstede et al., 2010). The six dimensions include:

1. Power distance: relates to how society handles the basic problem of inequalities among people;
2. Uncertainty avoidance: associated with the level of stress in a society in the face of an unknown future;
3. Individualism vs. collectivism: relates to the integration of individuals into primary groups;

4. Masculinity vs. femininity: associated with the division of emotional roles between women and men;
5. Long term vs. short term orientation: related to the choice of focus for people's efforts, the future or the present and past;
6. Indulgence vs. restraint: relates to the gratification versus control of basic human desires related to enjoying life. (Hofstede et al., 2010)

The surveyed countries have each been positioned against each other by assigning a score for each dimension (Hofstede et al., 2010). Hofstede's cultural dimension is relevant to this study, as the project managers in the United Arab Emirates have to manage people from different cultural orientations. For the first dimension, power distance, the less powerful members of the organization or institution, including society, accept and expect power is distributed unequally (Hofstede et al., 2010).

Considering power distance as an example, team members may be from countries with either small power distance or significant power distance. If the team members come from countries with low power distance, as per Hofstede's model, the team members expect to be consulted (Hofstede et al., 2010). If the members come from countries with considerable power distance, the employees expect to be told what to do (Hofstede et al., 2010). The project manager needs to be sensitive and aware of the different cultures and manage the appropriate leadership skills to ensure the project is successful within the triple constraints of time, cost, and scope (Harvard Business Review Staff, 2016).

The seven dimensions of culture. In the book by Trompenaars and Hampden-Turner (1997), *Riding the Waves of Culture: Understanding Cultural Diversity Business*, the authors

identified seven dimensions of culture to help explain national cultural differences in organizations. Trompenaars' study included 8,841 managers and employees from 43 countries. The range of countries surveyed for this study paralleled those surveyed by Hofstede and added substantial samples from ex-communist nations (Smith, Dugan, & Trompenaars, 1996). Trompenaars' view on culture was more pragmatic, and he was one of the foremost thinkers on how businesses can understand and manage cultural differences to take advantage of the situation (Northouse, 2016).

Trompenaars and Hampden-Turner (1997) classified culture into three layers which influence the behaviors and actions of people. The three layers include the explicit layer - all the observable features which include language, food, housing, and symbols, the middle layer - the implicit culture, which includes the norms and values, and the core layer - an assumption about how to organize life and people to solve problems. In addition to the three layers, Trompenaars and Hampden-Turner defined seven dimensions of culture: universalism vs. particularism, individualism vs. communitarianism, specific vs. diffuse, neutral vs. emotional, achievement vs. ascription, sequential time vs. synchronous time, and internal direction vs. outer direction. Trompenaars and Hampden-Turner (1997) observed people from different cultures differ in specific and predictable ways from each other. The model highlights individual cultures are not superior or inferior to one another, but people from each culture make different choices.

Leaders with a culturally diverse team need to understand the differences between cultures, so the team is managed effectively and to avoid any miscommunication (Shaban, 2016). For example, taking into consideration the second dimension of the model, individualism vs. communitarianism, if the team consists of members from the United States or Canada, the

countries are defined as individualistic cultures where people believe in personal freedom and achievement and prefer to make own decisions (Trompenaars & Hampden-Turner, 1997). While if the team has members from countries in Latin-America, Africa, or Japan, the countries represent communitarianism or group culture. The people believe the group is more important than the individual (Trompenaars & Hampden-Turner, 1997). The leader should be able to identify these cultural differences and manage the teams effectively (Shaban, 2016).

Cross-cultural theory. American anthropologist Edward T. Hall is widely acknowledged as the founder of intercultural communication (Leeds-Hurwitz, 1990). Hall's works in the field of intercultural communication include the Iceberg model, a study on the monochronic and polychronic cultures, and the theory of Proxemics (Hall, 1976; Hall & Hall, 1990). Intercultural communication is a form of communication which shares information across different cultures and social groups (Jandt, 2018). The understanding of interpersonal communication is relevant to this study, as the project managers share information across team members who are individuals from different national cultures.

A study on the impact of cultural differences on project stakeholders based on Hall's Iceberg model identified common differences in the stakeholder and relationship management in the behavioral part of the model (Lückmanna & Färbera, 2016). Lückmanna and Färbera (2016) followed two analytical studies and then compared and integrated the results. Some of the critical differences identified were trust issues in the area of sharing information and knowledge, misunderstandings in how project relationships were conceived, and the amount of communication required when engaging stakeholders from diverse cultures (Lückmanna & Färbera, 2016).

While Hall's study indicated societies or countries in each monochronic or polychronic group, the study did not assign scores like in Hofstede's study of cultural dimensions (Hornikx & Le Pair, 2017). The values culture places on direct and indirect communication is captured in the model of high context and low context cultures (Hall, 1976). While high context cultures rely heavily on nonverbal signs and implicit communication, low context cultures rely on explicit communication (Hall, 1976). Some of the high context cultures include the Middle East, Japan, Russia, and Spain. Low context cultures are the Scandinavian countries, Germany, and Switzerland (Hall, 1976).

In addition to the theory of high context and low context cultures, Hall categorized cultures by the people's attitudes to the concept of time or the individual's ability to multitask events (Hall & Hall, 1990). Hall and Hall (1990) described monochronic cultures as the individuals or societies who do one thing at a time and are dominated by precision, while polychronic cultures tend to handle multiple things simultaneously, often without precise planning. People from polychronic cultures value human interaction and relation over time and material things. Hall and Hall's (1990) study revealed most cultures are traditionally monochronic or polychronic. Countries with monochronic cultures include Germany and the United States, and countries displaying polychronic culture include Russia and the Middle East. Monochronic cultures are willing to work hard for long hours to achieve productivity and success, and such countries are considered highly efficient in making money. People within polychronic cultures enjoy a slow and enjoyable lifestyle, which results in lower productivity.

Based on Hall's model, leaders can likely face a challenge when the team members come from extreme monochronic and extreme polychronic cultures trying to accomplish a common

goal (Hall & Hall, 1990). Building cultural sensitivity and understanding others' points of view, and using those skills to communicate and work effectively with team members can help the project manager accomplish goals with a culturally diverse team (Duranti & Di Prata, 2009). Cross-cultural teamwork is about appreciating the differences of people and adding value through the diversity which comes along with the people (Misoc, 2017).

Cultural class model. Lewis cultural class model was developed as a practical, visual, and effective solution to help businesses and other international organizations (Lewis, 2014). The model helps understand the causes and consequences of different cultural dynamics across the world and how these impact business efficiency and profitability (Lewis, 2014). Lewis (2014) classified cultures into three types, linear-active, multi-active, and reactive (see Figure 3).

LINEAR-ACTIVE	MULTI-ACTIVE	REACTIVE
Talks half the time	Talks most of the time	Listens most of the time
Job-oriented	Displays feelings	Reacts to partner's action
Does one thing at a time	Does several things at once	Looks at general principles
Plans ahead step-by-step	Mixes the social and professional life	Polite, indirect
Separates the social and professional	Plans grand outline only	Statements are promises
Polite but direct	Emotional	Conceals feelings
Partly conceals feelings	Confronts emotionally	Never confronts
Confronts with logic	Has good excuses	Must not lose face
Dislikes losing face	Often interrupts	Does not interrupt
Rarely interrupts	People-oriented	Very people-oriented
Sticks to facts	Feelings before facts	Diplomacy over truth
Truth before diplomacy	Flexible truth	Patient
Sometimes impatient	Impatient	Subtle body language
Limited body language	Unlimited body language	Uses connections
Respects officialdom		Connects the social and professional

Figure 3. Lewis Cultural Types. Adapted from "When Cultures Collide: Leading Across Cultures," by Richard. D. Lewis, Boston, MA: Nicholas Brealey Publishing, Copyright 2011 by Richard D. Lewis.

Lewis classified the cultures of the world into three groups: (a) task-oriented, highly organized planners or linear-active, (b) people-oriented, loquacious, or multi-active, and (c) introverted, respect-oriented listeners or reactive (Lewis, 2014). The Lewis model guided the study by taking into consideration all significant elements of culture and was helpful to project managers to understand better and manage different national cultures represented within the team. A study by Ching Ting (2016) explored cultural differences and how cultural conflicts can lead to project management issues. Based on the Lewis model, team members were categorized into three distinct groups: multi-active, linear- active, and reactive (Ting, 2016). The results demonstrated there are some generalizations on how cultures typically behave, but there is not a comprehensive platform to judge how different people react when working in a multicultural team (Ting, 2016). Various other factors influence behavior and perspective, including the individual's character and experiences (Ting, 2016).

Leadership Theories and Models

Leadership is neither acquired nor is an individual guaranteed a leadership role because of seniority or one's position in the hierarchy of the company (Kruse, 2013). Leadership is different from management, and in the simplest form of explanation, managers manage, and leaders lead people (Cadwell, 2004). Cadwell (2004) summarized management skills provide a foundation for developing leadership skills, and effective leaders are those who can apply the right skills in the right place and at the right time.

There are over 66 theories of leadership which have been the foundation for various studies (Mango, 2018). Bass (2000) argued a single definition of leadership does not exist. The definition of leadership depends on the specific aspect of leadership of interest to an individual

(Bass, 2000). In this section, a literature review of leadership theories which contributed to the leadership evolution over the past 100 years is summarized.

Great Man theory. In 1847 Scottish historian Thomas Carlyle originally proposed the great man theory (Northouse, 2016). Carlyle put forth the idea the history of the world is made up of a collection of biographies of great men. Many of the early theories in leadership were based on a study of great leaders when the universal belief was leaders were born and not made (Northouse, 2016).

The older theories, like the great man theory, often portray leaders as heroic and mythic people who were destined to rise to a leadership role when needed (Khan, Nawaz, & Khan, 2016). This hero worship is evident from historical leaders like Jesus, Mohamed, Buddha, and later personalities like Churchill and Eisenhower. Certain events unfolded over the years, challenging the credibility of the great man theory when leaders like Hitler and Napoleon used dictatorial powers to rise to the top and, in the process, stunted democratization. Carlyle highlighted the actions of a leader influenced the course of events, and if not for the leader's intervention, the course would have been different (Khan et al., 2016).

Trait theory. In some ways, the trait theory is similar to the great man theory. Trait theory identifies particular characteristics which are common among leaders (Khan et al., 2016). In the late 1940s, a study of the traits of military and nonmilitary leaders uncovered the importance of certain traits developing at particular times (Khan et al., 2016). The theorists emphasized leaders were born and had some physical and personality traits which distinguished leaders from non-leaders. Potential future leaders can be identified when traits which make them

successful are known. In addition, the theory focuses on the difference between leaders and followers (Khan et al., 2016).

The failure to identify all leaders' common traits and the process of determining leaders versus non-leaders solely based on traits has given rise to many different arguments (Asrar-ul-Haq & Anwar, 2018). When traits are considered as key features to leaders, scholarly questions have risen about the people who have the qualities but are not leaders and the great leaders who do not have these defined traits. There have been inconsistencies between leadership traits and leadership effectiveness. These questions about trait theory have led scholars to search for new explanations for effective leadership.

Behavioral theories. Leadership theories progressed from the notion leaders were born and are destined by nature to rise to the position to a reflection of specific traits which develop a person to a leadership role (Khan et al., 2016). The foundation of behavioral theories is based on the assumption leaders are made, not born (Amanchukwa, Stanley, & Ololube, 2015). Behavioral theorists believe leaders motivate and inspire people by providing the person a vision and the higher good of the task (Khan et al., 2016).

The focus of the behavioral theory is not on the action (Northouse, 2016). Instead, the focus is on learning and believing people can be leaders by learning, observing, and following what other leaders do. The focus in behavioral theory is on what leaders do rather than on the leaders' traits or qualities (Amanchukwa et al., 2015). Behaviors and patterns of leaders are categorized as leadership styles. According to behavioral theorists, there is a direct relationship between the leader's behavior, leadership influence, and leadership success (Khan et al., 2016). The leader's behavior determines the leadership influence and results in leadership success. The

important studies and research in the field of behavioral theories included The Ohio State behavioral studies, University of Michigan studies, role studies, and the managerial grid theory (Northouse, 2016).

The Ohio State University behavioral studies. The Ohio State University leadership study, developed in the 1940s, focused on how leaders behave when in charge of a group or an organization (Halpin, 1956). The study developed an instrument called the Leaders Behavior Description Questionnaire (LBDQ) to identify common leadership behaviors (Henkel et al., 2019). Based on this study, two broad-ranging classifications of behaviors emerged - the consideration behavior and the initiating structure behavior (Halpin, 1956). According to the survey, a leader can exhibit a combination of consideration and initiating structure behavior, but the behaviors are not mutually exclusive (Henkel et al., 2019). The leader can display a high degree of both, a low degree of both, a high consideration and low initiating structure, or a low consideration and high initiating structure (Henkel et al., 2019).

Consideration or people-oriented behavioral leaders focus on behaviors to ensure people are satisfied (Ghasabeh, Soosay, & Reaiche, 2015). The leader’s emphasis is on human relations to achieve results. The common behaviors displayed by people-oriented leaders are coaching, mentoring, encouraging, observing, and listening. In addition to displaying common behaviors, people-oriented leaders are friendly, follow open door policy, maintain equality among team members and leaders, willing to take suggestions and inputs, and are concerned about the personal welfare of the team members (Ghasabeh et al., 2015).

Initiating structure or task-oriented leaders focus behaviors around objectives, organizational structure, standard operating procedures, individuals' roles, keeping control of

everything possible, and goals (Behrendt, Matz, & Göritz, 2016). The common behaviors exhibited by task-oriented leaders include information gathering, planning, and scheduling tasks. The leaders emphasize meeting deadlines, clarifying responsibilities and processes, criticizing poor performance, and offering new approaches to problems to ensure the project succeeds (Ghasabeh et al., 2015). These leaders focus on setting individual goals for subordinates and ensuring the group meets organizational expectations at any cost.

University of Michigan behavioral studies. The University of Michigan studies in the 1950s identified two characteristics of effective leadership (Northouse, 2016). The study, conducted under the direction of the renowned organizational psychologist Rensis Likert, identified two leadership types, production or job orientation and employee orientation (Northouse, 2016). The third orientation of participative leadership was later identified.

Employee orientation leaders consider employees as human beings, value the employee's individuality, and make reasonable job expectations (Northouse, 2016). Production orientation leaders exhibit behaviors that focus on improved productivity for the organization. Production orientation leaders consider subordinates as a means of getting things done (Northouse, 2016). The findings of the University of Michigan studies are parallel to The Ohio State University behavioral studies, where employee orientation is similar to the concept of people-orientation, and production orientation behaviors are similar to task orientation (Northouse, 2016).

The University of Michigan studies focused on the behaviors of leaders and not on the traits of leaders. The study did not suggest if the behavior is a cause or effect (Behrendt et al., 2016). Both studies are static since the leader is expected to follow either of the two styles, people or relationship focused or task or production focused. In reality, leaders do not restrict

themselves to a particular style and adapt varying degrees from both to suit the need and particular situation.

Blake Mouton managerial grid. The managerial grid is based on the two fundamental leadership styles, task structure and people relationships (Burke, 2018). Blake and Mouton (as cited in Burke, 2018) established the best way to lead and manage is with the right combination of the manager's concern for production or task and concern for people or relationships. Concern for people refers to how a leader is compassionate and provides good working conditions to subordinates and good social relations. Concern for production refers to a leader who is focused on process, product development, and increasing sales volumes (Burke, 2018). The managerial grid displayed in Figure 4 has the two-intersecting axis, the x-axis is a concern for people, and the y-axis is a concern for production. The two variables have value on the scale of one to nine, where one refers to low orientation, and nine refers to high orientation (Bratu & Cioca, 2018).

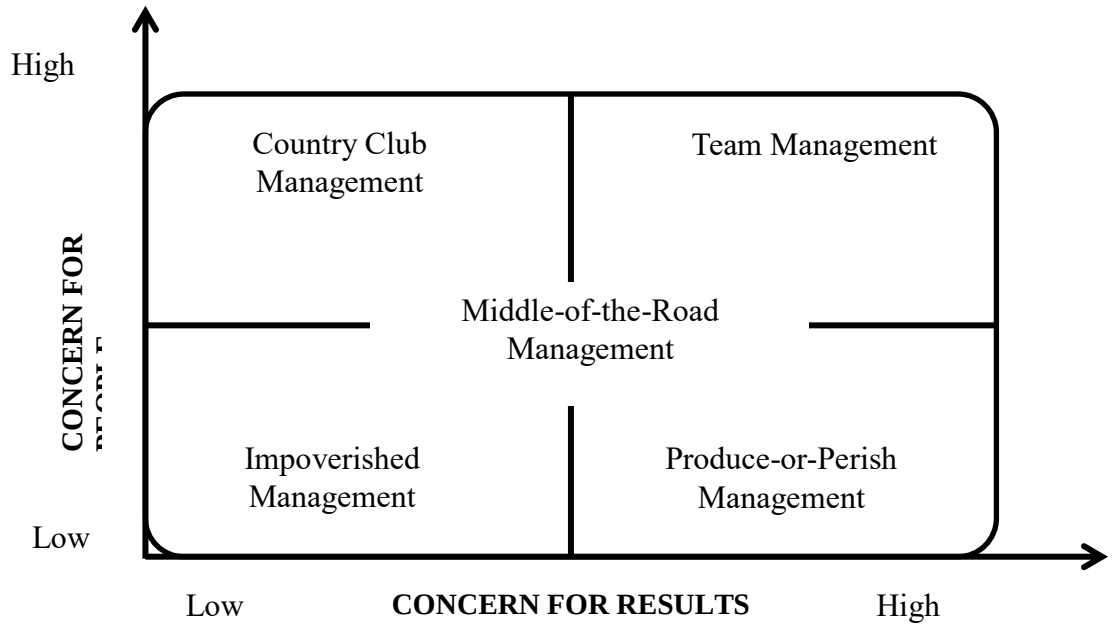

Figure 4. The Managerial Grid. Adapted from "The Managerial Grid" by Robert R. Blake and Jane S. Mouton, Houston: Gulf Publishing Company, Copyright 1991 by Grid International, Inc. (Blake & Mouton, 1964).

The Managerial Grid (Figure 4) comprises five different leadership styles (Bratu & Cioca, 2018). The styles referred are directly related to the manager's concern for people and production on a 9 X 9 matrix. As per the Blake and Mouton study, there were 81 possible styles of leadership. The leadership styles associated with this grid are further explained (Bratu & Cioca, 2018).

- Country Club management: leaders in the country club category often display high concern for people and low concern for production (Bratu & Cioca, 2018). Leaders often yield and comply with the needs of subordinates, and production can suffer due to a lack of focus on tasks, the leader functions in a relaxed and accommodating manner.
- Team management: team management leaders strongly emphasize both concerns for production and people (Bratu & Cioca, 2018). Leaders encourage a high degree of team involvement and commitment to work. Leaders in the team management category make priorities clear, enjoy working, and stimulate participation.
- Middle of the road management: leaders who are compromisers are considered to belong in the middle of the road management category (Bratu & Cioca, 2018). These leaders have intermediate concern for production and people. The leaders know to maintain a healthy balance between getting work done and taking care of team members (Northouse, 2016). Some of the middle of the road leaders' qualities include conflict avoidance, encourage interpersonal relationships, and emphasize moderate levels of production.
- Impoverished management: an impoverished leader has minimal concern for people or production (Northouse, 2016). These are termed as indifferent leaders, and the primary concern is preserving employment and seniority. The leaders in these categories lack

traits, which can be attributed to being considered a successful leader. Leaders in the improvised management category rise to a leadership position but are often disconnected, uninvolved, and not committed (Northouse, 2016).

- Produce or perish management: leaders are highly task-oriented and have little concern for people. The goal is to get work done at any cost and consider people as the tools to accomplish project success (Northouse, 2016). Leaders in the produce or perish style of management are often overpowering, controlling, and demanding.

In 1964, in addition to the five categories described in the initial grid, Blake and his colleagues identified two other leadership behaviors; paternalism/maternalism and opportunism (Dominic, 2016). Paternalism/maternalism leaders use both country club management style and produce or perish management style. The leaders are often a parental figure to subordinates and consider the organization as a family and reward good work and punish disobedience or noncompliance (Dominic, 2016). An opportunism leader uses any combination of the five styles depending on the need of the situation and often places self-interest over organizational priorities (Northouse, 2016). Leaders in the opportunism category, while being adaptable and strategic, maybe self-motivated as well.

Participative leadership theory. Participative leaders involve employees across levels of the hierarchy in decision making (Spreitzer, 2007). Organizational development is linked to the company, including all its employees and relevant goals and decisions. Participative leadership takes into consideration when people collaborate and work on joint goals, people are less competitive and self-oriented (Amanchukwa et al., 2015).

This leadership style results in a higher involvement of employees, improved commitment, increased quality of decisions, and a more successful business (Northouse, 2016). Leaders using a participative leadership style invite input from subordinates on almost all organizational decisions. Participatory leaders allow employees to voice opinions and influence internal and external strategies (Rok, 2009). Leaders encourage the employees to be empowered and consider the organization to be transparent and fair.

The importance of participative leadership in the multicultural environment was highlighted in GLOBE, a cross-cultural leadership project as one of the six interculturally relevant leadership dimensions (House, Hanges, Javidan, Dorfman, & Gupta, 2004). The GLOBE study identified 21 leadership scales, which were then statistically reduced to six leader styles, performance-oriented style, team-oriented style, participative style, humane style, autonomous style, and self-protective style (House et al., 2004). When leaders are culturally sensitive and encourage team members' involvement, there is a higher chance of a successful project.

Situational leadership. Situational leadership is an adaptive style of leadership. The leader makes a particular type of decision based on the many situational variables (Asrar-ul-Haq & Anwar, 2018). Leaders' styles are specific to the situation, which requires the leader's oversight or management. Situational theorists believe different leadership styles are needed at different levels within the same organization (Northouse, 2016). Situational leadership considers the leader is expected to adapt to the situation, and the employee is not likely to adapt to the leader's style of functioning. A review of three situational leadership theories is presented in this section,

Hershey Blanchard's situational leadership theory found there is no single best-suited style for leadership (Northouse, 2016). For a leader to be successful, the individual has to follow an adaptive and flexible style. The model proposed the leaders adopt leadership styles based on subordinates' needs and abilities. Hershey and Blanchard's model helps identify a particular situation and the style of leadership appropriate for the situation.

- Directing/telling style: the leader provides direction to team members to achieve goals and closely monitors the team member to provide timely feedback to avoid deviations (Northouse, 2016).
- Coaching/selling style: the leader takes suggestions from subordinates, explains the reasons for the actions, and motivates the subordinates with praise when work is progressing in the right direction.
- Supporting/participating style: the leader and subordinates make joint decisions, and the leader facilitates and supports the team members to drive success.
- Delegating: the leader empowers the team members to make independent decisions by providing the necessary resources to empower the subordinates.

While the primary focus of the situational theory is on behavior, the situational theory is different from the behavioral theory, which attempts to understand an individual's best behavior, which fits all situations (Kavanagh, 2017). The situation theory is different from the trait theory. Situation theory best aligns with contingency theory by matching leader behaviors with the situation (Khan et al., 2016). A previous study indicated the benefits for project managers to adopt different styles of leadership for different phases of the project (Mulcahy, 2018). To

accomplish these goals, the project managers have to ascertain the team members' readiness and the team members' strengths and weaknesses (Henkel et al., 2019).

Contingency theory. Contingency theory takes into consideration there is no single best style of leadership which fits all situations (Amanchukwa et al., 2015). There are special variables which suit a particular style of leadership, which helps effectively manage an organization. The goal of contingency theory is to find the situational variable, which best predicts the leadership style, when followed, can derive the maximum success for the leader and the organization.

The contingency leadership theory developed by Fiedler (1978) states a leader's efficacy is contingent upon two factors, whether the leader is task-oriented or result-oriented. If the leader is task-oriented, then the leader may not begin the process until all required and relevant information is available in hand. The leader's success can be attributed to how the leader displays the two leadership styles (Law, 2015). Leaders with task-oriented traits often pay attention to details and are focused on the task. Relationship-oriented leaders tend to take input from the subordinates and create an action plan to achieve progress based upon team members' input (Law, 2015).

Transactional leadership theory. Transactional leadership theory, known as management theory, assumes rewards and punishment motivate people (Bian et al., 2019). The transactional theory relates to the theories of leader-member exchange and the path-goal theory of leadership (Graen & Cashman, 1975). Transactional relationship theory relies on a strong hierarchical structured organization or social group. People agree to do a job, and managers are given authority to ensure the job is done well. The subordinates rely on managers' decisions to

function, and if the subordinates fail, then the subordinates are punished (Bian et al., 2019). The leader gives rewards and other perks in return for an employee's loyalty and performance.

In the transactional leadership model, the dealing between a leader and subordinate is transactional, where an individual gives something directly in return for a favor or progress (Bian et al., 2019). Something straightforward is taken away when there is a failure or lack of progress. In transactional leadership, the leaders are expected to create rigid organization structures and make expectations clear to subordinates (Bian et al., 2019). The leader explains the consequences of not following the orders and chain of command, which is punishment based on not meeting expectations set forth by the leader. In project management, transactional leadership is successful when project managers provide a clear set of objectives to the team members (Asree, Cherikh, & Baucum, 2019).

Transformational leadership theory. Transformational leadership theory, known as relationship theory, encourages leaders to work hard, remain motivated, and inspire and encourage subordinates to grow and align individual goals with the organization's goals (Ghasabeh et al., 2015). Leaders who achieve remarkable and unexpected success are considered transformational leaders. Transformational leaders create a positive change for followers, and the followers are highly motivated to follow the leaders (Faupel & Süß, 2018). There is often a connection formed between the leaders and the followers, which results in increased motivation in both leaders and subordinates.

Transformational leadership plays an important role in the field of organizational innovation. Ghasabeh et al. (2015) argued transformational leaders generate new ideas and knowledge by applying intellectual stimulation to motivate employees and make organizational

problems seem more opportunities for interesting and novel approaches. Leaders of the transformational style of leadership often exhibit high ethical and moral standards (Maqbool, Sudong, Manzoor, & Rashid, 2017).

Labor Migration in the United Arab Emirates

The migrant population in the United Arab Emirates is exceptionally diverse (Hamza, 2015). The majority of the expatriate populations are South Asians, and then the next largest population are Arab migrants. A small minority of the population include Western Europeans, Africans, and other nationalities. The United Arab Emirates has been a destination for such migrants long before the exploration of oil in the country (Hamza, 2015). In the last 50 years, the United Arab Emirates has transformed from a small fishing and pearl-based economy to one of the world's largest gross domestic product per capita economies (Malit & Al Youha, 2013). As Malit and Al Youha (2013) described, temporary labor is a collaboration between expatriates, governments, and local citizens. According to the United Nations, an international migrant is a person who has been living for 1 year or longer in a country other than the country in which the person was born (International Migration Report, 2017).

Throughout history, people from different countries and different walks of life have traded and made productive deals while pursuing one’s own individual goals (Hofstede, 1983). The pearl industry created the first wave of migrant labor to the United Arab Emirates, with Indian workers migrating and dominating the shop and retail businesses (Nyarko, 2010). Historically, the connection between the Gulf region and other parts of the world was created primarily due to the pearl industry, family relationships, trade, religion, and impacted migration (Gardner, 2010). Even before the British and the Portuguese arrived in the Gulf region, the

Indian and Persian merchants had established strong trade ties with the Middle East. Merchants traded textiles, rice, and spices. When the British came, the pre-established trade links between the countries were formalized.

Gardner (as cited in Hamza, 2015) divided the flow of Indian and Persian migrants to the Gulf into three categories. In the first phase, dating back to the beginning of known history, Indian merchants traveled to the Gulf to trade cloth, rice, food, and spices. While most merchants returned to India, some stayed and established themselves as financiers and bankers. The second phase of migration was around the 1820s when the British arrived in the Gulf region. The establishment of the Trucial States formalized the trade link between the Indian subcontinent and the Gulf region. In the same period, the Gulf began establishing governmental departments and institutions. The third and important phase was around the 1970s with the booming of the oil industry in the Gulf. The country's independence in 1971 and the rapid influx of wealth due to the oil economy inspired plans for modernization and development, resulting in a need for importing foreign labor (Nyarko, 2010).

Although expatriate workers stay in the United Arab Emirates for the short term, the migrating population has made a long term social and cultural impact on the workforce and the country (Maceda, 2015). Wage discrepancy between migrant workers mostly from Asian countries, expatriates from Western countries, and the nationals creates a social hierarchy, often placing migrant workers in the lowest category of the social structure (Malecki & Ewers, 2007). The diverse population in the United Arab Emirates has resulted in multicultural work teams in almost all major industries and businesses.

Leadership Skills of Project Managers

The term ‘imperfect competition’ has been used by economists to explain a wide array of labor phenomena like race and gender wage gap, agglomeration, and employer size wage effect (Manning, 2010). There is a direct relationship with the economic progress and growth in infrastructure projects in the United Arab Emirates, which has resulted in a high demand for expatriates to execute these enormous projects (Maceda, 2015). Expatriate project managers, even with sound technical training, can still fail in the United Arab Emirates if unable to adapt to the foreign culture and the appropriate team dynamics. Cross-cultural training can reduce or prevent expatriate failure in construction projects (Cerimagic, 2010).

Research conducted by Oshinubi (2007) in the southeastern United States identified nine critical leadership traits which had a direct relationship with team performance in construction projects. While Oshinubi’s (2007) research identified managers' leadership traits in construction projects in the United States, the findings may not apply to the diverse team members from different nationalities in the United Arab Emirates. Although the literature has given meaningful insights into the relationship between leadership traits and team performance in construction projects in the United States, there has been little research into project managers' leadership skills in the construction sector in the United Arab Emirates. This gap is the basis for developing a research agenda and establishing a conceptual framework. Based on the work by Oshinubi (2007), an opportunity exists for researching the leadership skills of project managers in the United Arab Emirates. The study intends to address the lack of a specific study of leadership skills required to manage culturally diverse team members from different nationalities in the United Arab Emirates construction industry.

Organizations should delegate to project managers who are proactive and able to lead projects to successful completion (PMBOK Guide, 2017). In the United Arab Emirates, the organizations are not able to perform a complete assessment or background check of the project managers before placing the project managers in the respective position (Mohammed, 2016). Without a good understanding of the project managers' background, it is increasingly important to provide sound multicultural training. Leadership in the new global era is a multicultural challenge (Bouncken, Brem, & Kraus, 2015). The right leadership skills are essential to managing a diverse workforce to achieve organizational results. Project leadership can be critical in minimizing the challenges of cultural differences and contribute to the project's success by ensuring all the team members on the project are working harmoniously toward project goals (Ting, 2016). Project managers with cross-cultural project teams can benefit from being culturally sensitive, from promoting creativity and innovative thinking, and improve the chances of project success (Anbari et al., 2009).

Chapter Summary

The literature review revealed a strong relationship between the leadership skills of the project manager and project success (Novo, Landis, & Haley, 2017). The success of project management in a multicultural environment can be achieved through effective leadership, mutual respect, cross-cultural communication, and reconciliation (Anbari et al., 2009). A paper presented at the Project Management Institute concludes project managers of multicultural teams should be culturally sensitive and promote creativity (Anbari et al., 2009). In addition, Jiang’s (2014) analysis supported the existence of the relationship between a project manager’s leadership style and influence over project success factors.

Studies at The Ohio State University and the University of Michigan discovered task and relationship were two separate and distinct leadership attributes (Northouse, 2016), and these two attributes are not mutually exclusive. In addition, studies have proved there is no one best style of leadership, and project managers have to adapt leadership styles depending on the respective team and the environment (Henkel et al., 2019). Project managers who manage multicultural teams have to adjust leadership styles to maximize the efficiency of the team by being culturally sensitive and considering subordinate's points of view (Cullen & Leavy, 2017).

Mulcahy (2018) described the leadership style of a project manager based on the different phases of the project. At the beginning of the project, the project manager needs to take a task-oriented approach to give direction and guidance to the team members. During the execution phase, the project manager may consider a relationship-based leadership approach. The relationship-based style may include coaching, facilitating, and supporting subordinates to understand and make the most out of each member's unique talents and skills (Mulcahy, 2018).

In a people-centric project management environment, the focus should be given to human dynamics, psychology, and experience instead of only processes (Murthy & Sreenivas, 2017). Team culture could mean different things to different people. Project managers should understand the individual cultures of team members and help them acclimate to the culture of the organization. Upon understanding the cultures of individual team members, the project manager can adjust the processes to fit human responses rather than adapt human nature to follow processes (Murthy & Sreenivas, 2017).

Effective leaders use a blend of both task and relationship behaviors (Bass, 2000). The level of both job and psychological maturity of subordinates determines the suitable leadership

styles and relates to previous education and training (Bass, 2000). If the project manager is expected to be the most knowledgeable in the group, then an authoritative style of leadership is required. If the team comprises of many experts, a democratic style of leadership may be more favorable to attain project success.

Chapter 3 outlines the research method for the qualitative phenomenological study. The research methods are based on a review of the literature. The review of the literature is comprised of cultural theories and models, leadership theories, migration in the United Arab Emirates, and leadership skills of the project manager. The foundation provided in this chapter is used to develop the next chapter, including research methodology, data collection, and research design.

Chapter 3: Research Methodology

The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. The conceptualization of this study was founded based on project teams in the United Arab Emirates consisting of people from different countries, using many languages, and having a variety of cultural backgrounds (Dulaimi & Hariz, 2011). The construction project managers in the United Arab Emirates are responsible for leading a project from inception to completion. The presence of many different cultures and backgrounds creates numerous challenges for project managers in the construction sector (Ling et al., 2012).

In this chapter, the purpose of the study is described and discussed. The research questions, research design, and rationale for selecting qualitative research and phenomenological methods for this study are reviewed. The research questions seek to highlight the favorable leadership skills which help project managers in the construction sector and focus on developing these leadership skills. To understand the project managers lived experiences managing a multicultural workforce, using a phenomenological approach seemed to be the most appropriate research methodology to examine the research questions. The phenomenological method of qualitative research provided the project managers the opportunity to share experiences and identify leadership skills which help manage a diverse team.

The next sections cover the population, sample selection, instrumentation, and approaches to data collection. The population for this study was the United Arab Emirates-based project managers from the construction sector, and a purposive sampling technique was used to filter data and select 10 participants for this study. As a qualitative study, the instrument for data

collection was semi-structured interviews with open-ended questions. The following sections include the approaches to data analysis, reliability, and validity and addresses the ethical concerns for completing the study.

Data analysis covers the grouping of data and analysis of common themes while addressing the research questions with data collected. The reliability and validity elements focus on the appropriateness of the tools used in the study and its consistency. The ethical procedures section outlines the measures taken to protect human subjects and data collected from the participants. The highlight of this chapter is on the research methodology and its process to answer the research questions with an end goal to identify the suitable leadership skills of project managers. The research methodology chapter is concluded with a chapter summary.

Research Questions

This phenomenological study uses a qualitative research approach to understand both the lived experiences of project managers in the United Arab Emirates and the leadership skills which are favorable in managing multicultural teams. Good qualitative questions should invite a process of exploration and discovery (Creswell, 2014). Creswell added research questions narrow the statement of purpose to specific questions which one seeks to answer. The following research questions were used to guide this study.

Research Question 1: What are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates?

Research Question 2: What are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates?

Research Design and Rationale

This study used the qualitative phenomenological approach as a research design to collect data from the participants on lived experiences while managing a multicultural workforce. The phenomena included the experience of the project managers in the United Arab Emirates who manage a diverse workforce of people from different nationalities. The phenomenological approach of a qualitative study is the most suitable research method for this study. Qualitative research is a social phenomenon in natural settings (Teherani, Martimianakis, Stenfors-Hayes, Wadhwa, & Varpio, 2015). The phenomenological research method helps better understand the lived experience and leadership skills of project managers in the construction sector to manage diverse work teams. Edmund Husserl, a German philosopher who is often controversially known as the father of the philosophical movement known as phenomenology, has emphasized a phenomenological study should be able to explore the rational interconnection and justify the basic views (Husserl, 2013).

Phenomenological qualitative research aims to deal with experiences and meanings and to capture as closely as possible how the phenomenon is experienced within the context in which the experience takes place (Giorgi & Giorgi, 2008). For this study, only the immediate experience of the project managers and nothing outside the scope of the same was taken into account. This process of taking into consideration only immediate experiences helps identify the ‘realities’ as pure phenomena. The phenomenological research method helped encourage participants to share individual and unique experiences in natural settings and address the two research questions. During the data analysis, direct quotes from participants were included to provide better clarity of the participants’ lived experiences.

Role of the Researcher

In phenomenological studies, researchers attempt to access the lived experiences of the participants while shouldering the responsibility of safeguarding participants and data gathered from them (Sutton & Austin, 2015). The researcher for this study was previously associated with a training institution in the United Arab Emirates and had worked closely with many project managers. Personal interactions with project managers over the years identified a need for a study of the leadership skills of project managers, skills which are most suitable for managing a multicultural workforce.

For this study, Zoom audio interviews with participants were conducted. Participants' comfort levels were prioritized as the participants' shared honest feelings and thoughts about lived experiences. The participants for this study had no past personal or professional relationship with the researcher. Participants were purposefully selected from the training institution database or LinkedIn.

Population and Sample Selection

The construction sector project managers in the United Arab Emirates were the target population of this study. The initial step of the research process was to identify the population for the study and interview the participants. The study sample was anticipated to be 10 - 12 participants, which was within the recommended size range for a phenomenological study (Creswell & Creswell, 2018). The target population for this study was drawn from the United Arab Emirates-based project management training institution's project manager database. LinkedIn profiles were used to support further and filter the participants to ensure participation criteria are met. The participation criteria for this study required: 1) the participants are in

project management roles in a construction industry/sector in the United Arab Emirates, 2) the participants have team members from at least two or more nationalities reporting directly to them, and 3) the participants have a minimum of 6 months experience in a project leadership role at the time of data collection.

In a phenomenological qualitative study where data are collected using the open-ended questionnaire, the validity and reliability of the questions cannot be statistically tested (Queirós, Faria, & Almeida, 2017). A field test was conducted for three subject matter experts who had in-depth knowledge of project managers' lived experiences in the United Arab Emirates construction sector. The feedback from the subject matter experts was used to update the interview questions and the questionnaire.

Purposeful sampling is a widely used sampling method in qualitative research (Palinkas et al., 2015). The goal of purposeful sampling is to identify and select information-rich cases related to the phenomena. Demographic data or LinkedIn profiles were used to purposefully identify project managers who have experience with managing multicultural teams in construction projects in the United Arab Emirates. In addition to experience and responsibility, the project manager's availability and willingness to participate were taken into consideration (Palinkas et al., 2015).

Instrumentation

Data for this study were collected using interviews as a research instrument. Zoom audio interviews were conducted to gather participants' descriptions of the lived experiences. Demographic questions (see Appendix A) and interview questions (see Appendix B) were used

for a systematic data collection. Before the commencement of the study, a field test was conducted involving three interviews.

The parameters and selection of subject matter experts for the field test were project managers with over 5 years of experience managing a team consisting of two or more nationalities or organizational leaders who were industry experts and had oversight of project managers with similar experience (see Table 1).

Table 1

Field Test Subject Matter Experts

Subject Matter Experts (SME)	Total Experience*	Reviewed and Approved the Research Instruments
SME 1	30 years	Yes
SME 2	15 years	Yes
SME 3	29 years	Yes

*Experience managing teams consisting of two or more nationalities

These subject matter experts did not answer the questions on the interview guide (see Appendix B) but identified problems which may be experienced by respondents during the actual study. The subject matter experts gave letters of review and approval (see Appendix E). The field testing of the instruments allowed for content validation of the questions in the interview guide (see Appendix B) before the actual data collection. The objectives of the field test were aligned with the goals of the subsequent core study. The field test was anticipated to confirm the strength of the research design by refining the interview questions to establish authenticity.

Non-directive interviews were the preferred instrument for data collection. Non-directive questions may encourage a free flow of detailed information from the participants without

creating any guidelines or boundaries. Interview data were first transcribed into written words. Husserl (2013) outlined natural cognition begins with experience and remains within the experience. The interview questions focused on gathering information-rich data about the phenomenon or the experiences as lived and experienced by the participants.

Similar experiences were identified and grouped or coded to understand the deeper meaning of the lived experiences. Informed consent (see Appendix C) were collected before gathering the data. The agreements include individual informed consent for responses to be disclosed. The participant's identity was protected by disconnecting any identifying information which relates the participant from the response. In addition, pseudonyms were assigned to the participants, and, when not in use, data collected were secured in a password-protected computer.

Data Collection

The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. Phenomenological research searches for the meaning of the lived experience rather than units or measurements of the experience. An in-depth and thorough interview with the participant was the most appropriate form of data collection in phenomenological research (Guest, Namey, & Mitchell, 2013).

The main focus of a phenomenological interview is the description of the meaning of the phenomena (Guerrero-Castañeda, Menezes, & Ojeda-Vargas, 2017). Demographic data were electronically collected before the formal interview. The demographic data and the interview

data were maintained separately to avoid any judgmental bias. The demographic data helped to ensure the participants met all the criteria required for this study.

Three subject matter experts having professional working knowledge with multicultural teams were identified to field test the research instrument. The interview guide (see Appendix B) was taken to the field of selected experts. The field testing was conducted face-to-face in a professional manner to gather information about the interview guide and identify problems which could be anticipated during the actual study of the lived experiences of project managers. The feedback from the field test helped to validate the interview guide further and make any changes to the core interview questions if necessary. The goal of the field test was to ensure the research instrument was able to get the desired results by answering the research questions.

Recruitment letters (see Appendix D) were sent to potential participants via email explaining the purpose of the study and the obligations of research participants. Project managers consenting to participate with signed informed consent agreements were contacted to schedule an interview time. Upon receiving consent from the required number of 10 participants for the study, all interviews were conducted using Zoom's audio feature. To ensure the validity of the study, interview questions were aligned with the research questions (see Appendix B). The primary goal of the interview was to ensure the participants had the freedom to articulate and describe experiences in a non-restrictive environment. Both open- and closed-ended questions with follow up questions guided the interview process. All interviews were recorded using a digital recorder. The duration of each interview was 60 to 90 minutes.

Post interview, each conversation was transcribed into a Microsoft Word document. As a part of the member checking process, the documents were sent to the respective participants in

an editable format to allow them to review the information, make changes when necessary, and add additional information which was not shared in the initial interview. Member checking is the process where the participant confirms the accuracy of the transcribed conversation and stories and helps improve the credibility of research (Thomas, 2017). This process ensured accurate information was collected on the project manager's lived experiences on leadership skills, which helped manage a multicultural team. The transcribed information was further used for data analysis.

Data Analysis

As described by Creswell (2014), data analysis begins with the description of personal experiences to identify personal judgments and prejudices. Identification was required to ensure there is no effect in the process of analysis. As recommended by Moustakas (1994), the first step in data analysis was the horizontalization of data. This step required the use of the Epochē process. Epochē is a Greek term which means doubt and is applied in phenomenological research in reference to the suspension of judgments of the phenomena under study (The Editors of Encyclopedia Britannica, 2019). The suspension of judgment or keeping an open mind when analyzing data ensures objectivity in phenomenological research. During the analysis, data statements referring to the leadership skills were recorded separately. For this study, these statements were termed as horizons or units of meaning.

Textual and structural descriptions are an essential part of the data analysis process (Moustakas, 1994). Textual descriptions refer to what the individual participants experienced concerning the phenomena. This description refers to what the project managers experienced when managing a multicultural team. The structural descriptions reveal the essence of the lived

experiences. The structural descriptions in this study included common leadership skills, which were repeated in the interviewed project managers' transcripts.

Qualitative coding software NVivo was used for data analysis. Data were read and re-read to provide a thorough analysis and identify codes. Codes in the form of headings and subheadings were assigned to common patterns. Common themes were identified from the gathered data and grouped in separate sheets for further analysis. This technique included identifying the word and phrase repetitions, searching for missing information, and comparing primary research findings to a phenomenon from a different setting, and discussing the similarities and differences. At the summarizing stage, research findings were linked to the research objectives. Necessary direct quotes from interviews deemed important were used to highlight the research and findings' common themes.

Reliability and Validity

The trustworthiness of the study is crucial to the usefulness and integrity of the findings. Reliability refers to the consistency of the study and its ability to be exactly replicated (Grossoehme, 2014). To avoid any preconceived judgments, all interviews were conducted using the same format. Any variations in data may be a direct result of the participants' differences in lived experiences. The reliability of the study was obtained through the 10 participants from across different construction projects in the United Arab Emirates. Consistency in identifying leadership skills further provided reliability to the study.

The selected research design was intended to identify the leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. Validity in qualitative research refers to the appropriateness of the tools,

processes, and data (Leung, 2015). The interpretation of the themes and patterns were made using Microsoft Excel. A review of the results will occur in a two-stage process, with peers in the classroom, former colleagues, or the dissertation chair and committee members. The study includes rich and thick verbatim of participants' accounts to support findings. These factors increased the credibility of the study. The external validity of the study was ensured by selecting participants from different construction projects in the United Arab Emirates. In addition, the phenomena were described in detail with a conspicuous amount of information about every aspect of the research (Amankwaa, 2016).

Triangulation in research was necessary to promote a comprehensive understanding of the phenomena under study to increase confidence in the research study (Heale & Forbes, 2013). Triangulation in this study was demonstrated by the field test, interviews, and member checking. The field test aimed at ensuring the validity and reliability of the research instrument while providing an opportunity to refine the interview questions before the main study. In-depth individual interviews were a preferred method of data triangulation in qualitative studies (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). In-depth interviews are a powerful tool in phenomenological research to elicit rich information on experiences and perspectives.

Member checking is the process of returning the transcribed information from the interviews to the respective participants to allow them to check for accuracy, make necessary edits, and resonate with experiences (Birt, Scott, Cavers, Campbell, & Walter, 2016). The research questions focusing on the perception of leadership skills are valid for the desired outcome of this study. The phenomenological data collection and analysis was appropriate to study the lived experiences of the project manager's leadership skills.

Ethical Considerations

The interview questions (see Appendix B) were submitted to the American College of Education (ACE) Institutional Review Board (IRB) for approval. All participants for this phenomenological study were consenting adults who were construction sector project managers working in the United Arab Emirates. Consent forms (see Appendix C) were sent out to participants electronically via email before the interviews to ensure the participants are aware of the information shared during data collection may be published.

Data were collected only from consenting participants, and the participants had the right to refuse to participate even upon commencement of the study. No participants exited from the study. The quotes used in the study were not directly associated with the participants, and all measures were taken to ensure the reader is not able to identify or relate to the participant. Ethical considerations were taken into account during the research planning, data collection, and analysis phases of the research study, including keeping the data electronically stored, password protected on a computer for 3 years.

Chapter Summary

The research methodology chapter includes the methods used to identify the leadership skills of project managers helpful in efficiently managing a multicultural workforce in the United Arab Emirates. An overview of the research design and methodology was presented in this chapter. The study was designed as a qualitative phenomenological study. This study's population consisted of project managers in the United Arab Emirates, having a team of two or more nationalities. Ten participants were selected out of the targeted population by the use of a purposeful sampling technique.

Data were collected through Zoom, interviews were recorded and later transcribed. Meaning units were identified from the participants' lived experiences and assigned codes for further analysis. All precautions were taken to maintain the confidentiality of data and to avoid any harm to the participants. The research design, methodology, population and sample selection, instrumentation, data collection, and approach analysis, reliability, and validity, and the ethical considerations of this study were presented in this chapter. The results of the interviews, analysis of data, and the resulting discussions follow in the chapter on Research Findings and Data Analysis Results.

Chapter 4: Research Findings and Data Analysis Results

The project managers in the United Arab Emirates manage nationally diverse and multicultural teams. A diverse workforce made up of different nationalities and ethnicities, paid differently for doing the same jobs based on the respective variables, poses challenges for the project managers (Al-Jenaibi, 2012; Hamza, 2015; Shaban, 2016). The purpose of this phenomenological study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. The problem is a lack of understanding of the leadership skills needed in the multinational, multicultural construction environment.

This study focused on understanding the construction project managers' lived experiences in the United Arab Emirates and the leadership skills favorable in managing multicultural teams. Qualitative questions invited the exploration and discovery process and narrowed the statement of purpose to specific questions which one seeks to answer (Creswell, 2014). The following research questions guided this study:

Research Question 1: What are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates?

Research Question 2: What are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates?

This study was conducted using a phenomenological approach. Phenomenology was an appropriate method because participants are allowed to explore the social phenomenon in its natural settings. This approach allowed for the investigation and identification of meaning

derived from individuals or groups experiencing a specific phenomenon (Creswell & Creswell, 2018; Teherani et al., 2015). For this study, the groups of individuals studied were participants in the construction project management position in the United Arab Emirates, and the common social phenomenon was leadership skills.

Merriam and Tisdell (2016) explained, “Basically, qualitative researchers are interested in understanding meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (p. 15). Participant demographic questionnaires and interviews were used to gather data for this study systematically. Zoom, a web conferencing software, was used to interview participants and gather information-rich data about the phenomenon and the participants’ lived experiences.

The chapter on research findings and data analysis results is organized into four main sections. The first section includes an overview of the study, a review of the data collection procedures, a timeframe of data collection, participant selection, and characteristics. The second section includes data presentation, coding procedures, organization of patterns, development of themes, and emergent themes. The third section includes the implementation of strategies for ensuring credibility, dependability, confirmability, and transferability. The last section summarizes answers to the research questions and a transition to the next chapter.

Data Collection

In this study, in-depth interviews were conducted using Zoom, a web conferencing software to gather information about project managers' leadership skills in the United Arab Emirates to manage team members from different national backgrounds. By conducting thorough, in-depth interviews, the focus was on the description of the meaning of the phenomena

(Guerrero-Castañeda et al., 2017). The aim was to identify and understand the themes of the lived experiences from the project manager's perspective.

Email invitations were sent to potential participants. Upon receiving the signed informed consent, a suitable interview time was scheduled, allocating approximately 1 hour for the interview. The time frame from the first recruiting email until the last interview was approximately 14 weeks. Informed consents were gathered electronically over one month. Informed consent and participant demographic information were electronically collected before the interview. Signed informed consents were collected and filed securely and will be destroyed 3 years after completion of the research. Purposive sampling was used to identify 10 participants who met all the participation criteria for this study: 1) the participants are in project management roles in a construction industry/sector in the United Arab Emirates, 2) the participants have team members from at least two or more nationalities reporting directly to them, and 3) the participants have a minimum of six months experience in a project leadership role during the time of data collection.

Zoom interviews were scheduled based on the participant's availability. Interviews were conducted over one month. The interviews were recorded, and a web-based transcription software NVivo was used to transcribe the interviews. Transcripts were reviewed individually to remove any identifying information. Extraneous words and utterances more acceptable in everyday informal speech, such as *you know, yeah, right, umm, ah*, which did not contribute to the understanding of the interview, were removed from the transcripts. For data validation, member checking was conducted via email to allow participants to review respective transcripts

and provide an opportunity to correct any misrepresentations by removing and/or adding information.

Participant Population

The goal of this study was to include 10 – 12 participants meeting selection criteria and resulted in 10 participants completing the interviews, which was within the recommended size range for a phenomenological study (Creswell & Creswell, 2018). Creswell and Creswell (2018) state the idea behind qualitative research is to purposively select participants who can best help develop an understanding of the research problem and the research question. Purposive sampling was used in this study to identify and contact possible participants. Three participation criteria used were: 1) the participants are in project management roles in a construction industry/sector in the United Arab Emirates, 2) the participants have team members from at least two or more nationalities reporting directly, and 3) the participants have a minimum of six months experience in a project leadership role during the time of data collection.

Following an approved application from the American College of Education (ACE) Institutional Review Board (IRB), potential participants were identified from the database provided by the training institution and LinkedIn. Potential participants were initially contacted by email with an invitation to participate in the research (see Appendix D). Informed consent containing a written description of the research and participant rights was provided to participants electronically. Signed documents were obtained from the participants before the data collection process. As per ACE IRB guidelines, all research data are stored in a secure file and will be destroyed 3 years after completion of the research.

The 10 project managers, with varied project management experience, in this study represented eight nationalities with team members from 19 nationalities reporting to these participants during the data collection period. The participants had a combined experience of 116.5 years working in the United Arab Emirates and the Gulf Cooperation Council (GCC). GCC is a political and economic alliance of six Middle Eastern countries with a purpose to achieve unity based on common objectives and similar political and cultural identities (Yetim, 2020). The six countries include Saudi Arabia, the United Arab Emirates, Qatar, Bahrain, Kuwait, and Oman. The project managers' combined experience in the GCC was relevant because labor migration between the GCC countries is a common phenomenon, and 60 – 90% of the GCC workforce are expatriates creating a diverse population (Al-Khouri, 2010). Table 2 represents the demographic information of the 10 participants included in the study.

Table 2

Participant Demographics

Participant	Participant Nationality	Current Position in Construction Project Management Field	Experience in Current Position (years)	Experience in UAE* / GCC** Countries (years)	Team Members Nationality
P1	Philippines	Project Manager	12	12	Egypt, India, Jordan, UK
P2	India	Construction Manager	0.9	16	China, India, Nigeria, Pakistan, Philippines, Ukraine
P3	Ireland	Project Manager	3.5	5.5	Bangladesh, India, Pakistan, Philippines, Sri Lanka
P4	Egypt	Project Manager	10	16	Egypt, India, Lebanon
P5	USA	Chief Project Manager	3	8	Canada, Egypt, Jordan, Palestine, Philippines
P6	Palestine	Sr. Project Engineer	1	14	Bangladesh, Egypt, India, Jordan, Nepal, Pakistan, Palestine, Philippines, Syria
P7	Egypt	Project Quality Manager	5	18	Egypt, India, Pakistan, Palestine, Philippines, Sudan, Syria
P8	Canada	Construction Manager	3.5	9	Egypt, India, Jordan, Nepal, Pakistan, Syria
P9	Egypt	ELV Projects Manager	3	14	Bangladesh, Egypt, India, Jordan, Pakistan, Palestine, Philippines, Syria
P10	Pakistan	Project Manager	1.5	4	Bangladesh, Egypt, India, Pakistan, Palestine, Sri Lanka, the UAE
Total	8 Nationalities			116.5 years	19 Nationalities

**The United Arab Emirates*
***Gulf Cooperation Council Countries*

Conceptual Framework

The project managers and team members represented different national cultures. For example, Participant P1 was a Philippine national and considered more of a reactive culture as per the Lewis cultural class model (Lewis, 2014). Although participant P1, based on nationality, represented a reactive culture, individuals can deviate from the national type depending on the work situation (Lassiter et al., 2018). Based on the profession, project managers may tend to belong to a particular cultural type.

P1's team members represented four nationalities from three categories on the Lewis model (Figure 5). 1) Egyptians and Jordanians were from multi-active culture, 2) British were from a linear active culture, and 3) Indians hold a median position between multi-active and reactive cultures. The idea was to identify the existence of different personality traits within the team due to the national culture and the leadership skills which help project managers to get the work done and manage efficiently. The study used the Lewis cultural class model as a practical and visual way to help understand the causes and consequences of different cultural dynamics between the project managers and the nationally diverse team members (Lewis, 2014).

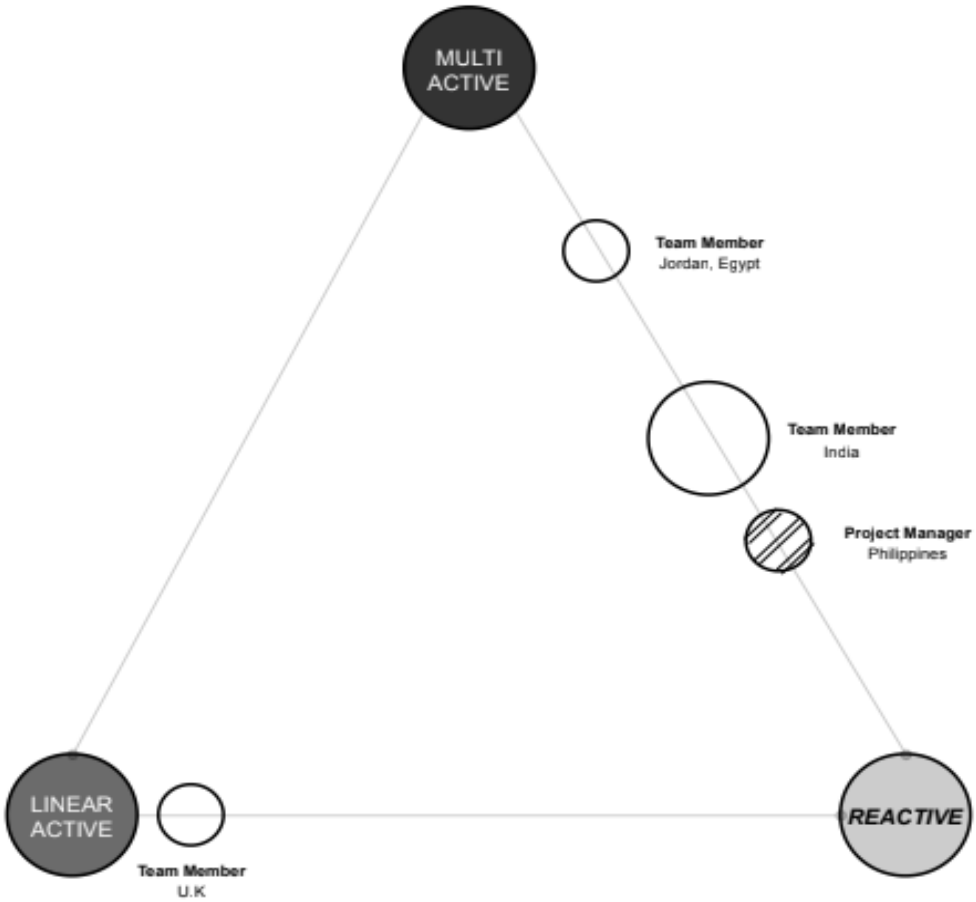

Figure 5. Model of Participant 1(P1) and team members cultures based on the Lewis Cultural Class Model.

Data Analysis and Results

Creswell and Creswell's (2018) five-step data analysis process were used to analyze data. The data analysis process began with the preparation and organization of data. Zoom, a web-based conferencing tools audio feature, was used to conduct interviews. The tool had a built-in transcription software, which was used to transcribe the interviews. The transcripts were edited if required while simultaneously listening to the audio recordings. The process ensured the accuracy of the transcribed information.

In the next step, each participant's interview transcript was entirely read to understand the universal ideas shared by the participant. During the transcript review phase, general ideas shared by the participants related to their lived experiences were identified. Interview transcripts were read and re-read multiple times to become familiar with the detail of data and gain an overall perspective of the meaningful statements about the phenomenon of the study.

The different parts and moments of the experience were revealed through a consciousness of learning and instinctively making sense of the experience. Different layers of meaning were added through the unfolding and folding of the noemata and noeses of different horizons until the ideas became distinct, and there was a feeling of fulfillment (Yee, 2019). Noeses are intentional acts, and the noemata are the intended objects (Husserl, 2013). Intuitive reflection was used to perceive the essence of the learning.

The significant statements related to lived experiences and leadership skills were highlighted. The highlighted significant statements were copied and pasted on a Microsoft spreadsheet for further analysis. The respective participant number was placed in the adjacent column against the significant statement. The identified significant statements form the horizon for this study. Meaning units were identified, ensuring the following criteria: (a) directly related to the lived experience of the project managers; (b) able to be extracted from the text and regrouped with other statements; (c) nonrepetitive. Statements which did not meet the criteria were maintained in a separate sheet.

The two-cycle approach of coding identified by Saldaña (2009) was used for data analysis (see Figure 6). During the first cycle, the elemental method of initial coding guided the application of provisional and tentative codes. The meaningful units with similar interpretations

were grouped to form codes. In the second cycle, the axial coding method guided the development of codes by grouping, sorting, and reducing the number of codes generated from the initial coding process. It was essential to become grounded in these data to organize data into meaningful units based on content. A qualitative coding software, NVivo was used for the initial organization of collected data. Subsequently, a second coding process was conducted using a Microsoft Excel spreadsheet.

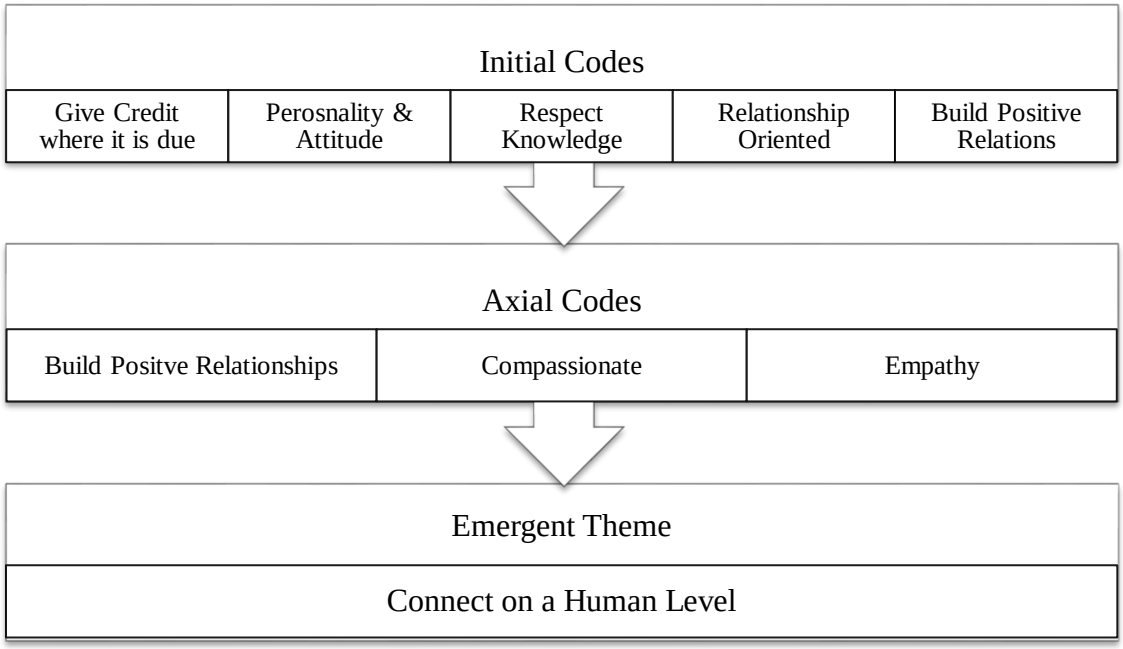

Figure 6. Sample Coding Process. This figure shows an example of the coding process.

A thoughtful deliberation of data analysis resulted in formulating meaning units from the statements and phrases. Each meaning unit was grouped and regrouped until there was clarity on the emergent themes. A total of 293 formulated meaning units were constructed from significant statements, phrases, and quotes. The data analysis process produced numerous codes, enabling the emergence of themes which aligned with the two research questions.

A comprehensive analysis of the clustered themes resulted in the identification of eight emergent themes. The eight emergent themes were: (1) Culture Shock, (2) Mindful of Cultural Stereotypes, (3) Clarity in Communication, (4) Share Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence. Table 3 and Table 4 display emergent themes for Research Question 1 and Research Question 2, respectively.

Table 3

Emergent Themes with Associated Meaning Units for Research Question 1: Lived Experiences

Emergent Themes	Meaning Units
Culture Shock	*when I came to this country 14 years ago, it was a shock when we [I] saw that we [I] have to deal with all these different nationalities.* (P9)
Mindful of Cultural Stereotypes	*when you come over to a new environment, when it's multicultural, you're going to experience alternative methods or practices and procedures and kind of opens your eyes.* (P3)
	The culture for every nationality is different from one to another one. (P6)
	sometimes it happens that the two countries have a rift between them, and it reflects in the personalities of these people. (P10)
Clarity in Communication	*it is recognized that a project manager uses 90% of his time for communication at the project.* (P10)
	it's about breaking down the whole group into smaller groups. When you are making smaller groups, it's easier to monitor, to understand, and how to improve them. (P8)

Table 4

Emergent Themes with Associated Meaning Units for Research Question 2: Leadership Skills

Emergent Themes	Meaning Units
Share Similarities and Celebrate Differences	*this is a multicultural country. There are more than 200 nationalities. Each country has its strength in something more than others.* (P6)
	Each nationality has its own strength and weaknesses, and making the best out of them is the ability of the project manager. (P7)
Connect on a Human Level	*And for you to connect to them at a human level at an emotional level, you need to understand them; you need to understand their background where they're from.* (P5)
	As a leader, we also build trust in our team because this is one of the most basic thing[s] when we are working with the multicultural and the multinational from different regions. (P10)
Bridge the Language Gap	*I have used somebody with a good grasp of English and a good grasp of the operative's language to translate ideas and get things to ensure that things are done right and correct, and quality and speed is maintained.* (P3)
	The [mis]communication barrier is the first and the most important thing we have to overcome with these different nationality people. Sometimes we have to arrange a translator to intervene and help translate for them. (P10)
Recognition Champion	*reason we left our home countries was for money. If I motivate them money-wise, believe me, they will not trust anyone rather than you.* (P9)
	We are displaying them [their names] on the notice board. P(2)
Cultural Competence	*and it's very important that you are able to capture as much as you can in understanding their cultural background in order to be able to get the best out of them.* (P5)
	For new project managers, cultural training may be relevant, but for already experienced project managers, this may not add much value. (P6)

Emergent Themes for Research Question 1 Data

Research Question 1 asked, what are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates? Two interview questions, Questions 1 and 4, directly aligned with Research Question 1. In addition, Interview Question 7 on additional comments contributed significant statements to outcomes related to Research Question 1. The interview questions included questions about the experience of the participants when executing a project with a team consisting of people from different nationalities and different cultural backgrounds, helpful practices to close the projects successfully, and if the participants had any additional reflection or information, participants would like to share before the conclusion of the interview.

The formulated meaning units were derived from the significant statements and phrases extracted from the participant responses to the interview questions. The themes for Research Question 1 include Culture Shock, Mindful of Cultural Stereotypes, and Clarity in Communication. The research participants were identified by number to maintain anonymity.

Culture Shock

The participants in this study were expatriates from eight countries working in the United Arab Emirates (see Table 3). Participants discussed experiences when moving from home country and working with people from one culture to the host country (The United Arab Emirates) and working with people from different nationalities and cultures. When asked about the experiences with people from different nationalities having different cultural backgrounds,

P3, an Irish national, stated:

> You kind of revert from watching from home for the first couple of weeks. And it takes time because that's what you've done for the last couple of years before moving here, so it takes a while to figure it out that doesn't work. You almost have to fail before you can succeed.

An Egyptian national, P9, who came to the host country at a senior level position, explained the traits which helped to acclimate to the new culture:

> I came to this country. The first job for us is that we are dealing with non-Arabic people. Actually, when I came to this country 14 years ago, it was a shock when we [I] saw that we [I] have to deal with all these different nationalities. Actually, I came from my country as a senior from a senior level. But I deal in my country with only my native people. So, it was very difficult in the beginning. I got lots of experience here based only on one thing. The most important thing is to respect other people [to] respect their culture.

P3 described the differences in management styles between the home country and the host country:

> One management style will say in construction, especially back in Ireland, your management style will be a bit more, how would you say, aggressive almost a bit more bosses. Whereas when you come over to a different culture and using that same philosophy doesn't get the same results, shall we say, so you have to change. Change your management style to suit the people you are managing, which is interesting but rewarding. The culture from back in Ireland that's how everybody, as I said, everyone

> has always done the same thing forever. That's how it's done where you come from, but it's not how it's done here …when you come over to a new environment, when it's multicultural, you're going to experience [to] alternative methods or practices and procedures and kind of opens your eyes, to different ways of management style and managing teams and getting results.

Mindful of Cultural Stereotypes

Several cultures were represented in each nationality. The key take-away from research conducted by Kirkman, Taras, and Steel (2016) was not to assume people from one country embody the typical values associated with the country. Besides the cultural differences in the nationalities, there are other factors like religious differences and national political conflicts between the team members. P6 highlighted the awareness of different cultures existing in the nationalities:

> The culture for every nationality is different from one to another one, and then the mentality for each one is different. [For] example in India, they have, I think, 27 states, Pakistan may be five or more and Bangladesh and Philippine. And so many cultures, Arab are also many cultures and mentalities. It's not easy to deal with all of those people.

P3 had little knowledge about the different nationalities and cultures before going to the United Arab Emirates and talked about the role of experience in learning other cultures:

> First, I knew very little about the Emirati or the Lebanese, or even the Indian culture and having worked with an awful lot of these nationalities over the last few years. I think we've all learned an awful lot more about them.

P10, a Pakistani national, highlighted the importance of project managers to be aware of the different religious values and mannerisms which may exist in the team:

> The religion [religious] values also matter a lot. Because they have [a] common mess, they have to live in the same room, and they have different habits, they have [the] different religious activities. Therefore, we have to mentor them based on these specific cultures, religions, and [their] geographic locations. We have to explain [to] them how this country is neutral, how they have to respect [the] others' emotions, and how they value [the] each other's religions or the other cultures. We celebrate some events in our labor accommodation camp. We make some arrangements for celebrations [celebrate] their cultural events– like if it is the national day of some country we just arrange a gathering and invite all of those nationalities people. Similarly, if there are some religious events like Eid and Christmas Day, we do celebrate as a team.

A Pakistani national P10 outlined the home country national political conflict and differences seeping into the work environment:

> When [the] people come from [a] different backgrounds from the different geographic locations, sometimes it happens that the two countries have [a] rift between them, and it reflects from the personalities of these people.

P9 reiterated how the home country's national political unrest and tension might be reflected in the team member's personality:

> I have to acknowledge and respect the culture [cultural] differences between me and others and the between other people, not my culture only. For example, you are dealing with Indian and Pakistan. You know there is a lot of conflict between them, but they

> have to work with each other, and I have to work with them. I have to get their output. I have to get the outcome from these people. So, the first thing is to acknowledge and respect these differences …after duty, you are Indian, I am Egyptian. When we are in [on] duty, we are the team. Our nationality is team X or team Y. This is as per my experience here in the UAE.

Clarity in Communication.

Participants explained the importance of clarity in communication. Intercultural communication is a form of communication which shares information across different cultures and social groups (Jandt, 2018). The clarity in communication is relevant to this study as the project managers share information across team members who are individuals from different national cultures and speak different languages. P10 outlined communication is one of the most important roles of a project manager:

> As a project manager, it is recognized that a project manager uses 90% of his time for communication at the project.

P5 had similar thoughts about the project manager's role in managing communication and highlighted the importance of the medium of communication:

> Ultimately as a project manager, your job is to manage communication, manage project knowledge, manage you know who's doing what, when, and where the planning, you do need to communicate it now …The form of communication and how you're communicating is very important. So, it's important you know to understand the culture, understand the team understand how you need to connect with the team. In order to send your planning, send your message across. If people are on schedule, you're telling them

> if people are not on [the] schedule. You're also telling them, so that's very, very important.

To ensure an effective flow of communication, P8 described breaking down a large team into smaller groups which are easier to manage:

> It's about [the] breaking down the whole group to [into] smaller groups. When you are making smaller groups, it's easier to monitor, to understand, and how to improve them.

P5 shared similar views about creating a hierarchy and identifying the key people who become the messenger or carrier of communication:

> It is very important that he very quickly identify who are the key people on this project and very quickly identify how he should communicate with them. So, you need to be able to, you know, send that message across and make sure that they understand the commitment.

P9, an Egyptian national with over 14 years' experience in multicultural work environments in the GCC, outlined the importance of communicating the objectives of the project to the team:

> …we reach [to] the performing stage. We understand each other. We understand [the] cultural differences. We have a common language. What is our common language? Our common language is the project completion within scope within time within cost ... the objectives of this project should be explained to the team. Why we need to take this project, why we have to complete this project. In terms of completing a project in [a] successful way.

The role of body language in communication was explained by P5, who is a U.S. national of Arab descent:

> … let's say communicating with one of my project managers from a contractor, and he's Indian right, and he's hot-blooded, and I'm hot-blooded right, so we speak, and we're moving our hands, and you know, we're doing [making] all these gestures. And it works well, and then I go, and that's another project I have the project managers British. And that guy doesn't have the paralinguistics. He doesn't move his hands. He just speaks, and he speaks very slowly. And you're somehow speaking and moving your hands, and he's looking at you like, why is he moving his hands. Is he insulting me or not? So, it's true you kind of need to adapt, you kind of need to respect the person in front of you, appreciate what it is they're doing? Or if you disagree, you also need to communicate that respectfully.

Emergent Themes for Research Question 2 Data

Research Question 2 asked, what are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates? Interview Questions 2, 3, 5, and 6 directly aligned with Research Question 2. In addition, Interview Question 7 on additional comments contributed significant statements to Research Question 2. The interview questions sought information on the kind of reward mechanism managers use to recognize hard-working, innovative, and successful team members; the steps or measures taken to get acquainted with the different cultural backgrounds of the team members, and any specific leadership skill or skills participants found particularly helpful when managing a diverse team. Participants were asked about the thoughts on leadership training with a focus on managing a multicultural team [that] would help manage team members more efficiently, and if the participants had any additional reflections or information to share.

The formulated meaning units were derived from the significant statements, phrases, and quotes extracted from the participant responses to the interview questions. The themes for Research Question 2 include Share Similarities and Celebrate Differences, Connect on a Human Level, Bridge the Language Gap, Recognition Champion, and Cultural Competence. The research participants were identified by number to maintain anonymity.

Share Similarities and Celebrate Differences

People of each nationality have a few similar traits or strengths. As P7 highlighted, to get the best outcome, you need a blend of all different cultures. P6, a Palestinian national with over 14 years of experience in the GCC, provided more insight into the strengths and differences of people from different nationalities:

> …this is a multicultural country. There are more than 200 nationalities. Each country has its strength in something more than others. Some countries are agricultural, some countries industrial, and some countries is [are] strong in IT. Some countries are good at business. So, the culture depends on where they come from and the strength of that country. That's why they built the team from multicultural, multi countries. Every country is strong in the [a] specific field. In each nationality and background. Some people are strong in their mind, some in their knowledge. How to think how to dealing how to solve problems, how to behave with the other, how to respect how to it can see how to manage [with] the problems, how to deal with others. To manage the timing, everything. Some people are physically strong in their muscles and their body. Right, so we have to study each person's strengths and focus on the strengths to get work done efficiently.

P7, an Egyptian national, drew attention to some nationalities' strengths and emphasized to get the best outcome, the team needs a blend of nationalities. P7 mentioned strategically placing the people based on the national traits as recognized by the participant:

> Indians. If they are very good in [at] following the rules, you can put them in the supervision roles. This is normally what I'm making in my projects. They will follow up, and you will be supervising the site team or make sure that the rules has [have] been implemented and followed up. Because they are, they have a good system ... So, whenever I'm facing a problem in the system, I will put the Arab people. They can talk very good, they can negotiate with the consultant or with the client, and they will find a way to overcome this issue. This is normally what I'm making in my projects.
>
> Each nationality has its own strength and weaknesses, and making the best out of them is the ability of the project manager. If you work with only one nationality, you will fail. So, you have to work with all of them together to make a good team. To get the best outcome, you need a blend of all different cultures.

P5, a U.S. national of Arab descent, has spent a considerable number of years in the United Arab Emirates. P5 reiterated similar experiences as P7 about certain geographical areas having similar personality traits:

> …culture and personality could intertwine. You can realize a certain geographical area could have similar personality traits. And understanding those traits become important to you because you can start to empathize.

P9 highlights the conflicting religious values, which may be prevailing between the people. P9 stresses acknowledging the differences and avoiding talking about religion is a better way to manage the teams without instigating any conflicts on the matter. P9 reflected:

> I'm not talking about religion; I am talking about the culture itself. Know about them. And not only that, we have to acknowledge their culture. Acknowledge the differences between those cultures… So, the first thing [I have to say], I have to acknowledge and respect the culture [cultural] differences between me and others, and [the] between other people, not my culture only.
>
> …. [when] your religion conflicts with my religion, I have to show [the] openness and respect to your culture. I accept it or not; this is another thing. But I respect your country and culture. I have to show that. I will not show the conflict between mine and yours if we are discussing this point. This is very difficult, by the way. Some traditions in your culture it is away from my religion as a Muslim. But what and how I will deal with you. How I will treat you … I have to avoid talking about it too much.

Connect on a Human Level

Many participants expressed connecting at a human level with words like compassion, trust, empathy, kindness, being human, and treating team members like family. In addition, the difference in perceptions based on nationalities was highlighted by the participants. P2, an Indian national, explained the importance of respecting skill and experience over nationality:

> We have to respect the engineers. I am not respecting the nationality. I am respecting the guys, the engineers, their knowledge, and their skills. Respect plays an important role like [in] respecting the knowledge and the skill.

P5 discussed the importance of emotional intelligence in understanding what is acceptable and what is not acceptable between different cultures and the role of respect:

> To me, it's more on emotional intelligence, so emotional intelligence which relates to, people and emotions and relates to their culture, their background, their nationality, so it is so it's all kind of, you know, one big bubble with different layers. If you don't understand that at a project management level, it means you don't understand people. If you don't understand people, then you don't understand the value of the team and your project, and it's going to be very, very difficult to succeed.
>
> …And for you to connect to them at a human level at an emotional level, you need to understand them, you need to understand their background, where they're from, what they value what they don't value. And it may or may not be similar to you. Some people, for instance, are more religious. You need to speak to the [a] certain way. Some people are older than you, so you need to respect them.

P10, a project manager with 4 years' experience in GCC countries, elaborated on the impact of building trust in multicultural teams:

> As a leader, we also build trust in our team because this is one of the most basic thing [s] when we are working with the multicultural and the multinational from different regions. If we succeed to develop [in developing] the trust with them and our team thinks that they are trustworthy to us, it matters a lot for them. Because when we develop [the] trust with them, then they start to work as a team … When there is a trust between the team, they understand their responsibilities and their work. They work as a cohesive unit with each

> other, and it leads toward the completion of our project as per our scope and the timelines.

Bridge the Language Gap

The language barrier is an expected challenge in any multicultural environment. Besides the differences in languages, there is the linguistic ability of the sender and the receiver. Even when a common language is being used, the jargon, terminology, and abbreviations may be misinterpreted by the receiver. As P3, an Irish national outlined, a better understanding of the language through interpretation would help:

> [A] better understanding of the language will help. [And then] when you're closing a project. I think sometimes it's a high-pressure, high-intensity situation, and normally you are against the clock and against the budget when you're closing a project. So, and sometimes things can get lost in translation where you don't have the time or the budget not to get everything right [the] first time, so there has [have] been instances of [a] language barrier. A language barrier at the end of a project when pressures is [are] on probably the biggest hindrance or is that could be moved that would be probably the most beneficial If I had something to close the language barrier that will be maybe, an interpretation or something. I have had situations where I have used somebody with a good grasp of English and a good grasp of the operative's language to translate ideas and get things to ensure that things are done right and correct, and quality and speed is maintained.

Similar to P3, P10 shared experience about the need to use a translator to ensure effective flow of communication:

> The main barrier in communication is [the] language. We have to manage this communication barrier … It also helps to identify the communication gaps due to language barriers. The [mis]communication barrier is [the] first and the most important thing we have to overcome with these different nationality people. Sometimes we have to arrange a translator to intervene and help translate to [for] them.

P8, a Canadian national, discussed creating layers in management to ensure effective transfer of information since the foremen from different countries sometimes do not know either Arabic or English:

> Mainly the language. It's hard, and then we are facing problem..... We are managing them through Site engineers and then the Foremen and then the language itself, it will be through the foremen themselves. Because it's very hard to contact the laborers or the skilled or unskilled people directly. So, it will be the information transfer to the site engineers from the site engineers, it will be to the foremen, and then they can be coordinating with these people. .... Mainly the foremen are from different nationalities. They don't know Arabic, neither English. Okay, so this is the way how we are dealing with them.

P3 described the process of using positive affirmation and continually finding ways to recognize and let the team members know when a job is well done. P3 indicated this step is essential due to the language barrier, and the team member's need to know the work was done right. P3 shared:

> So, we have to reaffirming exactly what they've done and letting [let] them know they have done it right. Because a lot of times there's a language barrier and some, some guys

> are a bit nervous while they're working. You know they want to get it right, but they're not 100% sure. And they just want to do it right. Let them know that they have done it right, so they gain [the] confidence to go on.

P1, a project manager from the Philippines, mentioned trying to talk in the laborer's native language makes the team members happy:

> When dealing with people, you get to know each other's personality, their culture, and then you become friends with them …When I go to [the] site and speak to the laborers in their language [basic]. You can see the smile on their face when they know that you're talking to them in their language. Although it's very basic, it goes a long way in getting to know them and understanding their culture.

Recognition Champion

Participants highlighted the importance of both intrinsic and extrinsic rewards. The focus was on making sure other people, like the managers, supervisors, and colleagues, know about the recognition. Participant 1 mentioned:

> …give them 50 dirhams [UAE currency] for their mobile load [recharge] on a monthly basis. So, this 50 Dirham's for 10 people each month is not much, but it is appreciated by the laborers.

P2 shared a similar reward mechanism:

> …awarding them like 50 dirhams [UAE currency] telephone Etisalat card for this month. Like the phone recharge, they can use their phone because they can talk to their family.

P9 explained the significance of monetary reward in the United Arab Emirates:

> But you know in this environment here in UAE, or Saudi Arabia or Qatar or Oman, the reason we left our home countries was for money [am I right]. The reward should be tangible … if I am working construction, in direct manpower, I have to give some recognition to motivation to [motivate] the site manpower, like workers, technicians, helpers, charge hands, supervisors, and foreman. Those people are looking for money. If I motivate them [in] money-wise, believe me, they will not trust anyone rather than you.

P10 indicated the way a reward is delivered is more important than the reward itself. P10 highlighted the importance of public recognition:

> The way the gesture is delivered, in my opinion, is more important than the gesture itself, which is, let's say, the piece of paper with the signature or the little gift whatever. The way it's given, how it is given, the words that are said, etc., etc., when it is given … I think the certificate is almost like a token. It's important that, let's say, the certificate is given to the employee in front of his colleagues, workers, and peers. Because that gives him a self-recognition, it gives him a status of achievement, appreciation, etc., amongst his team.

P1 mentioned keeping the employee's superior or manager in the loop when appreciating boosts the employee's morale:

> then I just copy their superior, their manager, and so they know that this guy did well, although it won't be monetized. This will help them boost their morale.

Similar to P1's views about expressing recognition, P1 stated:

> We are displaying them [their names] on the notice board.

P3 echoed a similar display of appreciation*:*

> If one probably does a good job and you acknowledge it and give them the praise they deserve, and make sure people know what they've done.

P9 emphasized the need to ensure people across the organization are aware of the recognition:

> For example, in our head office, I have to put [write] their names on the recognition board. The people working outside do not know the office team. I have to develop this culture. I have to put their names, the man of the month, supervisors of the month, the technician of the month.

Cultural Competence

One of the basic skills which participants reiterated was the ability to be aware of the different cultures. The importance of cultural training was discussed. P6 explained how two people understand the same thing differently:

> One way, if I have, let's say there are two different people reporting to me, right. One is, let's say, you know, Egyptian, and the other is, let's say, the Filipino [who works for] and both are reporting to me. If I said the same thing to each one of them, the reaction could be very different. Right. Because their perception of what I'm saying may be different, so it's important. I have that emotional intelligence to be able to identify what is acceptable with this person and what is not.

When asked if cultural training was relevant, P5 elaborated on the need for cultural training for project managers. P5 highlighted the existence of many dimensions in individual personalities, including nationality, culture, religion, and historical experiences:

> Yes, I'll tell you why I 100% believe so. Because you're managing, we're saying managing team members and team members there are not objects they are again, they're

> humans. Humans are very complex. They have a nationality, there's culture, there's religion, and there is the historical experience in life. There are so many facets and complexities to that individual, that emotional human, and it's very important that you are able to capture as much as you can in understanding their cultural background in order to be able to get the best out of them and [to] best manage them and best direct them.

P3 explained cultural training would have been helpful at the start of a career in the United Arab Emirates:

> Culture training would definitely be beneficial because cultures are so vastly different. And when you come to this part of the world or especially when you come to the UAE, we are getting from [the] four corners of the globe. So, [and] yeah, cultural training would definitely [have] been beneficial when I started here as a project manager and absolutely no culture training whatsoever. And I was put in the high level with 150 or 200 people below me, so I mean I couldn't speak to any of them. And with the deadlines and everything against you as well. It's, it's a high-pressure situation [right]. You definitely have a different outlook on this and definitely do things differently.

On a similar note, when asked about the relevance of cultural training, P6 explained how training may be relevant to new project managers and may not truly add much value to experienced ones:

> For new project managers, cultural training may be relevant, but for already experienced project managers, this may not add much value.

P7 described the role of experience playing a more significant role in understanding the different cultures that exist in the team:

> But in my opinion, [the] experience is much better than training, so people [so] they can understand, especially for the culture.

Participant responses were provided verbatim when possible, while some responses are edited to protect the identity of the organization or the participant. When included, names have been omitted, or an alphanumeric sequence was used to ensure the privacy of all parties. The themes are qualitative findings of participants' lived experiences and perceptions and are meant to inform readers of these common experiences.

Reliability and Validity

Several steps were taken to ensure the reliability and validity of this study. Triangulation in research is necessary to promote a comprehensive understanding of the phenomena under study with an objective to increase confidence in the research study (Heale & Forbes, 2013). In this study, triangulation is demonstrated by the member check, in-depth interview, and reflexivity to ensure the collected data and analysis are accurate and trustworthy. To ensure the validity of data, interview questions were aligned with the research questions. Two former colleagues conducted a review of the results. The external validity of the study was ensured by selecting participants from different construction projects. Rich and thick verbatim descriptions of research participants' accounts support the findings. Direct quotes from the study have been incorporated to ensure validity, trustworthiness, and transferability.

The conceptual framework served as a lens through which the analysis was conducted (Creswell, 2014). The Lewis cultural class model provided the logical structure of connected concepts, which helped understand how ideas related to one another (Lewis, 2014). The Lewis cultural class model divides people's leadership traits into three categories depending on the

individual's nationality (Lewis, 2014): (a) Linear-active: cool, factual, decisive planner; (b) Multi-active: warm, emotional, and impulsive; and (c) Reactive: courteous accommodating, and a good listener. The research participants were from the construction sector in the United Arab Emirates. This study's findings could not be generalized since the research participants were from a specific sector in one country. The potential effect of the scope may affect the transferability of the study.

Member Check

Member checking is the process of returning the transcribed information from the interviews to the respective participants to check for accuracy, make necessary edits, and resonate with experiences (Birt et al., 2016). The member checking process was conducted, as outlined in the research methodology chapter. Interview transcripts were returned electronically to all participants and were provided a five-day window to revise, remove, or add to the information provided. The member checking process confirmed the accuracy of the transcribed information and helped improve the credibility of the research (Thomas, 2017).

In-depth Interview

In-depth interviews are one of the most powerful tools for gaining a detailed understanding of human behaviors. Rich perspectives of personal experiences and perspectives were derived from in-depth interviews of research participants. Considerable time was allotted to transcribe and analyze the texts to ensure the validity of the information.

Reflexivity

Reflexivity includes setting aside biases, opinions, and viewpoints which can influence or

shape how data were analyzed and interpretations formulated (Creswell & Creswell, 2018). To establish the trustworthiness of this research, the section titled “the role of the researcher” outlines the researcher’s prior experience in the United Arab Emirates. To reduce and eliminate bias, the participants were identified from a new database or LinkedIn and had no past relationship.

Chapter Summary

The purpose of this study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. The first section included the collection process and details about the participants’ demographics. The second section detailed the analysis process and the results of this research study. Eight themes which emerged from the analysis of this research study were: (1) Culture Shock, (2) Mindful of Cultural Stereotypes, (3) Clarity in Communication, (4) Share Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence.

The alignment of the research questions to the interview guide helped focus the responses to the predetermined topics. The responses were analyzed with the aim of answering the research questions. Research Question 1 was about the lived experiences of construction project managers when managing a multicultural workforce in the United Arab Emirates. The emergent themes for Research Question 1 include (1) Culture Shock, (2) Mindful of Cultural Stereotypes, and (3) Clarity in Communication. Research Question 2 was about the perception of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates. The emergent themes for Research Question 2 include: (4) Share

Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence.

The emergent themes aligned with both the guiding research questions. The overview of the findings, interpretations, conclusions, limitations, recommendations, and implications for leadership follows in the discussion and conclusions chapter. The essence of the study will be captured.

Chapter 5: Discussion and Conclusion

The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates. The problem is a lack of understanding of the leadership skills needed in the multinational, multicultural construction environment. The research was needed to identify the leadership skills which help project managers to manage nationally and culturally diverse teams efficiently.

The literature review illustrated the necessity for the study of leadership skills of project managers managing multicultural teams (Oshinubi, 2007). A review of the literature supported the study of leadership skills to support this population. A few studies exist that focus on labor migration and the multicultural nature of the United Arab Emirates expatriate population; a gap in the literature was identified on leadership skills that help project managers successfully manage the multicultural workforce in the construction industry. The research by Oshinubi (2007) identified nine critical leadership traits which had a direct relationship with team performance in construction projects. Although the literature had given meaningful insights into the relationship between leadership traits and team performance in construction projects in the United States, there has been little research into the leadership skills of construction project managers in the United Arab Emirates to manage a diverse workforce.

While Oshinubi's (2007) research identified leadership traits of managers in construction projects in the United States, there existed a gap in the literature for a specific study of leadership skills required to manage culturally diverse team members from different nationalities in the construction industry in the United Arab Emirates. The study focused on understanding the lived

experiences of the project managers in the United Arab Emirates and the leadership skills which are favorable in managing multicultural teams. The following questions guided the research:

Research Question 1: What are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates?

Research Question 2: What are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates?

In the chapter on discussion and conclusion, key summary findings from the data analysis and findings chapter are detailed and linked to the two research questions. The emergent themes have been compared to the relevant studies in the chapter on the literature review. The conceptual framework provided the logical structure necessary for the analysis and interpretation of the findings. The limitations of the study are recognized, recommendations for further research, changes in policies and practices are discussed. The chapter concludes with a discussion of implications for leadership and a summary of the study findings.

Findings, Interpretations, Conclusions

Research Question 1 asked, what are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates? The themes identified for Research Question 1 include Culture Shock, Mindful of Cultural Stereotypes, and clarity in communication. Research Question 2 asked, what are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates? The themes for Research Question 2 include: Share Similarities and Celebrate

Differences, Connect on a Human Level, Bridge the Language Gap, Recognition Champion, and Cultural Competence.

The 10 participants in the study were expatriates representing eight countries working in the United Arab Emirates. The project manager's multicultural experience in the United Arab Emirates and the Gulf Cooperation Council countries ranged between 4 – 18 years. The team members combined represented 19 nationalities. Eight themes which emerged from the analysis of this research study were: (1) Culture Shock, (2) Mindful of Cultural Stereotypes, (3) Clarity in Communication, (4) Share Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence.

Culture Shock

The cultural shock experienced by the participants refers to the cultural transition from participants' respective home country culture to the multicultural work environment in the United Arab Emirates. An expatriate academic study conducted by Rajasekar and Renand (2013) in the Sultanate of Oman gathered data to examine the different forms of culture shock which academics experienced while living in Oman. Researchers concluded cultural shock similarities among the respondents were: a) language, b) differences in religious values, c) traditional/regional dress of inhabitants, and d) palate reaction to customary foods of the country (Rajasekar & Renand, 2013).

The participants expressed the home country experience of managing people from a similar culture and background was vastly different from the experience in the United Arab Emirates. In the United Arab Emirates, project managers had to manage people from different countries and cultures. There were usually only a few management styles which worked well

and were used by the project managers in the home country to get the work done. There were similar interpretations of the difficulties faced by the project managers at the beginning of the career. Being open-minded and adapting to different methods and styles of management helped project managers work with multicultural team members. One of the most important things to be accepted in a multicultural environment was to respect other cultures. The themes which emerged were methods of building cultural respect.

Mindful of Cultural Stereotypes

Stereotyping cultures by country is one of the most common mistakes when trying to lead and motivate a multicultural workforce (Kirkman et al., 2016). There exist several different cultures in each nationality. Participants mentioned being aware people from one country may not have similar personalities or traits to others from the same country. Besides the cultural differences within the nationalities, other factors like the religious differences and national political conflicts between the team members exist.

The participants gave a subtle insight into the impact of ethnocentrism in multicultural teams. Ethnocentrism is the belief one's own culture is far more superior to other cultures. Some researchers consider ethnocentrism as a universal tendency because all society members experience ethnocentrism in one form or the other (Fluck, Clouse, & Shooshtari, 2007; Neuliep, Hintz, & McCroskey, 2007). Ethnocentrism plays an important role in multicultural team communication. On the one hand, the project managers or team members feel patriotism towards a religion, country, or ethnicity and behave as positive role models and ambassadors for the respective groups. On the other hand, ethnocentrism can hinder interpersonal communication

due to preconceived notions of other cultures, and personal prejudices can be a barrier in communication.

As outlined in the literature review, Hofstede highlighted how nations are rooted in the history of politics, which reaps a symbolic value and creates an emotional and sentimental attachment to the people, which can result in a patriotic reaction (Hofstede, 2001). The findings of the study reveal team members' national identities have an impact on the work ethic and culture. Nationality holds a psychological attachment to people, which connects people to their respective childhood and experiences (Brown-Reid, 2018). As some of the participants mentioned, managing people working in a team from politically conflicting countries is challenging. The study supported the literature on the role of nationality and the people's sentimental attachment to the national identity.

Clarity in Communication

As one participant highlighted, project managers use almost 90% of the time on communication. Participants expressed the importance of understanding the team members and the culture to communicate the project's goals and progress continuously. Reorganizing the teams into smaller groups helped to communicate the processes effectively. Another strategy for project managers to communicate effectively was to identify key people on the team and connect with those team members.

Irrespective of the differences in cultures and languages, the objectives of the project should be clearly communicated to every team member. The project managers expressed the need to be sensitive and aware of the different cultures and use the appropriate leadership skills to ensure the project was successful within the triple constraints of time, cost, and scope. The

study supports the literature review on the importance of communication and the advantages for project managers and team members sharing common meanings and values (Harvard Business Review Staff, 2016).

The facial expression, the loudness of the voice, mannerisms, and gestures are all part of the body language, which play an important role in communication (Lewis, 2014). Some participants expressed awareness of body language played a critical role in communicating with multicultural teams. There is a need to respect and adapt to the other person's communication style or the receiver of the message. While some cultures could find talking in a loud voice or tone acceptable, other cultures may deem such mannerisms as rude and may get offended. Project managers may need to adapt body language and tone based on the receiver and should be able to accept team members' mannerisms, which are a part of the national culture.

Share Similarities and Celebrate Differences

Multiple participants explained there are few distinct traits common in people from the same country. Although stereotyping people based on nationalities is not considered appropriate, a few common skills can be generalized and used favorably to the project. Most participants reiterated the importance of assigning work based on individual strengths, which may result from a combination of the nationality and the individual's personality. In places where multicultural workforces exist, working with only one culture may not be helpful to succeed.

Participants' shared showing respect and being open-minded to other cultures are important when dealing with team members with varied beliefs and norms. Avoiding talks about religion and beliefs when there are differences of opinions among team members' helps project managers avoid conflict. An important aspect is acknowledging and celebrating the cultural

differences between the people and making the best out of the creative synergy that arises from multicultural teams. The laborers in construction projects share accommodations and cafeteria halls. Participants talked about explaining to the team members the importance of respecting other cultures and religions. To encourage the cultural exchange of ideas, some project managers organized joint celebrations of national and religious holidays for the team members.

Connect on a Human Level

Building an emotional connection with the people is another skill highlighted by almost all the participants. People react differently based on culture, religion, background, and nationality. The project manager should have the emotional intelligence to identify the different traits and qualities and connect with the people at a human level. People need to be treated as humans and not objects to achieve results.

Trust, respect, and compassion play important roles in team development. When people from different cultures work together, differences and conflicts may arise due to the inability to understand each other. Project managers behave as role models and instill the values of trust, respect, knowledge, and compassion in team members. These qualities help in developing comradeship and a sense of belongingness between the team members and the organization.

Bridge the Language Gap

Language barriers are one of the most common challenges faced by most participants. The language barrier is an expected challenge in any multicultural environment. Even when a common language is being used, there may be jargon, terminology, and abbreviations, which may be misinterpreted by the receiver. The participants explained breaking into smaller groups

and using an interpreter helped overcome language barriers in communicating the project processes and goals.

Time is a constraint in large construction projects. Language barriers play a significant role when the participants are closing the project. The closing phase of the project is an intense, high-pressure situation, and not being able to communicate effectively can have undesirable effects on the organization. Bridging the language gaps and finding efficient methods to overcome the barrier is in the best interest of the project managers and the organization.

Recognition Champion

Intrinsic and extrinsic rewards were identified as a helpful mechanism to motivate people in multicultural work environments. One participant highlighted that money is the most important reason people leave the home country to work in a foreign country. In a team with expatriate members, monetary rewards like cash incentives, salary increments, and phone recharge cards hold high value. As one participant mentioned, phone recharges are effective in motivating laborers in the construction field. The laborers leave family members in the home country and live away for several months and years. Phone recharge cards help people connect with loved ones.

Participants expressed while intrinsic rewards help motivate people, the mode of delivery of the reward is equally important. Thanking people for a job well done in front of colleagues and peers and keeping the supervisor informed about the accomplishments were as important as the reward itself. Displaying names and achievements on notice boards at a prominent location helped motivate people and recognize people's efforts.

Cultural Competence

Different cultures interpret the same thing differently. For example, if there are deadlines for a project, some cultures adhere to the deadline, and some others do not take deadlines seriously and prefer to consider the deadline as a moving number. Cultural competence, or the ability to effectively understand and interact with other cultures, is an important skill expressed by many participants.

As one participant mentioned, saying the same thing to people from two different countries could result in two different results based on cultural backgrounds. The need for cultural training was examined. While some participants expressed experience is more relevant than cultural training for project managers, a few shared the need for cultural training for project managers new to the country or new to managing a multicultural workforce. Participants suggested that cultural training for project managers can help exchange ideas and experiences between trainers and other project managers in the training sessions.

Connecting to the Conceptual Framework

The project managers and team members represented different national cultures. For example, P1 was a Philippine national. The Philippines is considered a reactive culture under the Lewis cultural class model (Lewis, 2014). P1's team members represented four nationalities from three different categories: 1) Egyptians and Jordanians were from multi-active culture, 2) British were from a linear-active culture, and 3) Indians hold a median position between multi-active and reactive cultures. The idea was to identify the team's existence of different personality traits due to the national culture and the leadership skills which help project managers get the work done and manage efficiently. The study supports the Lewis cultural class model as a

practical and visual way to help understand the causes and consequences of different cultural dynamics between the project managers and the nationally diverse team members (Lewis, 2014).

Limitations

The study focused on the lived experiences of 10 project managers in the construction sector. Smaller samples help develop a rich understanding of the phenomenon of individual experiences. The demographic region for the study was the United Arab Emirates. If the study is replicated with the same sample size in another sector, like the retail or oil and gas sectors in the same region, the study might produce different findings and results.

The study was limited to project managers in the construction field in the United Arab Emirates. The research participants were from the construction sector in the United Arab Emirates. The findings cannot be generalized, as the research participants were from a particular sector in one country. The potential effect of the scope may affect the transferability of the study.

Recommendations

The findings revealed which leadership skills were helpful when managing people from different nationalities and cultural backgrounds. Eight major themes emerged from the findings of the study supporting project managers lived experiences and leadership skills, which include: (1) Culture Shock, (2) Mindful of Cultural Stereotypes, (3) Clarity in Communication, (4) Share Similarities and Celebrate Differences, (5) Connect on a Human Level, (6) Bridge the Language Gap, (7) Recognition Champion, and (8) Cultural Competence. Participants expressed the intertwined role of cultural adaptation and leadership. Effective communication and overcoming language barriers played a critical role in the project management leadership of multicultural

teams. The study finds best practices in leadership effectively guide project managers to manage multicultural team members.

The study helped narrow the understanding of the perception of project managers' leadership skills in managing multinational, multicultural team members. Future research, including a larger sample from different Gulf Cooperation Council countries, would contribute additional data for analysis to determine the leadership skills to manage nationally and culturally diverse teams of people. Another recommendation for future study would be to gather the perceptions of multicultural team members on effective leadership skills used by supervisors or leaders. A study of such nature may help support the themes identified in the study.

Implications for Leadership

The findings of the study revealed the lived perceptions of project managers and identified leadership skills for project managers to manage nationally and culturally diverse team members. The 10 project management professionals interviewed described experiencing culture shock when initially working with multicultural teams. Recognizing team members' strengths-based on nationality and focusing on clarity in communication helped ensure team coordination and project success.

The significance of the study to corporate leaders is to establish or develop cultural training for people assigned to managerial positions and are new to working in a multicultural environment. Leaders of nationally and culturally diverse teams need to be aware of the local and other cultural practices and gain trust among team members before expecting action or agreement. People in current leadership roles in a multicultural environment can gain from the study by developing the identified leadership skills.

New expatriate project managers managing staff from multiple national and cultural settings may need an awareness of other cultural practices. While experience is relevant in gaining cultural competency, providing training focused on cross-cultural understanding at the beginning of a leadership position in a foreign country can make for more culturally intelligent leaders. The leadership skills identified by the project managers included Share Similarities and Celebrate Differences to help build trust, respect, and Connect on a Human Level, Bridge the Language Gap as people from different countries communicate differently, be a Recognition Champion, and, most importantly, be Culturally Competent (see Table 3, Table 4). A culturally competent project manager will be far more productive and achieve tremendous success for the organization.

Conclusion

Project managers may have to take the role of a cultural broker by acclimating to the different cultures of team members to facilitate creativity and efficiency. As defined by Jang (2017), a cultural broker is a person who has a relatively more multicultural experience than others in the group and acts as a bridge between other team members. Identifying project managers' leadership skills to manage multicultural team members is relevant to adapt to the cultural differences in the workforce.

By studying the lived experiences of the project managers in the United Arab Emirates, managing a multicultural workforce, the Culture Shock of project managers when they first arrived from the home country was identified as a theme. The shock refers to the feeling of disorientation when experiencing many different cultures within one team. Project managers

expressed being Mindful of Cultural Stereotypes, identifying a few similar strengths based on the person's nationality, and the importance of assigning jobs based on employees' strengths.

Clarity in Communication is a priority when managing multicultural teams. Positive reaffirmation when a job is well done helps motivate team members, especially when there is a language barrier. Team members want to know when they did well, and the project managers need to find a way to communicate the message appropriately. Communication is important; it is necessary to clarify the goals of the project and ensure employee duties and responsibilities are aligned with the project goals.

The emergent themes in identifying the leadership skills revealed the importance of appreciating other cultures and celebrating the differences. Project managers should connect with team members on a personal level. Trust, compassion, respect, and treating team members like family members are important to achieving project success. Finding ways to overcome the language barrier is important to the smooth flow of the project.

Both extrinsic and intrinsic rewards help motivate multicultural team members. When creating a reward mechanism, keeping in mind, people leave the home country and go to work in the United Arab Emirates for money is important. While non-monetary rewards help motivate people, monetary rewards may be more attractive. The study highlighted the importance of praising in public. Cultural competence, or understanding and adapting to other cultures, is a critical trait for project managers in multicultural environments.

Project management skills and leadership skills are different. Strong management skills and effective leadership skills are both essential for a project manager's success. A successful project manager does not need to start as an effective leader. Successful project managers of

nationally and culturally diverse teams can develop the relevant leadership skills identified in this study. Complementing management abilities with the necessary leadership skills can help multicultural project managers to be effective leaders.

References

Al-Jenaibi, B. (2012). The scope and impact of workplace diversity in the United Arab Emirates-A preliminary study. *Malaysian Journal of Society and Space, 8*(1), 1-14. Retrieved from http://ejournals.ukm.my/gmjss/article/view/18159/5694

Al-Khouri, A. M. (2010). The challenge of identity in a changing world: The case of GCC. countries. *Conference Proceedings: The 21st Century Gulf: The Challenge of Identity*. University of Exeter. UK Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.453.9974&rep=rep1&type=pdf

Amanchukwa, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles, and styles and their relevance to educational management. *Scientific and Academic Publishing, 5*(1), 6-14. doi:10.5923/j.mm.20150501.02

Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, *23*(3), 121–127. Retrieved from https://www. ncbi.nlm.nih.gov/

Anbari, F. T., Khilkhanova, E. V., Romanova, M. V., Ruggia, M., Tsay, C. H. H., & Umpleby, S. A. (2009). Cultural differences in projects. *PMI Research Conference: Defining the Future of Project Management*. Washington, DC. Retrieved from https://www.pmi.org/learning/library/managing-cross-cultural-differences-projects-6736

Asrar-ul-Haq, M., & Anwar, S. (2018). The many faces of leadership: Proposing research agenda through a review of literature. *Future Business Journal, 4,* 179-188. doi:10.1016/j.fbj.2018.06.002

Asree, S., Cherikh, M., & Baucum, C. (2019). A review of leadership styles that affect project success. *International Journal of the Academic Business World, 13*(1), 36–46. Retrieved from https://jwpress.com/Journals/IJABW/BackIssues/IJABW-Spring-2019.pdf

Atout, M. M. (2014). The influence of construction manager experience in project accomplishment. *Management Studies, 2*(8), 515-532. American University in the Emirates. doi:10.17265/2328-2185/2014.08.004

Barhem, B., Younies, H., & Smith, P. C. (2011). Ranking the future global manager characteristics and knowledge requirements according to UAE business managers' opinions. *Education, Business and Society: Contemporary Middle Eastern Issues, 4*(3), 229 – 247. Retrieved from https://www.emerald.com/insight/publication/issn/1753-7983

Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership & Organizational Studies, 7*(3), 18-40. doi:10.1177/107179190000700302

Baumann, L. (2013). *The impact of project management on national culture in the Middle East*. (Doctoral thesis, Loughborough University, United Kingdom) Retrieved from https://dspace.lboro.ac.uk/

Bealer, D., & Bhanugopan, R. (2014). Transactional and transformational leadership behavior of expatriate and national managers in the UAE: A cross-cultural comparative analysis. *The International Journal of Human Resources Management, 25*(2), 293-316. doi:10.1080/09585192.2013.826914

Behrendt, P., Matz, S., & Göritz, A. S. (2016). An integrative model of leadership behavior. *The Leadership Quarterly, 28*(10), 229 – 244. doi:10.1016/j.leaqua.2016.08.002

Beugelsdijk, S., Kostovo, T., & Roth, K. (2016). An overview of Hofstede-inspired country level culture research in international business since 2006. *Journal of International Business Studies*, *48*(1), 30-47. doi:10.1057/s41267-016-0038-8

Bian, X., Sun, Y., Zuo, Z., Xi, J., Wang, D., & Xu, G. (2019). Transactional leadership and employee safety behavior; Impact of safety climate and psychological empowerment. *Social Behaviour & Personality: An International Journal, 47*(6), 1-9. https://doi.org/10.2224/sbp.7295

Biemann, T., & Andersen, M. (2010). Self-initiated foreign expatriates versus assigned expatriates: Two distinct types of international careers. *Journal of Managerial Psychology, 25*(4), 430-448. doi.10.1108/02683941011035313

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation?. *Qualitative Health Research*. doi.10.1177/1049732316654870

Blake, R. R., & Mouton, J. S. (1964). *The managerial grid: Key orientation for achieving production through people.* Houston, Texas: Gulf Publishing Company.

Bouncken, R., Brem, A., & Kraus, S. (2015). Multicultural teams as sources for creativity and innovation: The role of cultural diversity on team performance. *International Journal of Innovation Management, 20*(2), 1-34. doi.10.1142/S1363919616500122

Bratu, M. L., & Cioca, L. I. (2018). Adaptation of managerial style to the personality of engineers, in order to increase performance in the workplace. *Polish Journal of Management Studies, 17*(1), 67-77. Retrieved from

http://yadda.icm.edu.pl/baztech/element/bwmeta1.element.baztech-408a81fb-4881-43a0-9679-178c0c7c4972

Brown-Reid, J. P. (2018). *Cultural backgrounds and leadership styles in the virtual work environment.* (Doctoral dissertation). Retrieved from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7214&context=dissertations

Buckley, M., Zendel, A., Biggar, J., Frederiksen, l., & Wells, J. (2016). Migrant work & employment in the construction sector. *International Labour Office, Sectoral Policies Department, Conditions of Work and Equality Department*. Geneva: ILO. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/publication/wcms_538487.pdf

Burke, W. W. (2018). Robert R. Blake and Jane S. Mouton: Concern for people and production. *The Palgrave Handbook of Organizational Change Thinkers*, 157–166. doi:10.1007/978-3-319-52878-6_4

Cadwell, C. M. (2004). *Leadership skills for managers* (4th ed.). New York, NY: AMA Self-Study.

Camp, W. G. (2001). Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Educational Research*, *26*(1), 27-39. doi:10.5328/JVER26.1.4

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum, 41*(5), 545–547. doi:10.1188/14.ONF.545-547

Cerimagic, S. (2010). Influence of culture on project practices: Insights from Australian project managers in UAE. *Education, Business and Society: Contemporary Middle Eastern Issues*, *3*(4), 277-288. doi:10.1108/17537981011089578

Chuang, S. F. (2013). Essential skills for leadership effectiveness in diverse workplace development. *Online Journal for Workforce Education and Development*, *6*(1), 1-23. https://doi.org/10.1007/978-3-319-52878-6_4

Clarke, N. (2012). Leadership in projects: what we know from the literature and new insights. *Team Performance Management*, *18*(3/4), 128-148. doi:10.1108/13527591211241042

Connerley, M. L., & Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: developing awareness, knowledge, and skills.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approach* (5th ed.). Thousand Oaks, CA: Sage.

Cullen, C., & Leavy, B. (2017). The lived experience of project leadership in a loosely coupled transient context. *International Journal of Managing Projects in Business*, *10*(3), 600-620. doi:10.1108/IJMPB-10-2016-0075

Dominic, K. N. (2016). Exploring the construction workers perspective of appropriate leadership style for Ghanaian construction industry and its relationship to their attitudinal and behavioral patterns. *KNUSTspace Institutional Repository for KNUST*. Retrieved from http://dspace.knust.edu.gh/bitstream/123456789/10349/1/MPhil%20thesis%20on%20lea

dership%20%28FINAL%20SUBMISSION%29%202nd%20November%2C2016%20%28final%29.pdf

Dulaimi, M., & Hariz, A. (2011). The impact of cultural diversity on the effectiveness of construction project teams. *Engineering Project Organizational Journal, 1*(4), 213 – 221. doi:10.1080/21573727.2011.621419

Duranti, G., & Di Prata, O. (2009). *Everything is about time: Does it have the same meaning all over the world?* Paper presented at PMI® Global Congress 2009—EMEA, Amsterdam, North Holland, The Netherlands. Retrieved from https://www.pmi.org/learning/library/everything-time-monochronism-polychronism-orientation-6902

Earley, P. C., & Gibson, C. B. (2002). *Multinational work teams: A new perspective*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

The Economist Intelligence Unit. (2014). UAE expatriates and the bottom line. *The Economist*. Retrieved from https://eiuperspectives.economist.com/sites/default/files/LON%20-%20AG%20-%20UAE%20expatriates%20and%20the%20bottom%20line%20WEB.pdf

The Editors of Encyclopedia Britannica. (2019). Epochē philosophy. *Encyclopedia Britannica.* Retrieved from https://www.britannica.com/editor/The-Editors-of-Encyclopaedia-Britannica/4419

Factsheet (2020). *The Official Portal of the UAE Government U.Ae*. Retrieved from https://u.ae/en/about-the-uae/fact-sheet#:~:text=There%20are%20more%20than%20200

Faupel, S., & Süß, S. (2018). The effect of transformational leadership on employees during organizational change – An empirical analysis. *Journal of Change Management*, 1-22. doi. 10.1080/14697017.2018.1447006.

Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, (pp. 59–112). New York, NY: Academic Press.

Fluck, U., Clouse, S. F., & Shooshtari, N. H. (2007). Reducing ethnocentrism in international business students with an online multicultural supplement. *Journal of Teaching in International Business, 18*(2/3), 133-151. doi:10.1300/J066v18n02_07

Gallego-Toledo, J. M. (2015). Cultural profiling and a Chinese experience. *Journal of Chinese Human Resource Management, 6*(2), 120-132. doi:10.1108/jchrm-09-2015-0014

Gannon, M. J. (1994). *Understanding global cultures: Metaphorical journeys through 17 countries.* Thousand Oaks, CA: Sage.

Gardner, A. M. (2010). *City of strangers: Gulf migration and the Indian community in Bahrai*n. Ithaca, NY: Cornell University Press.

Gates, M. J., Lewis, R. D., Bairatchnyi, L. P., & Brown, M. (2009). Use of the Lewis model to analyze multicultural teams and improve performance by the world bank: A case study. *The International Journal of Knowledge, Culture, and Change Management, 8*(12), 53-59. doi:10.18848/1447-9524/CGP/v08i12/50711

Ghasabeh, M. S., Soosay, C., & Reaiche, C. (2015). The emerging role of transformational leadership. *The Journal of Developing Ideas, 29*(6), 459-467. Tennessee State University College of Business. doi:10.1353/jda.2015.0090

Giorgi, A., & Giorgi, B. (2008). Chapter 3: Phenomenology. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods.* Thousand Oaks, CA: Sage.

Graen, G. B., & Cashman, J. F. (1975). A role-making model of leadership in formal organizations: A developmental approach. In J. G. Hunt & L. L. Larson (Eds.), *Leadership frontiers* (pp. 143–165). Kent, OH: Kent State University Press.

Grant, C., & Osanloo, A. (2014). Understanding, selecting and integrating a theoretical framework in dissertation research: Creating the blueprint for your house. *Administrative Issues Journal Education Research Practice, 4*(2), 12-26. doi:10.5929/2014.4.2.9

Grossoehme, D. H. (2014). Research methodology overview in qualitative research. *Journal of Healthcare Chaplain, 20*(3), 109-122. doi:10.1080/08854726.2014.925660

Guerrero-Castañeda, R. F., Menezes, T. M. de O., & Ojeda-Vargas, M. G. (2017). Characteristics of the phenomenological interview in nursing research. *Revista Gaúcha de Enfermagem*, *38*(2). doi:10.1590/1983-1447.2017.02.67458

Guest, G., Namey, E., & Mitchell, M. (2013). Collecting qualitative data: A field manual for *applied research*, 113-171. 55 City Road, London: Sage. doi:10.4135/9781506374680

Hall, E. T. (1976). *Beyond culture*. New York, NY: Anchor Books/Doubleday.

Hall, E. T., & Hall, M. R. (1990). *Understanding cultural differences: Keys to success in West Germany, France, and the United States*. Yarmouth, ME: Intercultural Press.

Halpin, A. (1956). *The behavior of leaders. Educational Leadership*, 172-186, Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195612_halpin.pdf

Hamza, S. (2015). Migrant labor in the Arabian Gulf: A case study of Dubai, UAE. *Pursuit – The Journal of Undergraduate Research at the University of Tennessee*, *6*(1), 81-114. Retrieved from https://trace.tennessee.edu/pursuit/vol6/iss1/10

Hao, M. J., & Yazdanifard, R. (2015). How effective leadership can facilitate change in organizations through improvement and innovation. *Global Journal of Management and Business Research*, *15*(9). 1-6. Retrieved from https://pdfs.semanticscholar.org/1f73/8027b503cc6d8a9652718dbeb4cd7ab3be2d.pdf

Harvard Business Review Staff. (2016, November). Five critical roles in project management. *Harvard Business Review*. Retrieved from https://hbr.org/2016/11/five-critical-roles-in-project-management

Heale, R., & Forbes, D. (2013). Understanding triangulation in research. *Research Made Simple*, *16*(4), 98-98 doi:10.1136/eb-2013-101494

Henkel, T. G., Marion, J. W., & Bourdeau, D. T. (2019). Project manager leadership behavior: Task-oriented versus relationship-oriented. *Journal of Leadership Education, 18*(2), 1-14. doi:10.12806/V18/I2/R8

Heritage. (2020). 2020 Index of economic freedom. *The Heritage Foundation*. Retrieved from https://www.heritage.org/index/country/unitedarabemirates

Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of International Business Studies (Pre-1986), 14*(2), 75-89. doi:10.1057/palgrave.jibs8490867

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, California: Sage.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival* (3rd ed.). New York; London: McGraw-Hill.

Hofstede, G. J. (2011). *Geert Hofstede on Culture*. Retrieved from https://www.youtube.com/watch?v=wdh40kgyYOY&t=339s

Hornikx, J., & Le Pair, R. (2017). The influence of high-/low-context culture on perceived ad complexity and liking. *Journal of Global Marketing, 30*(4), 228-237. doi:10.1080/08911762.2017.1296985

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies.* Thousand Oaks: Sage.

Husserl, E. (2013). *Cartesian meditations: An introduction to phenomenology*. The Hague, Netherlands: Springer Science & Business Media.

International Migration Report. (2017). *United Nations*. Retrieved from https://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf

IPMA. (2015). *Individual competence baseline for project, program and portfolio management (Version 4).* Retrieved from https://www.pma.at/files/downloads/440/ipmaicb4.pdf

Jandt, F. E. (2018). *An introduction to intercultural communication: Identities in a global community.* Thousand Oaks, CA: Sage.

Jang, S. (2017). Cultural brokerage and creative performance in multicultural teams. *Organization Science, 28*(6), 993-1009. doi:10.1287/orsc.2017.1162

Jiang, J. (2014). The study of the relationship between leadership style and project success. *American Journal of Trade and Policy, 1*, 51-55. Retrieved from http://publicationslist.org/data/ajtp/ref6/AJTP_1.6.pdf

Kavanagh, E. (2017). Three leadership models: Kurt Lewin, Hershey Blanchard, and Edwin Friedman. *University Canada West Business School*. Retrieved from http://www.professor.earonkavanagh.ca/article_kavanagh-three.pdf

Khan, Z. A., Nawaz, A., & Khan, I. (2016). Leadership theories and styles; A literature review. *Journal of Research Development and Management*, *16*, 1-7. Retrieved from https://iiste.org/Journals/index.php/JRDM/article/view/28481

Kimmel, P. (2019). Cross cultural theories. [Web log post]. Retrieved from https://beyondculturaldifferences.wordpress.com/research-theories/

Kirkman, B., Taras, V., & Steel, P. (2016, May). Research: The biggest culture gaps are within countries, not between them. *Harvard Business Review*. Retrieved from https://hbr.org/2016/05/research-the-biggest-culture-gaps-are-within-countries-not-between-them

Kruse, K. (2013, April). What is leadership? *Forbes*. Retrieved from https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/#4fb75865b90c

Kumar, V. S. (2009). *Essential leadership skills for project managers.* Paper presented at PMI® Global Congress 2009 - North America, Orlando, FL. Retrieved from https://www.pmi.org/learning/library/essential-leadership-skills-project-managers-6699

Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: macro conditions for marginalization in post-industrial societies. *Frontiers in Psychology, 9*, 812. doi:10.3389/fpsyg.2018.00812

Law, M. (2015). Examining task and relationship-oriented leadership styles: An in-class application activity. *Journal of Academic and Business Ethics, 10*, 1-6. Retrieved from https://www.aabri.com/manuscripts/152366.pdf

Leeds-Hurwitz, W. (1990). Notes in the history of intercultural communication: The Foreign Service Institute and the mandate for intercultural training. *Quarterly Journal of Speech, 76*(3). 262-281. doi:10.1080/003356900938919

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*(3), 324-327. doi:10.4103/2249-4863.161306

Lewis, R. D. (2014). *When cultures collide; Leading across cultures* (3rd ed.). Boston/London: Nicholas Brealey International.

Ling, F. Y. Y., Dulaimi, M. F., & Ho, P. J. (2012). Strategies to overcome challenges faced in managing construction projects in the UAE. *World Construction Conference 2012 – Global Challenges in Construction Industry*. Colombo. Sri Lanka. Retrieved from https://www.irbnet.de/daten/iconda/CIB_DC25130.pdf

Lückmanna, B. P., & Färbera, K. (2016). The impact of cultural differences on project stakeholder engagement: A review of case study research in international project management. *Procedia Computer Science, 100*, 85-94. doi:10.1016/J.PROCS.2016.09.127

Maceda, C. (2015, May). UAE's most in demand jobs next year. *Gulf News Employment*. Retrieved from https://gulfnews.com/business/revealed-10-most-in-demand-jobs-and-their-salaries-in-uae-for-2019-1.1558423288781

Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2017). Leadership effectiveness measurement and its effect on organization outcomes. *Procedia Engineering*, *181*, 1043 – 1048. doi:10.1012/j.proeng.2017.02.505

Makilouko, M. (2004). Coping with multicultural projects: the leadership styles of Finnish project managers. *International Journal of Project Management*, *22*, 387– 396 doi.org/10.1016/j.ijproman.2003.08.004

Malecki, E. J., & Ewers, M. C. (2007). Labor migration to world cities: with a research agenda for the Arab Gulf. *Progress in Human Geography*, *31*(4), 467-484. doi:101177/0309132507079501

Malit, F. T., Jr., & Youha, A. A. (2013). Labor migration in the United Arab Emirates: Challenges and responses. *Migration Policy Institute*. Retrieved from http://www.migrationpolicy.org/article/labor-migration-united-arab-emirates-challenges-and-responses

Mango, E. (2018). Rethinking leadership theories. *Open Journal of Leadership*, *7*(1), 57-88. doi:10.4236/ojl.2018.71005

Manning, A. (2010). Imperfect competition in the labor market. Discussion Paper 981. *Centre for Economic Performance, London School of Economics*. Retrieved from https://faculty.smu.edu/millimet/classes/eco7321/papers/manning%202011.pdf

Maqbool, R., Sudong, Y., Manzoor, N., & Rashid, Y. (2017). The impact of emotional intelligence, project managers competencies, and transformational leadership on project success: An empirical perspective. *Project Management Journal, 48*(3), 58-75. Retrieved from http://repository.psau.edu.sa/jspui/retrieve/9ac11b5d-c3da-407a-b4a4-7e889db777f0/PMJ-%20Rashid.pdf

Marquardt, M. J., & Horvath, L. (2001). *Global teams: How top multinationals span boundaries and cultures with high-speed teamwork*. Palo Alto, CA: Davies-Black.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

Mincks, W. R. (2016). *Career success for construction project managers: A qualitative study of construction project managers coping with stress to complete successful projects*. (Doctoral Dissertation, University of Idaho) Retrieved from https://vivo.nkn.uidaho.edu/vivo/display/T201610816

Minkov, M., & Hofstede, G. (2011). The evolution of Hofstede's doctrine. *Cross-Cultural Management an International Journal, 18*(1), 10-20. doi:10.1108/13527601111104269

Misoc, I. (2017). The effects of cultural diversity on team performance: A comparison between the performance of monocultural teams and the performance of multicultural teams in tourism organizations. *International Journal of Academic Research in Business and Social Sciences, 7*(7), 207-218. doi:10.6007/IJARBSS/v7-i7/3090

Mohammed, B. M. (2016). Project manager-fit and project success in the United Arab Emirates. *The British University in Abu Dhabi*. Retrieved from https://bspace.buid.ac.ae/bitstream/1234/951/1/2014103032.pdf

Morton, M.Q. (2016). *Keepers of the golden shore: A history of the United Arab Emirates*. Reaktion Books. Retrieved from https://books.google.com/books?hl=en&lr=&id=-oxfDQAAQBAJ&oi=fnd&pg=PT6&ots=CF_EdDGFq5&sig=UHjYRWTSQyyt57Dqu_vYOEf3chc#v=onepage&q&f=false

Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks: Sage. doi:10.4135/9781412995658

Mulcahy, R. (2018*). PMP exam prep: Accelerated learning to pass the Project Management Professional (PMP) exam* (9th ed.). Minnetonka, MN: RMC Publications Inc.

Müller, R., & Turner, R. (2010). Leadership competency profiles of successful project managers. *International Journal of Project Management, 28*(5), 437- 448. doi:10.1016/j.ijproman.2009.09.003

Murthy, A. S., & Sreenivas, S. (2017). Does people behavior impact projects? How and what do we do about it? *PM Times: Resources for Project Managers*. Retrieved from https://www.projecttimes.com/articles/does-people-behavior-impact-projects-how-and-what-do-we-do-about-it.html

Nassif, J. (2017). *The role of project leadership in global multicultural project success*. (Doctoral Dissertation, Walden University) Retrieved from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5343&context=dissertations

Neuliep, J. W., Hintz, S. M., & McCroskey, J. C. (2007). The influence of ethnocentrism in organizational contexts: Perceptions of interviewee and managerial attractiveness, credibility, and effectiveness. *Communication Quarterly, 53*(1), 41-56. doi:10.1080/01463370500055954

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Novo, B., Landis, E. A., & Haley, M. L. (2017). Leadership and its role in the success of project management. *Journal of Leadership, Accountability, and Ethics, 14*(1), 73-78. Retrieved from http://www.na-businesspress.com/JLAE/NovoB_Web14_1_.pdf

Nyarko, Y. (2010). Then United Arab Emirates; some lessons in economic development. Working Paper No. 2010/11. *United Nations University*. Retrieved from https://pdfs.semanticscholar.org/00ee/74c12a9567cc13f881f18dc2f3cb4e51a440.pdf

Obikunle, O. (2002). *Dealing with cultural diversity in project management: A dilemma in communication*. Paper presented at Project Management Institute Annual Seminars & Symposium, San Antonio, TX. Retrieved from https://www.pmi.org/learning/library/dealing-cultural-diversity-project-management-129

Oshinubi, O. O. (2007). *The influence of project managers' leadership styles on project team performance in the construction industry*. (Doctoral Dissertation, University of Phoenix). Retrieved from https://www.semanticscholar.org/paper/A-Study-on-Leadership-Skills-of-Project-Manager-for-Bayani-Mohamed/9ca56e8c3dcd2fb777beb2fa141814a27d678d68?p2df

Palinkas, L., Horwitz, S., Green, C., Wisdom, J., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation for research. *Administration & Policy in Mental Health, 42*(5), 533-44. doi:10.1007/s10488-013-0528-y

Perruci, G. (2018). *Global leadership-A transnational perspective*. London, UK: Routledge. doi:10.4324/9781315161945

PMBOK Guide. (2017). *A guide to the project management body of knowledge* (6th ed.). Project Management Institute. Newtown Square, PA

Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies, 3*(9), 369-387. Retrieved from https://oapub.org/edu/index.php/ejes/article/view/1017

Rajasekar, J., & Renand, F. (2013). Culture shock in a global world: Factors affecting culture shock experienced by expatriates in Oman and Omani expatriates abroad. *International Journal of Business and Management*, 8(13), 144-160. doi:10.5539/ijbm.v8n13p144

Rok, B. (2009). People and skills ethical context of the participative leadership model: Taking people into account. *Corporate Governance International Journal of Business in Society, 9*(4), 461-472. doi:10.1108/14720700910985007

Russell, J. S., Jaselski, E. J., & Lawrence, S. P. (1997). Continuous assessment of project performance. *Journal of Construction Engineering and Management, 123*(1), 64-71. doi:10.1061/(asce)0733-9364(1997)123:1(64)

Salas, E., Burke, C. S., & Cannon-Bowers, J. A. (2000). Teamwork: Emerging principles. *International Journal of Management Reviews, 2*(4), 339-356. doi:10.1111/1468-2370.00046

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Salzman, M. B. (2018). *A psychology of culture: International and cultural psychology.* Cham, Switzerland: Springer International Publishing. doi:10.1007/978-3-319-69420-7

Schein, E. H. (1985). *Organizational culture and leadership.* San Francisco, CA: Jossey-Bass.

Shaban, A. (2016). Managing and leading a diverse workforce: one of the main challenges in management. *Procedia – Social and Behavioural Sciences, 230*, 76-84. doi:10.1016/j.sbspro.2016.09.010

Shihab, M. (2001). Economic development in the UAE. In I. Al. Abed, & P. Hellyer (Eds.), *United Arab Emirates: A new perspective* (pp. 249-259). London, UK: Trident Press. Retrieved from https://pdfs.semanticscholar.org/bf21/9fbf45b6fb4958c23b351d74af8543d1cced.pdf

Smith, P. B., Dugan, S., & Trompenaars, F. (1996). National culture and the values of organizational employees: A dimensional analysis across 43 nations. *Journal of Cross-Cultural Psychology, 27*(2), 231-264. doi:10.1177/0022022196272006

Soo, J. (2012, January). Multicultural leadership starts from within. *Harvard Business Review.* Retrieved from https://hbr.org/2012/01/multicultural-leadership-starts-fr

Spencer-Oatey, H. (2012). *What is culture? A compilation of quotations*. GlobalPAD Core Concepts. London: University of Warwick. Retrieved from https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf

Spreitzer, G. (2007). Participative organizational leadership, empowerment, and sustainable peace. *Journal of Organizational Behavior, 28*, 1077-1095. doi:10.1002/job.487

Steers, R. M., & Sanchez-Runde, C. J. (2002). Culture, motivation and work behavior. In M. J. Gannon, & K.L. Newman (Eds.), *The Blackwell Handbook of Cross-Cultural Management*, 190-216. Oxford; Wiley, Blackwell. doi:10.1002/9781405164030.ch10

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, *68*(3), 226-231. doi:10.4212/cjhp.v68i3.1456

Tan, J. (2004). Cultural intelligence and the global economy. *Leadership in Action*, *24*(5), 19-21. doi:10.1002/lia.1088

Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A., & Varpio, L. (2015). Choosing a qualitative research approach. *Journal of Graduate Medical Education*, *7*(4), 669-670. doi:10.4300/JGME-D-15-00414.1

Thomas, R. D. (2017). Feedback from research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology*, *14*(2), 23–41. doi:10.1080/14780887.2016.1219435

Ting, C. (2016). Project management from different cultural perspectives. The *Chalmers University of Technology.* Retrieved from https://hdl.handle.net/20.500.12380/247161

Top, S., Öge, E., Atan, Ö, & Gümüş, S. (2015). Investigation relational levels of intensity between paternalistic and servant leadership styles and national culture, organizational commitment and subordinate responses or reactions to the leader's style. *Procedia – Social and Behavioral Sciences*, *181*, 12–22. https://doi.org/10.1016/j.sbspro.2015.04.861

Trompenaars, F., & Hampden-Turner, C. (1997). *Riding the waves of culture: Understanding cultural diversity in business* (2nd ed.). London, UK: Nicholas Brealey.

Tuleja, E. A. (2014). Developing cultural intelligence for global leadership through mindfulness. *Journal of Teaching in International Business*, *25*(1), 5-24. doi:10.1080/08975930.2014.881275

Watson, W. E., Kumar, K., & Michaelsen, L. K. (1993). Cultural diversity's impact on interaction process and performance: Comparing homogeneous and diverse task groups. *Academy of Management Journal, 36*(3), 590-602. doi:10.5465/256593

Weed, M. E. (2006). Sports tourism research 2000–2004: A systematic review of knowledge and a meta-evaluation of methods. *Journal of Sport and Tourism, 11*(1), 5–30. doi:10.1080/14775080600985150

World Population Review. (2019). *United Arab Emirates population 2019*. Retrieved from http://worldpopulationreview.com/countries/united-arab-emirates-population/

Yee, S. F. (2019). *Transcendental phenomenology for research on learning. A phenomenological inquiry into science teachers' case method learning*. Singapore: Springer. doi:10.1007/978-981-13-2679-0

Yetim, M. (2020). Gulf Cooperation Council (GCC). In: S. Romaniuk, M Thapa, P. Marton (Eds.) *The Palgrave Encyclopedia of Global Security Studies*. London: Palgrave Macmillan, Cham. doi:10.1007/978-3-319-74336-3_508-1

Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *The Leadership Quarterly, 12*(4), 451–483. doi:10.1016/S1048-9843(01)00093-5

Appendix A: Participant Demographic Information

1. What is your current position or job title?
2. How many months since you are in this job position?
3. How many years since you are working for your current company?
4. How many team members report to you?
5. How many nationalities are represented in your team?
6. How many years have you been working in the United Arab Emirates or GCC countries?

Appendix B: Interview Guide

Title: Leadership Skills to Manage Nationally and Culturally Diverse Project Teams: A Phenomenological Study

Date of Interview:
Time of Interview:
Location:
Interviewer:
Interviewee:

Questions the participant will be asked include –

1. (RQ 1) What is your experience when executing a project with a team consisting of people from different nationalities having different cultural backgrounds?
2. (RQ 2) What kind of reward mechanism do you use to recognize hard-working, innovative, and successful team members?
3. (RQ 2) What steps or measures do you take to get acquainted with the team members' different cultural backgrounds?
4. (RQ 1) Explain what would help you as a project manager to close the projects with a diverse team successfully?
5. (RQ 2) Is there any specific leadership skill or skills you have found particularly helpful when managing a diverse team? Please explain how the leadership skill helps you to manage your team?
6. (RQ 2) Do you think leadership training with a focus on managing a multicultural team will help you to manage your team members more efficiently? Please explain?
7. (RQ 1, RQ 2) Do you have any additional reflection or information you would like to share before we end the interview?

Matrix Showing Alignment of Interview Questions to Research Questions

Research Question 1: What are the lived experiences of construction project managers when managing multicultural teams in the United Arab Emirates?
Research Question 2: What are the perceptions of construction project managers regarding leadership skills used in managing multicultural teams in the United Arab Emirates?

Interview Questions		**RQ1**	**RQ2**	**Focus Areas**			
				Project Management	Leadership	Recognition and Motivation	Bridging the gap
1	What is your experience when executing a project with a team consisting of people from different nationalities having different cultural backgrounds?	**X**		**X**			**X**
2	What kind of reward mechanism do you use to recognize hard-working, innovative, and successful team members?		**X**		**X**	**X**	
3	What steps or measures do you take to get acquainted with the team members' different cultural backgrounds?		**X**		**X**		**X**
4	Explain what would help you as a project manager to close the projects with a diverse team successfully?	**X**		**X**			**X**
5	Is there any specific leadership skill or skills you have found particularly helpful when managing a diverse team? Please explain how the leadership skill helps you to manage your team?		**X**		**X**		**X**
6	Do you think leadership training with a focus on managing a multicultural team will help you to manage your team members more efficiently? Please explain?		**X**		**X**		
7	Do you have any additional reflection or information you would like to share before we end the interview?	**X**	**X**				

Appendix C: Informed Consent Agreement

Informed Consent to Participate in a Research Study

Title: Leadership Skills to Manage Nationally and Culturally Diverse Project Teams: A Phenomenological Study

Introduction

You are invited to be in a research study. Research studies are designed to gain scientific knowledge, which may help other people in the future. There are no health risks associated with this study. Your participation is voluntary. Please take your time to make your decision, and ask the researcher to explain any words or information which you may not understand.

Why Is This Study Being Done?

The purpose of the study is to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates.

How Many People Will Take Part in The Study?

Approximately 10 construction project managers based in the United Arab Emirates will take part in this study.

What Is Involved in This Research Study?

Each participant completes an interview, which is expected to last 60 to 90 minutes. The interview will be transcribed and sent to the participant for approval and to ensure there are no misstatements or errors while transcribing.

What Are the Risks of The Study?

There are no risks associated with this study.

Are There Benefits to Taking Part in the Study?

If you agree to participate in this study, there may or may not be a direct benefit to you. The researcher hopes the information learned from this study may benefit Project Managers, Human Resources Managers, and companies to develop the leadership skills to manage a multicultural workforce efficiently.

What about Confidentiality?

The researcher will try to do the best to ensure your personal information is kept confidential. However, we cannot guarantee absolute confidentiality. United States federal law states we are required to keep your study records private.

If the information learned in this study is published, you will not be identified in name or in any other way. In the event participants are directly quoted, the researcher will contact each participant for personal approval.

What Are Your Rights as a Research Study Participant?

Taking part in this study is voluntary. You may choose not to take part, or you may leave the study at any time. Refusing to participate or leaving the study will not result in any penalty.

Whom Do You Call If You Have Questions or Problems?

For questions about the study or in the event of a research- related injury, contact the study investigator, _[redacted]_ at _[redacted]_. You should call the investigator if you have a concern or complaint about research.

For questions about your rights as a research participant or methods employed, contact the American College of Education Institution Review Board by email at irb@ace.edu. You should contact if you have –

- Concerns or complaints about the research.
- The research staff cannot be reached.
- To talk to someone other than the research staff.

You will be given a signed and dated copy of this consent form.

Certificate of Consent

I have read the information about the study, or it has been read to me. I have had the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I consent voluntarily to be a participant in this study

_____

Participant Name (Printed)

_____ _____

Participant Signature Date

I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

_____

Research (Printed)

_____ _____

Researcher Signature Date

Appendix D: Research Participant Recruitment Letter

Hello (Potential participant name),

My name is Mitali Mendes, and I am a doctoral candidate at the American College of Education. My research title is Leadership Skills to Manage Nationally and Culturally Diverse Project Teams, A Phenomenological Study. The purpose of the study was to explore the lived experiences and leadership skills needed to manage construction projects with multicultural team members from different countries in the United Arab Emirates.

I will need participants for semi-structured interviews to participate in my research. The interview will take approximately 60 to 90 minutes and be conducted face-to-face or via Skype/Zoom. After the initial interview, I will send you a transcript of the interview where you will have an opportunity to ensure the information is accurate and add any additional information that was not shared in the initial interview. This will ensure accurate information is collected on your experiences with the leadership skills, which help manage a multicultural team. The interviews are scheduled to be conducted (dates after IRB approval). If you are willing to participate, please complete the accompanying informed consent agreement and request a specific interview date and time.

Thank you,

Mitali Mendes

Doctoral Candidate

Appendix E: Subject Matter Expert Approval Letters

Subject Matter Expert 1

To Whom It May Concern

February 1, 2020

I have held leadership positions in projects. I have over 30 years of experience managing teams consisting of two or more nationalities and had oversight of project managers with multicultural teams. The researcher Mitali Mendes has explained how and why the interview questions were developed for the study – Leadership Skills to Manage Nationally and Culturally Diverse Project Teams, A Phenomenological Study. I have reviewed the research questions and I found these questions to be:

☑ Appropriate for this study

☐ not appropriate for this study.

Comments (if any):

[redacted]

Subject Matter Expert Signature

[redacted]

Subject Matter Expert Name

Subject Matter Expert 2

To Whom It May Concern

January 30, 2020

I have held leadership positions in projects. I have over 15 years of experience managing teams consisting of two or more nationalities and had oversight of project managers with multicultural teams. The researcher Mitali Mendes has explained how and why the interview questions were developed for the study – Leadership Skills to Manage Nationally and Culturally Diverse Project Teams, A Phenomenological Study. I have reviewed the research questions and I found these questions to be:

[√] appropriate for this study

[ ] not appropriate for this study.

Comments (if any):

[redacted]

Subject Matter Expert Signature

[redacted]

Subject Matter Expert Name

Subject Matter Expert 3

To Whom It May Concern

January 30, 2020

I have held leadership positions in projects. I have over 29 years of experience managing teams consisting of two or more nationalities and had oversight of project managers with multicultural teams. The researcher Mitali Mendes has explained how and why the interview questions were developed for the study – Leadership Skills to Manage Nationally and Culturally Diverse Project Teams, A Phenomenological Study. I have reviewed the research questions and I found these questions to be:

[X] appropriate for this study

[ ] not appropriate for this study.

Comments (if any): Ms. Mitali had an excellent performance.

[redacted]

Subject Matter Expert Signature

[redacted]

Subject Matter Expert Name