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Intercultural Communication Between African American Managers and Hispanic Workers with ESL

Reva Ann Stanton
Walden University

Walden University

College of Management and Technology

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Reva Stanton

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Review Committee
Dr. Barbara Turner, Committee Chairperson, Management Faculty
Dr. Karla Phlypo, Committee Member, Management Faculty
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Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

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Dissertation Submitted in Partial Fulfillment

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Abstract

By 2050, individuals of Hispanic descent will represent nearly 30% of the total American population with English as a second language (ESL). The problem addressed the lack of strategies being used by African American Managers on communicating with Hispanic workers with ESL. The purpose of the study was to explore what communication strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. The importance of this study is exemplified in the findings; the results provided a new way of thinking about the social world that is interwoven in an intercultural environment. The conceptual framework included the seminal works of Lev Vygotsky' sociocultural theory. A sample of 5 African American managers and 5 Hispanic workers with ESL were purposively selected to share their lived stories, perspectives, and experiences to address the research questions. Data collection included semi-structured face-to-face and telephone interviews, documentation, and audio recordings that were analyzed using narrative written analysis. The following seven themes were identified: culture and language differences, company culture, economic hardship, family values and beliefs, workplace communication, social and diversity awareness, and intercultural management. These findings may help contribute towards a positive social change by helping managers become global managers who may be able to foster shared dialogues relative to enhanced communication and intercultural management practices in government agencies.

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Dedication

First giving honor to God, for I can do all things through Christ who strengthens me. I dedicate this doctoral study to my sons, Darrius and Dante; My grandsons, Darrion and Jasai; my sister, Chevel; and my soulmate, Luther. This moment would not have been possible without the love, support, and respect that you all have shown throughout my educational journey. Thanks for valuing my time and for instilling in me to stand.

I further dedicate this study to my father, Isaac; my mother, Laura; my siblings; and my dearest friends, Zranda, Ray, and Alicia. With all my heart, I appreciate your patience, support, prayers, and words of encouragement as I followed one of my life dreams. You all complete me, more than you know.

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Chapter 1: Introduction to the Study

The purpose of this qualitative narrative inquiry study was to explore strategies African American managers can use when managing Hispanic workers with English as a second language (ESL) in a government agency in Illinois. Organizations are becoming more integrated into global expansion, and organizational managers must understand the emerging impact of two worlds coming together (Barbu, Popescu, & Balu, 2016). Social implications for this study are the insights related to the increase in globalization. This study may demonstrate the responsibilities of management in building a global presence that promotes employee growth opportunities.

It is important for managers to establish effective communication because this is essential to the success of globalized businesses and how messages are perceived by others (Isotalus & Kakkuri-Knuuttila, 2017). Applied theories were used in this study to address the gaps associated with ineffective global management. The aim was to move away from the modern way of communicating and develop new ways to leverage global management in intercultural organizations.

Managers have a corporate social responsibility to be effective communicators in an organization because this helps to enhance employees' acceptance of change, commitment, and performance (Wong Sek Khin, Lian, Yep, & Muhammad, 2016). To build a competitive organizational advantage, managers must ensure that their approach toward change and expansion includes the strategic practices that address individual principles, values, and integrity, which influence the evolution of a global workforce (Barbu et al., 2016). Effective management requires a manager to not only attain the

competence of awareness, skills, and knowledge, but also to see people in several dimensions by implementing diversity awareness as a business strategy in an organization (Chin, Desormeaux, & Sawyer, 2016). A well-aligned organizational workforce can develop when managers implement initiatives that are demonstrated through the processes of change in how human resources manage expectations, and in the communication efforts among their employees (Volk & Zerfass, 2018)

Chapter 1 includes the background of the study, the problem statement, the purpose of the study, the central research question, the nature of the study, the assumptions, the scope and delimitations, and the limitations of the study. Chapter 1 also provided insights related to the significance of the study, including the significance to theory and the significance to social change, which guided the research in revealing how management skills, techniques, competencies, and the integration of useful tools may aid managers in becoming effective managers. The findings from this qualitative study may provide managers and leaders with strategies that promote intercultural management, communication, and diversity awareness in a global workforce.

Background

Researchers examining organizational management and communication in a diverse workforce trace their studies to Cox and Blake (1991) and Joplin and Daus (1997). The effects of diversity on job satisfaction, employee morale, interpersonal communication, conflict, and innovation have been confirmed; however, researchers have not been able to determine the impact of diversity on organizational effectiveness (Dwyer & Azevedo, 2016). To manage people who are different, managers must take a holistic

approach to how they view diversity in the workplace (Mujtaba, Cavico, & Muffler, 2012). Managers must become knowledgeable regarding diversity initiatives and embrace those dimensions that constitute the whole person by identifying the human differences that impact social well-being in the workplace (Mujtaba et al., 2012).

The workplace environment is considered a place that brings people of different ethnicities, cultures, histories, and races together (Conklin, 2008). Although African Americans and Hispanics struggle with language barriers, are stereotyped as lower-class groups, and face social work advancement challenges (Conklin, 2008), all individuals living in a country share similar values and beliefs (Hofstede, 2001). It is important for managers to understand the commonalities among different cultures because diverse backgrounds bring different perspectives on how to solve work-related tasks, increase resources, and enhance creativity and job performance (Podsiadlowski, Groschke, Kogler, Springer, & van der Zee, 2013). For example, Conklin (2008) argued that some shared cultural commonalities among African Americans and Hispanics consist of their food choices, music, dance, family commitment, religion, and beliefs, whereas, Minkov and Hofstede (2014) noted that other cultural similarities consist of individual traits, customs, and characteristics associated with a particular nation.

Saini (2014) noted that the value of diversity requires a manager who can identify the different aspects associated with individuality. This skill is a means by which to enhance productivity and communication in the workforce and to sustain organizational competitiveness (Saini, 2014). Gotsis and Grimani (2016a) stated that if a manager treats diversity as a form of social capital, this will encourage inclusive management practices

that fostered goal attainment, enhance communication, shape policies, and value diversity. Researchers' outlook on workforce diversity implies that organizations that strive for long-term success must monitor the global aspects of increasing productivity, attract diverse skills, and maintain a global stance of competent managers who strive to expand their knowledge in the workforce (Murmu, 2014).

Diversity contributes to the physical, social, educational, religious, or sexual attributes of a person (Dwyer & Azevedo, 2016). The strategic process of integrating diversity efforts with existing strategic approaches may help to increase knowledge management and efforts toward engaging employees into committing to a higher level of performance, adjusting to change, and opening up to various management styles in the workplace (Svendsen, 2014). Diversity is no longer about skin color, age, or sex; it requires connecting and building a framework for intercultural communication in the workplace (Murmu, 2014) to increase organizational capabilities, competitiveness, and productivity.

To enhance diversity awareness, managers may explore the binding themes that emerge around their ability to contribute to organizational goals. This study on intercultural communication may enable managers to implement diversity measures that enhance management communication and increase employee development and productivity. This study may also be a useful resource for researchers who are seeking to close the gaps related to intercultural communication in the workplace. Since 2006, effective management communication has strengthened to a level where managers are expected to meet the standards of accountability in the workplace (Bell & Roebuck,

2015). Dialogue and communication go hand in hand (Patrizia & Gianluca, 2013), and managers are one facilitator of change in the workplace based on managerial actions, communication processes, and stakeholder engagement (Bell & Roebuck, 2015).

Problem Statement

The general problem was that some managers lack a strategy to communicate with Hispanic workers with ESL where cultural nuances may be misunderstood and employee developmental needs may not be assessed (see Guerrero & Posthuma, 2014). The specific problem was that some African American managers lack communication strategies when managing Hispanic workers with ESL in a government agency in Illinois. There was a gap in the literature regarding communication challenges between African American managers and Hispanic workers with ESL in government agencies. More non-English speaking Hispanics are entering the labor force, which is why it is important for managers to understand the challenges that they may face in a global economy (Mora, 2015).

Hispanics constitute a larger portion of the U.S. workplace than any other race, whereas African Americans make up 11.1% and Asian Americans 5.4% (Guerrero & Posthuma, 2014). In the 21st century, organizations, schools, and neighborhoods are more multicultural than ever (Guerrero & Posthuma, 2014). Hispanics increased in the U.S. workforce from 10.7 million to 25.4 million workers between 1990 and 2014, adding to a population growth of 9% male Hispanics and 18% female Hispanics (Mora, 2015). By 2050, Hispanics will represent nearly 30% of the total U.S. population (Mora, 2015).

One of the causes of unsuccessful management among diverse employees is the absence of effective communication (Calota, Pirvulescu, & Criotoru, 2015). Managers who want to manage an intercultural organization must have the knowledge and capability to assess people who are of different ethnicities (Tyagi, 2016). Businesses may be global, but culture is not; behind businesses, there are people who see differences in their thoughts, perceptions, expectations, and worldviews, which determine how decisions are made (Tuleja, 2017).

A manager's action must be aligned with a high level of communication so that followers are able to perceive an effective motivational language (Mayfield & Mayfield, 2017). Often the person who sits in the office next to another employee grew up with different values, beliefs, and expectations (Tuleja, 2017). Tuleja (2017) noted that culture shapes people who shape businesses. Managers need to incorporate global development programs and enhance their knowledge of cultural boundaries of management (Tuleja, 2017). Through the contextual personal lens, the dimensions of management communication and exploration are interpreted by the role of social interaction throughout an environment (Tuleja, 2017).

Purpose of the Study

The purpose of this qualitative narrative inquiry study was to explore strategies that African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. My intent was to explore the communication challenges that African American managers face when managing Hispanic workers with ESL. Five African American managers and five Hispanic workers with ESL from different

governmental divisions participated in semistructured interviews to share their perspectives and experiences. Other methods used to collect data included direct observation, field notes, and reflective journaling.

Research Question

The research question for this study was the following: What communication strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois. I explored whether enhanced management skills in intercultural management, communication, and diversity awareness can help to develop an organization that will meet the challenges of the 21st-century global workforce. Intercultural management, communication, and diversity are the three elements that were explored to answer the research question (see Larrain & Haye, 2014). The purpose of qualitative analysis is to interpret the data and identify the resulting themes to facilitate an understanding of the phenomenon being studied (Larrain & Haye, 2014).

The three elements mentioned above also apply to existing theories that build on a conceptual framework to explain, predict, and support why the research problem under study exists (see Larrain & Haye, 2014). I conducted one-on-one semistructured interviews to explore the lived experiences of the participants. The importance of this study included exploring how managers can personally develop through socially constructed reality.

Effective communication is not only important when leading a global workforce but is also a valuable skill for organizational management in fostering self-awareness

through creating, understanding, and transforming culture and identity (Isotalus & Kakkuri-Knuuttlia, 2017). My aim was not only to explore strategies that expose cultural nuances related to organizational communication but also to provide insight on strategic tools needed to help managers in effectively managing a global workforce. The findings from this study may assist both managers and employees in understanding the patterns associated with intercultural management.

I referenced the importance of language, thoughts, customs, beliefs, values, management decisions, and internal and external impacts associated with intercultural management. The results from this study may benefit managers and leaders in becoming more effective at managing intercultural businesses. The interview questions associated with this study were developed to elicit unbiased feedback from each participant to ascertain their experiences and worldview of the study phenomenon to address the uncertainties associated with intercultural management, communication, and diversity awareness. My aim was to help managers enhance their skills in intercultural management and to understand how they communicate across borders and within government agencies.

Conceptual Framework

The conceptual framework included elements of theories associated with intercultural management, communication, and the importance of diversity awareness (see Kim & Gudykunst, 1988; Philipsen & Hart, 200); Min-Sun, 1993; Pearce & Pearce, 2000); Vygotsky, 1978). Linking theories associated with managing a global workforce helped me explore strategies on how to enhance managerial knowledge of individual

differences and communication efforts in celebrating diversity awareness in the era of

globalization. Applying management theories as the conceptual framework of the study

allowed me to explore each barrier associated with communication in global management

and examine whether those barriers were present throughout government divisions or

among targeted populations. I explored the lived experiences of the participants to

provide a better understand of a phenomenon (see Marshall & Rossman, 2016).

The importance of developing a well-understood conceptual framework is that it

grounds the study in a manner that models the social, cultural, political, environmental, or

social characteristics under study. For example, LoBiondo-Wood and Haber (2010) and

Robson (2002) noted that when linking theoretical frameworks to a conceptual

framework, the concepts that are referenced enhance the researcher's confidence in a

study and provide sound evidence in the findings. In contrast, Tenenberg and

Knoblesdorf (2014) noted that developing a conceptual framework will help to build

upon an existing theory. Green (2014) expressed that the concept of building theory

involves the researcher's ability to include two relationships that are interchangeable

within the frameworks. I used elements of different theories to explore how managers

implement practices and intelligence in leading a global workforce.

Coordinated Management of Meaning Theory

The coordinated management of meaning theory was developed by Pearce and

Cronen (1980) as an interpersonal system to explain individual actions and reactions

(Pearce & Pearce, 2000). Pearce and Cronen (1980) expressed how this theory can be

applied to everyday social realities aimed at managing conflict when it rises (Pearce &

Pearce, 2000). *Coordination* is used to interpret how patterns, events, and messages are associated within a societal world, demonstrating how the information is passed on and perceived from one person to another (Pearce & Pearce, 2000). I applied this theory to my study to describe how management engagement in an intercultural organization may be a determining factor in assessing how well managers are able to communicate within a workforce where cultural nuances may be missed.

Speech Code Theory

The speech code theory developed by Philipsen and Hart (2005) involved various narrative field studies conducted on communication in the United States. The aim was to explore how interpersonal communication is linked to social differences (Philipsen & Hart, 2005.) Applegate and Sypher (1983, 1988) expressed that individuals socially construct themselves to fit into a world of differences based on how messages of communication are exchanged through mutually recognized interactions and shared experiences. I applied the speech code theory to build on the concepts associated with communication. This theory may help managers to explore new ways to enhance their knowledge of intercultural management, where the nuances of group communication, language, and social interactions Philipsen and Hart (2005) are often missed.

Conversational Constraints Theory

The conversational constraints theory was developed by Kim (2017) to provide insight on how different cultures influence communication based on the social aspects of how the receiver perceives information. Kim (2017) noted that social restraints and task orientation play an important role in how communicative strategies are coordinated.

When messages are constructed among various cultures, Kim (2017) argued that the concern for the receiver's feelings in how the message is perceived should be considered because the culture is what influences how customs and norms are communicated. The conversational restraints theory was appropriate for the current study because it allowed me to analyze the data collected to share useful tools that help managers become more sensitive to cultural differences. This theory provided managers with direction on how to use a more generous approach when communicating with individuals of different cultures.

Anxiety/Uncertainty Management Theory

The anxiety/uncertainty management theory developed by (Kim & Gudykunst, 1988) explains how interpersonal and intergroup communications are influenced by the ethical issues and assumptions of how well managers can communicate. This theory relies on the belief that anxiety and uncertainty exist when the feelings of not knowing what to do arise and how the influences of cultural identity impact how well communication is managed (Kim & Gudykunst, 1988). I applied this theory to illustrate how knowledge of managing intercultural organizations is needed for managers in today's global workforce.

Vygotsky's Sociocultural Theory

Vygotsky's (as cited in Van Compernolle & Williams, 2013) sociocultural theory was developed during the 1920s and 1930s to explore how the social environments of individuals influences the learning process, where culture is the determining factor that constructs a person's ability to develop based on language pedagogy. I used Vygotsky's

(as cited in Glover & Friedman, 2014) sociocultural theory to align the aspects of

organizational management, communication, change initiatives, diversity awareness, and

the contributions that society can make toward individual development within a specific

culture.

Nature of the Study

The purpose of this narrative inquiry study was to identify the patterns, norms,

and values associated with the participants. Narrative inquiry researchers draw on the

theories and methods associated with shared behaviors, cultures, perspectives, or

practices (Guercini, 2014). The aim is to establish the meaning of a phenomenon from the

worldviews of the participants in the study (Guercini, 2014). The use of qualitative

methodology allows the researcher to become actively involved in the study (Guercini,

2014). In a natural setting, the researcher observes the lived experiences, behaviors, and

characteristics of their participants, which ensures that the study is grounded in the data

collected (Guercini, 2014).

I did not choose a quantitative approach because it requires the researcher to

collect data from a sample of the population through isolation, measurement, and

evaluation of variables (Park & Park, 2016). I also rejected a mixed-methods approach

because it requires the researcher to gather information based on a phenomenon through

triangulation of qualitative and quantitative methods to seek convergence (see Frels &

Onwuegbuzie, 2013). A phenomenological approach was not used in this study because

my aim was not to explore the subjective and individual perspectives of the participants

(see Gill, 2014) but to explore the shared culture and common experiences specific to a group of people (see Gill, 2014).

The narrative approach would not have benefited this study because it requires the researcher's subjective perceptions of a story without filling in any gaps (see Juntunen, 2014). The grounded theory approach allows the researcher to begin analyzing data at the beginning of the study instead of waiting until data collection is complete (Cho & Lee, 2014), which is why this method was discarded for the current study.

I chose purposeful sampling because my study focus was intercultural management and communication. The sample consisted of five African American managers and five Hispanic workers with ESL in a government agency who shared their perspectives and experiences associated with management, communication, and diversity awareness. To triangulate the data, I conducted semistructured one-on-one interviews with the participants, reviewed and analyzed relevant documents, and conducted direct observation of the participants. I organized the data as they were collected by grouping the data and then relating the themes to the framework to understand the results more clearly. I explored the data by reading, viewing, and listening in search of patterns among the participants and compared the findings of frequencies that clarified the data received.

This qualitative narrative inquiry study focused on what occurs through the lens of the researcher and may help to increase an understanding of individual perceptions and experiences, as described by Guercini (2014), and in view of the holistic orientation of the participants. As the researcher, I devoted a large amount of time in a natural setting, where I turned the world into a series of representations via semistructured one-on-one

interviews, direct observations, and fieldwork. All three methods were used to answer the research question: What communication strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois?

I interpreted and reflected the data through journaling to support my thinking of whether the data fit the interpretations. I integrated the data by comparing literature from related studies, along with the different perspectives from the participants. As new data were recorded and new ideas emerged, I used NVivo software to store, categorize, code, and manage all data retrieved.

Definitions

The following terms were used throughout this study to understand how the relationships between employees and management are influenced by culture. These terms depict how intercultural management, communication, and diversity awareness stimulate meaning using symbols that are communicated from one person to encourage a response from another person.

Conscious competence: Demonstrating the consideration of cultural desire, cultural awareness, cultural knowledge, cultural skill, and cultural encounters by being humble to the process (Campinha-Bacote, 2016).

Conscious incompetence: A lack of awareness or knowledge about another culture, in cultural differences and backgrounds (Campinha-Bacote, 2016).

Cultural competency: The skill to function effectively as an organizational system that works with the behaviors, attitudes, and policies related to diversity (Campinha-Bacote, 2016).

Diversity: The inclusion of people from different races or cultures in a group or organization; the condition of being composed of various elements or qualities (Roberson, 2019).

Diversity management: Ensuring that cultural and political realities do not advantage or disadvantage anyone because of irrelevant considerations. The emphasis on diversity management relates to performance, recruitment, retention, and developmental strategies (Wyatt-Nichol & Antwi-Boasiako, 2012).

English as a second language (ESL): Individuals who are nonnative English speakers and who have limited interlanguage that interferes with achieving specific communication goals (Putri, 2013). The teaching of English to people who speak a different language, and who may reside in a country where English is the main language spoken (Putri, 2013).

Intercultural communication: The exchange of thoughts or ideas between people of different cultures and subcultures that relates to values, attitudes, beliefs, and behaviors (Mukherjee & Ramos-Salazar, 2014). Intercultural communication articulates that it is through a culture that people in society learn to communicate (Mukherjee & Ramos-Salazar, 2014).

Kinesics: The use of body language or movements of the head, posture, gestures, eye contact, facial expressions, and nonverbal communication, which contradicts the verbal message being sent (Grebelsky-Lichtman & Shenker, 2017).

Management: The capability of providing direction of a group, involving them in cohesion, and motivating them in a manner that displays positive results (Solomon, Costea, & Nita, 2016).

Parochialism: Perceiving the world through one's own lens of belief (Banutu-Gomez, 2002) failing to recognize the difference in other people's social and living factors (Banutu-Gomez, 2002).

People culture: Organizational managers who are focused on the needs and interests of employee cultures in a social structure (Nikcevic, 2016).

Self-actualization: An individual life expectancy or stage where a person desires self-fulfillment) through continuous growth, and eventually realizing when they have reached their full potential (Ivtzan, Gardner, Bernard, Sekhon, & Hart, 2013).

Unconscious incompetence: A lack of awareness of the lack of cultural aptitude (Campinha-Bacote, 2016).

Workforce diversity: The similarities and differences among employees' age, cultural background, physical aspects, race, religion, gender, and sexual orientation (Saxena, 2014).

Assumptions

Within the realm of qualitative research, researchers can generate knowledge based on different conversations, opinions, and perceptions related to the seven pillars of wisdom (Chandler, 2013). These pillars align and specify the framework within the study regarding communication, mental association, motivation, association with the study, individual orientation, the relationship within the study, and the building of theory

(Chandler, 2013). For example, qualitative research relies on the different underlying assumptions of what is explored and what is evidential, building on what emerges (Chandler, 2013).

The current qualitative narrative inquiry study relied on the assumptions related to identities, roles, perspectives, language, meaning, and understandings among African American managers and Hispanic workers with ESL in the workplace. Bouten-Pinto (2016) expressed how reflexivity in managing diverse groups adds value because of a focus on the interpersonal relationship, processes, and practices that provide assumptions toward establishing change. The following are examples of essential assumptions related to this qualitative study.

The first assumption was that the interpreter would demonstrate positive and accurate feedback to me, as an African American native who speaks and understands only English (see Appendix B). The second assumption was that the participants in the study would provide accurate, honest, and meaningful responses to the interview questions. The third assumption was that I would be able to identify 10 African American managers who were willing to participate in the interview process and provide honest responses to the interview questions. The fourth assumption was that I would be able to identify 12 Hispanic workers who speak English as a second language. The final assumption was that the literature review would include seminal work to support the alignment of the problem and purpose statements related to this qualitative study.

Scope and Delimitations

The delimitations of this qualitative study include the chosen methodology, sample, population, participants, and geographic location. I used the ideas from Vygotsky's sociocultural theory as a conceptual framework to study the research problem regarding the communication challenges African American managers face when managing Hispanic workers with ESL. I used Vygotsky's concept of self-links to explore the communication strategies African American managers use when managing Hispanic workers with ESL in a government agency in Illinois.

I chose a qualitative method because qualitative research addresses the aspects surrounding diversity awareness (Parker, 2014), which connects to the research questions of what is not known about the uncertain effects of management communication among intercultural workers and managers within organizations (Calota et al., 2015). Qualitative research can be used in different ways to explore processes that add meaning in various emergent forms (O'Neil & Koekemoer, 2016). I converted this study from a quantitative method because qualitative research provides insights that are difficult to produce in quantitative studies (see O'Neil & Koekemoer, 2016). I also moved away from mixed methods because the components of drawing samples are harder in mixed methods (see Lewis, 2013).

My aim was to discover emerging themes and explore a phenomenon that is based on data received from five African American managers and five Hispanic workers with ESL in a government agency. I chose this group of individuals because my review of the knowledge on intercultural communication and management indicated that globalization

and migration are on the rise. When managing differences in people, it is important to ensure that the whole group learns the same language and the same values despite the unknown conditions (Wong Sek Khin, et al., 2016). Managers who manage intercultural workforces must consider the organizational climate and take into consideration how cultural differences influence innovation, practices, processes, products, and business performance (Wong Sek Khin et al., 2016). Through purposeful sampling, I chose participants from various government agencies to establish transferability of the study results. I strove to ensure that the findings from my study would be applicable to other situations and populations related to intercultural management, diversity awareness, and communication in the workplace.

The first delimitation was selecting participants who are of African American and Hispanics cultures. I chose African American managers because little research had been done on the strategic tools organizational managers need to enhance diversity in the workplace (Cox & Blake 1991). Podsiadlowski et al. (2013) suggested that diversity enhancement requires a manager who can implement organizational developmental processes throughout an organization. These processes must include both the personal and organizational context factors, which enhance both workforce composition and management skills where Hispanic ESL subordinates are concerned (Podsiadlowski et al., 2013).

The second delimitation was selection of African American deputies, directors, and executive-level managers to explore their perceptions regarding the importance of diversity awareness when managing Hispanic workers with ESL. The third delimitation

was selecting Hispanic workers with ESL who have difficulty speaking or comprehending English. Throughout the data collection process, I worked with an interpreter to ensure that participants who did not speak or comprehend English would have a clear understanding of the questions being asked and would be able to clarify their answers (see Appendix B).

Limitations

Marshall and Rossman (2016) noted that the limitations of a study are derived from the conceptual framework related to the design of the study. In this narrative inquiry study, I explored the lived experiences of the participants, which may have exposed me to certain uncontrollable issues during the data collection process. The limitations of this qualitative narrative study included the language barriers and the data collection process. The chosen participants were African American managers and Hispanic workers with ESL. Affleck, Glass, and Macdonald (2013) emphasized that encouraging these types of individuals to take part in the study may result in language barriers that could lead to researcher manipulation regarding vulnerable populations.

Affleck et al. (2013) also noted that semistructured interviews may not be the best method to collect data from a diverse group of participants who may find it difficult to speak or understand a language. It is wise for researchers to remember that the research questions and the population under study determine the method and not the other way around (Affleck et al., 2013). One limitation was that the participants may not have been truthful regarding the language they speak during the interview process. Another limitation was ensuring that the participants were comfortable with the location, setting,

and interview process. This was intended to build rapport with the participants so that they would be able to provide accurate responses.

Significance

The problem associated with this study was that some managers lack a strategy to communicate with Hispanic workers with ESL. Cultural nuances may be misunderstood, and employee developmental needs may not be strategically assessed (Guerrero & Posthuma, 2014). The purpose of this qualitative narrative inquiry study was to explore the strategies that African American managers use when managing Hispanic workers with ESL in a government agency in Illinois. Limited research had been done on the factors necessary to implement diversity awareness strategies, enhanced management practices, employee developmental practices, and organizational policies at numerous state and local government agencies (Wyatt-Nichol & Antwi-Boasiako, 2012). Although many organizational managers have developed initiates to attract, retain, and develop employees, there is still uncertainty about how effective managers have been in improving in these areas (Wyatt-Nichol & Antwi-Boasiako, 2012).

This qualitative study addressed management strategies that demonstrate the best practices for effective organizational performance in state and local government agencies (see Wyatt-Nichol & Antwi-Boasiako, 2012). Managers who understand workplace diversity can contribute to improving service delivery, employee performance, knowledge management on values, and norms that target specific populations (Wyatt-Nichol & Antwi-Boasiako, 2012). Federal and state organizations in health and human

services are now required not only to be trained on cultural competence but also to demonstrate it (Wyatt-Nichol & Antwi-Boasiako, 2012).

Significance to Practice

Several studies have been conducted in the area of management, but few studies have been conducted on understanding the manager selection process (Houghton, Carnes, & Ellison, 2013). In a study on staffing practices, Houghton et al. (2013) determined that there is a lack of awareness regarding the tools needed to select managers in organizations, which affects both the manager's performance and the performance of their followers. Podsiadlowski et al. (2013) reiterated that recruitment, selection, and retainment strategies should be implemented in organizational processes that consist of developmental tools for everyone under an organizational umbrella. For example, in a study regarding a model of the management selection process, Vardiman, Houghton, and Jinkerson (2006) found that organizational managers who possess the characteristics, skills, and abilities that are portrayed in an effective manager should be among those chosen in a staffing selection process because of their effective attributes. Manager selection is important for present and future managers because of the growing complexity of organizational development (Cascio, 1995). This model of management selection can assist organizational managers in enhancing the process of hiring future managers across a variety of diverse states (Vardiman et al., 2006).

Moreover, Podsiadlowski et al. (2013) suggested that enhancing a diverse workforce requires a manager to apply reliable and standardized developmental measurements that can be embedded in the existing tools. Fish (1999) reiterated that the

implementation of access, integration, and learning is a knowledgeable benefit to expand an intercultural workforce. If managers can integrate the knowledge asset, this may help to create a productive work environment that makes use of different talents to meet organizational goals (Fish, 1999).

Significance to Theory

Owusu-Bempah (2014) argued that management theories do not explain how ethical failures and management challenges are linked to effective management. This is problematic because prior researchers specified that less is known about how managers make organizations effective, as opposed to how managers are perceived (Kaiser, Hogan, & Craig, 2008). For example, the organizational theory of management stipulates that the underlying processes of effective management require a manager to structure the way that the inputs in others are combined to produce organizational output (Dinh et al., 2014). To analyze this theory of underlying processes, the conceptual tool that organizational managers can use to discovering management principles recommends further exploration of identifying commonalities among various theories (Dinh et al., 2014).

Ruben and Gigliotti (2016) noted that the theory of management and communication addresses how managers can shape organizational members and create a solid foundation of a shared reality. For example, one theorist on human communication suggested that managers use communication as a strategic tool to assist in their efforts to build a systems model (Ruben & Gigliotti, 2016). This model is aimed at improving communication efforts among managers and followers, and how their messages and contexts are interpreted and understood (Ruben & Gigliotti, 2016).

Practitioners who explore theories on social and technical systems can have a better outlook on how to address the organizational concerns of complete analysis (Dinh et al., 2014). Doing so can help practitioners to better understand the discomforts that management communication and diversity have on processes in reference to managers, followers, and organizational phenomena. Moreover, Landis, Hill, and Harvey (2014) argued that organizational managers are individuals who can shape managers, but only those managers who have the same ability to shape civilization. This process is accomplished by creating rules that allow flexibility and enhanced confidence for individuals from diverse backgrounds.

Previous research indicated that diversity could be linked to how solid an organization's foundation may be, whereas others may consider diversity to be a weakness (Shaban, 2016). From a theoretical perspective, 21st-century managers are becoming more concerned with managing intercultural organizations and may find that the above recommendations may help to enhance their managerial skills when leading a global workforce (Shaban, 2016). Lumadi (2008) also noted that managers will need to have certain skills and understand the value of respect, acceptance, and the different characteristics that make each individual unique. For example, Shaban (2016) recommended that managers should consider participating in developmental programs and training that can help to increase diversity skills and awareness in the workplace. These programs may help managers to better understand how diversity and individual differences are celebrated and not simply tolerated (Shaban, 2016).

Significance to Social Change

Researchers have shown that little is known about what effects management styles have on employee engagement in the workplace (Blomme, Kodden, & Beasley-Suffolk (2015). This is problematic because managers are held responsible for employee performance, cooperation, and social support in the workplace (Blomme et al., 2015). Blomme et al (2015) suggested that organizational managers who engage employees in an organization's mission and vision will help to ensure that vigor and absorption exist among employees in the organization. The implementation of this process may help to build a solid structure in reference to the state of mind in which employees feel dedicated to the work that makes them proud and more connected to a work environment that motivates them personally (Blomme et al., 2015).

From a social viewpoint, Blomme et al. (2015) noted that poor management styles have a negative influence on how well managers communicate with employees and how well social identity is understood. In the current qualitative study, I addressed the importance of senior management and leaders understanding how to enhance diversity awareness in the workforce. Findings from this study may serve as a reference for instructors, committee members, and researchers who may have an interest in a related topic on communication, intercultural management, and diversity awareness in the workplace.

Additionally, this study addressed how senior managers can implement strategies to enhance diversity awareness and management measures to promote a unified organization by identifying whether cultural nuances have a direct or indirect effect on

organizational managers, their stakeholders, and the people they employ. Singh (2012) pointed out how shared beliefs, norms, and values guide the everyday life of different groups of people. The importance of this concept is that global managers who are capable of learning how to apply strategic measures that align each country's values will have a more practical perspective on multicultural values in a business environment (Singh, 2012), contributing to a positive social change. In meeting cross-cultural challenges in the workplace, managers are encouraged to undergo cultural training, mentoring courses, and seminars aimed at learning to acquire factual and interpretive knowledge about other cultures (Singh, 2012).

A manager's understanding of different cultures, races, ethnicities, orientations, values, and beliefs may contribute to positive social change in the workforce (Singh, 2012). For example, employees who enter another nation may not view the world as the other culture does in the workplace, which may cause a cultural shock of insecurity and disorientation. Singh (2012) noted that it is important for managers to choose what tools are needed to blend different cultures. This will allow room for employees to adjust to organizational guidelines and different management styles (Singh, 2012).

With respect to understanding the different management styles associated with management roles, Allahverdyan and Galstyan (2016) discussed three types of hidden management styles that identify the different characteristics and traits in management styles: (a) A laissez-faire manager normally has an unbalanced communicable approach toward their followers, (b) a participative manager produces strong management skills and provides sound feedback to their followers, and (c) an autocratic manager is

considered to be more vulnerable and provides no feedback to their followers. The scope of the current study may help to address the importance of multicultural proficiency by providing management with useful strategies that may help to connect with employees who are socially different (see Singh, 2012). Managers who strengthen their knowledge in understanding the overall worldview of how culture, language, and communication are interpreted may find that the issues and challenges within intercultural workforces not only exist in how processes are applied but also in how they are managed (Singh, 2012).

Summary

This qualitative study was conducted from an exploratory and theory-building context that focused on key assumptions being discovered. Chapter 1 contained assumptions related to intercultural challenges, perceptions, ideas, identities, roles, perspectives, language, meaning, and understanding of global management. These assumptions may provide further insight into aligning the paradigms among African American managers and Hispanic workers with ESL in the workplace (Bouten-Pinto, 2016).

Putri (2013) noted that communication strategies and spoken language cannot be separated; rather, they must be aligned within the context of language teaching, language knowledge, and the cultural needs associated with the language barriers of second language learners. Seyed-Mahmoud (2004) expressed that there is a need for organizations to globalize their operations with managers who are sensitive to the nuances of multicultural employees. Chin et al., (2016) found that limited research had

been done to explore what intercultural management involves and how to include those perspectives among diverse managers.

This is problematic because the Bureau of Labor Statistics (2017) reported that during 2016, Hispanics made up 16.8% of the U.S. labor force, which reflected a 7.4 % increase since 1988. Due to the lack of knowledge in this area, standards of diversity management have yet to conceptualize what influences identity has on management roles, competencies, and experiences (Chin et al., 2016). Further research on intercultural management may provide insights on how training can help to address traditions, perceptions, cultural differences, and organizational barriers that interfere with an organization's strategic business objective to successfully lead a global workforce (Chin et al., 2016).

In Chapter 1, I provided an overview of the topic being studied, including the background, problem and purpose statements, research question, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and the significance of the study. I explored how intercultural management and communication appears to be inseparable when two cultural worlds are joined for the greater good of a unified workforce. To lead a global workforce, managers must learn to lead from who they are, from where they are, and from the context in which they live, acknowledging that they are capable of being true to self prior to exercising a management position among others (Chin et al., 2016).

Chapter 2 provides a literature review of the topic and a comprehensive exploration of the gaps associated with intercultural management in global environments.

I offer an extensive review of existing literature on applied theories associated with intercultural management, communication, and the importance of enhancing diversity awareness in a global workforce. The purpose of this qualitative narrative inquiry study was to explore the strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois.

My aim was to provide insight into how global knowledge can promote togetherness among groups of individuals who have cultural differences in social norms, values, and beliefs. For example, the United Nations Universal Declaration of Human Rights (as cited in Mor Barak, 2013) stated that managers who focus on the moral principles of just treatment could have a better understanding of how to align the practical implications of individual workers or groups within organizations and for societies. In support of the research question and problem statement, I developed a conceptual framework derived from various concepts on managing intercultural differences to better understand the relationships among managers and Hispanic workers with ESL.

Chapter 2: Literature Review

The general problem was that some managers lack a strategy to communicate with Hispanic workers with ESL, where cultural nuances may be misunderstood and employee developmental needs may not be strategically assessed. The purpose of this qualitative narrative inquiry study was to explore the strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. By the year 2050, the U.S. workforce will become increasingly diverse, and Hispanics will compose half of the workforce, which will be larger than any other ethnic group (Offermann, Matos, & Basu DeGraff, 2014). Local government managers will face challenges in communication, cultural understanding, and organizational needs when recruiting, hiring, and retaining a more diverse workforce (Hur & Strickland, 2010).

Chapter 2 contains a comprehensive exploration of the challenges associated with managing an intercultural workforce. I offer a review of literature on applied theories on intercultural management, communication, and diversity awareness. I accessed library databases to explore different concepts relevant to intercultural management, communication, and diversity awareness. This process enabled me to ensure that the concepts of the study were aligned with the research question addressing what communication strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. I define key terms used in the study to ensure clear understanding of how these terms added meaning to the significance of the study on intercultural management. Third, I provide key concepts to support the topic of the study aimed at building a conceptual framework that may inform and justify the

research study on managing a global workforce. Fourth, I provide an strong overview of the literature to explain how various theories and concepts were relevant to this qualitative study.

Also in Chapter 2, I provide recommendations based on the findings that expand on various issues that reached beyond the scope of the study. Future researchers, managers, and leaders may find that the conceptual framework used in this study serves as a guideline to identify the strengths, weaknesses, or areas that require further examination. There is a constant development of global workforces, allowing room to further explore pertinent strategies in effectively leading a global organization.

Literature Search Strategy

To identify the literature on the challenges that African American managers face in an intercultural workforce, I manually and electronically searched peer-reviewed articles related to the challenges of management communication, African Americans in management positions, intercultural management, diversity management, and global management in the workforce. I searched the Business and Management database in the Walden University library (Walden University, 2012). This particular database provided access to other related databases such as ABI/INFORM Complete, which included peer-reviewed articles on management practice and theory. Business Source Complete included academic journals on business, management, and case studies. Emerald Management included published scholarly and practitioner articles. SAGE Premier included 56 peer-reviewed management journals, and Science Direct included peer-reviewed psychological journals in management research (Walden University, 2012).

I applied filters to identify related and current references that addressed the gap in the literature regarding intercultural communication challenges that African American managers may face when managing Hispanic workers with ESL in a government agency. Although the Walden University library provided access to numerous peer-reviewed articles, there were other databases that I did not investigate because they did not appear relevant to my topic. For example, Accounting & Tax and Market Share Reporter databases, which included global and scholarly articles related to accounting, tax issues, and business statistics, seemed better suited for a quantitative study (see Park & Park, 2016).

Conceptual Framework

Applying theories related to this study may help other researchers explore ways of grounding related theories that can be integrated to enhance diversity awareness. My conceptual framework included existing theories that enhance management communication and connected to the research question on how African American managers can improve their communication and leadership skills in managing an intercultural government agency. Grounded in Vygotsky's sociocultural theory, there have been numerous investigations aimed at exploring the psychological, social, and cultural nature of self (Esteban-Guitart & Moll, 2014).

From a management perspective, the understanding of self is important when a person is in a position of authority because it implies if an individual is self-actualized in a manner that influences peoples' ability to achieve their full potential (D'Souza & Gurin, 2016). D'Souza and Gurin (2016) suggested that people's lives are shaped by the way

their social conditions are applied, and people must face the social challenges associated with learning to become self-actualized, humane individuals. Vygotsky (1927, 1987) expressed that self represents a collective view that demonstrates an individual's cultural actions and traditions, and added that identity is composed of what people have socially acquired through interacting in internal and external environments. Harris, Driver, and McLaughlin (1989) expressed that the concept of self from a conceptual framework refers to how a person indulges in self-reflection when goals are hard to attain; the concept of person is conceptualized by one who makes a stance in society, and the concept of individual refers to the biological needs and goals pursued. These concepts added volume to social construction as a means of communication and social interactions (Larrain & Haye, 2014).

African American managers and Hispanic workers with ESL were linked to the culture-inclusive theory because it fit into the conceptual framework that was intended to explore the life events and characteristics of people in any given culture (see Hwang, Huang, Shadiev, Wu, & Chen 2014). From a social perspective, research has shown that employees who lack English capability may be excluded from informal interactions, which can lead to sociolinguistic rejection in society (Lonsmann, 2014). Cole, Goncu, and Vadeboncoeru (2014) noted that the social benefit of learning is the conceptual knowledge of how people are engaged in change. For example, over the past several decades, scholars have been able to research these efforts to understand and support human learning and development (Cole et al., 2014).

Vygotsky's (as cited in Saijo, 2011) sociocultural theory addresses the uniqueness of people in how they think, communicate, and function in society. The social identity theory focuses on how individuals perceive the social world through their group status (Augoustinos, Walker & Donaghue, 1995; Tajfel & Turner, 1978). Osunde and Olokooba (2014) noted that managing diversity requires an organizational environment that contributes to the social aspects that develop all employees no matter their cultural differences. The absence of diversity management can lead to corporate failures in diversity management, shareholders rights, and the dimensions related to the impact of individual beliefs, personal characteristics, and strategies towards organizational affiliation and functional level (Osunde & Olokooba, 2014).

Bese and Tanritanir (2016) expressed that the African American heritage, link back to the 17th century when African Americans were labeled as societal minorities who struggled with finding their social identity, due to the color of their skin. For example, Lothane (2012) explained that self-defying refers to how man is labeled with anti-social characters that renounce the mainstream of identity. Bese and Tanritanir (2016) also noted that African American activists, writers, thinkers, and intellectuals; struggled to find a positive self-image, and a means to have a rightful place within their community. Bese and Tanritanir (2016) believed that the verbal and unlikely reality is that African Americans can only be shaped in a multicultural society if people live by the same ideas, values, and social life that support the principle of togetherness in diversity.

Weldon (2004) noted that there is an assumption that middle-class African Americans do not speak the English language on a regular basis, adding little interest in

this type of verbal linguistic. Thambi and Albert (2014) believe that English is often miscommunicated, but highly necessary for workplace communication and everyday interaction. Very few people in Indian and international contexts are aware of how to use the English language, which can lead to communicable chaos or confusion and may characterize how soft skills, etiquette, tones, and courteousness is perceived (Thambi & Albert, 2014).

Literature Review

Given the increasing globalization in the workforce Troster, Mehra, and Knippenberg (2014) and Kaiser, Hogan, and Craig (2008) noted that little is known about how managers are perceived and how effective they are in the workplace. Additional research is needed for exploring the importance of intercultural factors, the impact of management communication, and diverse values based on these relationships. In a study on management in multinational corporations, Caligiuri and Tarique (2012) found that over 700 Human Resource executives within an IBM corporation lack the effective capability to develop as global managers; proving that there is a strong need to address the problem associated with this study.

There is a shortage of global managers who are effective in operating a diverse environment (Hassanzadeh, Silong, Asmuni, & Abd Wahat, 2015), expressing a weaker approach in the importance of global management knowledge and communication. Researchers have also identified several types of intelligence that strengthens the practical and interpersonal skills that managers need to adapt to cultural differences and challenges. Through the dimensions of intrinsic interest; extrinsic interest, and self-

efficacy; managers can learn to become more effective in shaping a global workforce (Ng. C, & Ng. P, 2015).

Managers with an intrinsic interest portray a sense of joy from a cultural environment, an extrinsic interest to take knowledge from a cultural environment, and one who practices self-efficacy demonstrates cultural competence workforce (Ng. C, & Ng. P, 2015). Failure to understand the relevance of culture demonstrates a type of weakness in an unclear form of communication workforce (Ng. C, & Ng. P, 2015). This is problematic because there is an enormous collection within cultures as a society and the values that surround those characteristics exists in many organizations' workforce (Ng. C, & Ng. P, 2015). A clear understanding of cultural values in communication, differences, and management enable one to highly appreciate the historical context of cultures. Global management knowledge is the foundation that builds a stronger work environment, because people need to communicate with one another, to understand one another, and to and connect socially (Tuleja, 2017).

As organizations continue to expand across the world, organizational managers will need to strategize on how to enhance their communication skills, develop management skills, and perform effectively as global managers (Hassanzadeh et al., 2015). Organizational managers who implement training instruments may be able to shape a global competitiveness aimed at cultivating and enhancing global management skills (Hsiu-Ching, 2015). To bridge the gaps associated with managers who lack global management competencies, further research on exploring how managers can effectively perform in a management position among a culturally diverse workforce is recommended

(Hsiu-Ching, 2015). In a different study on diversity and what nurse managers need to know, Hendricks and Cope (2013) noted that all generations are different and recognizing the diverse behaviors and the mental models that these individuals use, can often diffuse confusion in the workplace.

Global managers who are aware of their own cultural norms and background may easily adapt to new cultures, demand transformation, and promote innovation (Hassanzadeh, et al., 2015). For example, when managing a diverse workforce, managers should consider commitment, communication, and compensation as three underlying tasks towards preparedness to change by beginning with self-awareness (Hendricks & Cope, 2013). Self-awareness and understanding of individual characteristics and core values will allow managers to set higher standards of value among generations of subordinates (Hendricks & Cope, 2013). Equally important, Mikkelson, York, and Arritola (2015) noted that managers who are clear in communicating expectations, objectives, and procedures can effectively demonstrate a positive relationship among employees in the areas of job satisfaction, motivation, and organizational commitment.

Management Challenges in the Workplace

Organizations in the 21st century are faced with many challenges of globalization with respect to how managers are prepared to lead a global workforce (Maznevski, Stahl, & Mendenhall, 2013). It is unclear about the struggles of management challenges in organizations and what it has to do with management unawareness regarding employee cultural adaptations in the workplace (Singh, 2012). Managers must be able to come up with a strategic plan that successfully aids in discovering the cause and effects of cultural

adaptations as employees are at times unprepared for cultural shock due to their own individualistic beliefs that are different from others (Singh, 2012).

Managers should acquire cross-cultural interaction skills by maintaining a hold on their bias thoughts, be open to others cultural behaviors, and stay well versed in training mechanisms (Singh, 2012). Acquiring these skills helps to better understand the importance of diversity, as adding to the developmental aspects that can be transferred across various countries (Singh, 2012). A manager's ability to effectively lead and communicate within a cultural organization expresses how well the self-reference criterion is understood, as this reflects how individuals view other cultures through their own cultural lens (Singh, 2012).

This concept of self-reference links to management communication, as it forms a way to enhance strategies towards the implementation of diversity awareness, communication, and management of global knowledge (Singh, 2012). For example, people live, create, learn, love, hate, build, and divide through their social challenges of miscommunication, but can change the environment by changing self, in a revolutionary manner of growth, learning, and in how things are done (Holzman, 2011). A number of researchers studied management challenges in the workplace and expressed how African American minority managers face challenges in the workplace due to lack of support, discrimination, racism, and stereotyping; more so than other ethnicities (Bese & Tanritanir, 2016; Flores & Matkin, 2014), bringing awareness to the concepts surrounding colorblindness.

Colorblindness happens when one fails to notice that people are different between themselves and others, thereby affecting productivity in the workplace (Wiebren, Menno, Sabine, Podsiadlowski, & van der Zee, 2016). Management styles do not account regarding how people with diverse cultural backgrounds are managed but do recognize that multiculturalism is an asset, through recognizing cultural differences and colorblindness as cultural equality (Meeussen et al., 2014). African American managers who lack cultural sensitivity awareness in intercultural management may fail to understand how to increase their strategic knowledge in integration and learning of new diverse insights (Slay, 2003). It is important that managers improve on intercultural knowledge, to better understand the value of diverse workforce resources, a corporate advantage over diverse markets, and the moral of discrimination and fairness in the workplace (Slay, 2003). Moreover, if managers learn better communication skills and the value of diversity, this can potentially improve how organizational managers attract, retain, and develop employees (Wyatt-Nichol & Antwi-Boasiako, 2012).

Myths About Diversity in the Workplace

The focus of this study is to explore what communication strategies can African American managers' use when managing Hispanic workers with English as Second Language (ESL) in a government agency in Illinois. There have been numerous studies on diversity in the federal government, but limited studies that address the need for diverse measures at the local and state government levels, leaving the uncertainty of effectiveness in diverse strategies related to organizational performance (Wyatt-Nichol & Antwi-Boasiako, 2012). As diverse employees continue to rise in organizations, public

and private sector organizations must strategically explore components towards diversity initiatives (Wyatt-Nichol & Antwi-Boasiako, 2012). It is recommended that senior-level managers view and expand on the specific components related to service delivery and performance, organizational policies, professional development programs, and communication efforts among their employees (Wyatt-Nichol & Antwi-Boasiako, 2012), as a means towards enhancing diverse challenges in the workplace.

In the 21st century, globalization awareness is a necessity and goes far beyond the years of civil rights marches and human rights (Beckwith, Carter, & Peter, 2016). For example, in a study on executives in the workplace, Beckwith et al. (2016) found that African American women executives are often isolated in their positions in the workplace based on their race and gender. Brah and Phoenix (2004) added that moral panic results when women suffering anywhere from personal health issues to racialization across the globe, are labeled as economic migrants, have a face without names, and are a representation of regimes and social practices.

Durrani and Rajagopal (2016) found that human resources professionals suffer from a disconnection that stems from decisions made by line management. Some managers at this level are not socially connected to their employees, which allow room for unethical issues regarding hiring and diversity (Durrani & Rajagopal, 2016). Durrani and Rajagopal (2016) also suggested that if corporations wish to succeed and accomplish long termed goals, there must be a strategic plan for attracting, recruiting, and retaining a sufficiently diverse workforce.

Friedman and DiTomaso (1996) suggested that there is a common misunderstanding about labor force diversity. Recent developments indicate that various myths in the U.S. Labor Force on composition and population are becoming more diverse (Nikcevic, 2016). As a result of an increase in workplace diversity, organizational managers are becoming unconcerned about the well-being of their employees (Nikcevic, 2016). For example, between 2010 and 2020, Hispanics will account for three quarters of the growth in the U.S. labor force (Kochhar, 2012), exposing a decline in other cultural groups, labeling them as the minorities (Friedman & DiTomaso, 1996).

Another myth describes people culture as a tool of personal gain that happens when organizational managers enable employees to achieve their own individual goals and interests (Nikcevic, 2016). In contrast, Saxena (2014) noted that without employees an organization cannot move forward. Therefore, it is important that human resource management strategically address how employees develop and how organizational objectives are achieved (Saxena, 2014).

The final myth indicates that organizational culture affects management communication in the workplace (Nikcevic, 2016). For example, organizational culture is shaped by the work environment based on the manager and his style of leading (Nikcevic, 2016). In contrast, Dwyer and Azevedo (2016) suggested that diversity awareness training, the inclusion of diversity measures, employee development, and the practices of incentives; may help to promote a better understanding of employee differences in values. These concepts towards measuring diverse cultures allow room to enhance a workplace environment that uniquely embraces diversity (Dwyer & Azevedo,

2016). The provided myths were used to address the bottom-up effect of developing an individual in becoming a self-actualized manager.

Knowledge Management

Organizational managers will need to understand that conscious incompetence demonstrates a parochialism worldview, which can leave managers unaware of how to address inequalities in the workplace (Campinha-Bacote, 2016). When leading an intercultural workforce, further concepts of the importance of knowledge management and diversity may help managers to understand how culturally competent can enable the way they effectively communicate with cross-cultural situations (Campinha-Bacote, 2016). Campinha-Bacote (2016) noted that an unconscious incompetent manager lacks cultural knowledge in how supervision is applied between themselves and those around them.

The concept of workplace diversity requires a manager to become knowledgeable in diversity because there are more variations within cultural groups than across cultural groups (Campinha-Bacote, 2016). Maintaining conscious competence will help managers understand and identify the uniqueness of individual differences (Saini, 2014). A manager who has the knowledge and ability to manage the genetic, environmental, structural, and cultural variations (Campinha-Bacote, 2016) that reside in this forever changing society, will have a broader perspective and deeper ideas about managing and leading a diverse workforce (Singh, 2012).

Language as a Culture

There has been limited research on the use of languages in the workplace on international management (Lauring, 2007). The problem is that some managers lack a strategy to communicate with Hispanic workers of ESL where cultural nuances may be misunderstood, and employee developmental needs may not be strategically assessed. With a growing population of 900,000 annually (Thambi & Albert, 2014), Hispanics are transforming into mainstreamed Americans (*The Economist*, 2015). Language, known as the most fundamental means of effective learning (Vygotsky, 1978); is what defines culture (Putri, 2013). Language makes a difference in a person's societal world (Lauring, 2007), and cannot be separated from the words and expressions which represents perceptions, values, and behaviors (Putri, 2013). In fact, when culturally diverse workers are placed in an organizational group, these individuals often experience how differences and opinions can hinder the development of unity (Martin, 2014).

Research revolves around *Spanglish;* a speech modality used by many Hispanics in the United States, that is referred to as a mixture of English and Spanish in oral communication (Bazan-Figueras & Figueras, 2014). The Oxford Dictionaries (2013) defined *Spanglish* as a combination of vocabularies and terminologies from both Spanish and English expressions and words. The *Spanglish* terminology is used mostly in the courts and by those in the medical field as a means of communicating or translating to judges, attorneys or people of diverse backgrounds (Bazan-Figueras & Figueras, 2014). Although the importance of Spanglish is not understood by non-Hispanic Americans, it is

accelerating to bridge the gap between Spanish and English communication, as part of the American culture (Bazan-Figueras & Figueras, 2014).

Putri (2013) dictated that English as Second Language (ESL) refers to that group of foreign individuals who have limited interlanguage that interferes with achieving specific communication goals. For example, people often communicate with other people who speak the same language, so that the message has a meaning (Putri, 2013). Consequently, communication problems may occur when the encoded message sent differs from the decoded message received (Putri, 2013). In all essence, communication is not what a message is all about; it is functional when it is properly achieved and proves that the relationship between language, culture, and communication is inseparable, (Putri, 2013) that can convey the meaning to the sender.

In the effort towards managing linguistics diverse employees, some organizations have implemented an English-only policy, which is upheld by the US courts, if there is soundproof that the policy is necessary (Offermann, etal, 2014). From a positive and social point view, English speakers perceived the English language to be a strong asset or job requirement, whereas, Hispanics perceived English to be dependent of job duties, and individual choice, rather than authorized (Offermann et al., 2014). Managers cannot ask people not to speak their native language, which is why more research is suggested towards helping managers identify what steps organizations can take to break this type of communication barrier in the workplace (Offermann et al., 2014).

Managing Multiculturalism

There is still a concern regarding how to identify if managers can become effective in leading a workforce that employs differences in culture, language, beliefs, and values (Bird, 2017). Singh (2012) articulated that globalization has become worldwide, where people who are from more than one country are now working together. Cultural differences can be a challenge for some organizational managers, which is why it is important for management to become knowledgeable in innovative strategies (Singh, 2012). Understanding these differences helps to avoid cultural misunderstandings, improve diversity awareness, and create motivation through management efforts (Singh, 2012). Managing people of various cultures can be easily conceptualized through the sound relationship surrounding the concepts of multiculturalism and colorblindness (Meeussen, et al., 2014).

Multiculturalism relates to the values and understanding of people who share different social and cultural backgrounds, whereas *colorblindness* refers to equality, similarities, and individuality without concern of cultural differences (Meeussen et al., 2014). In the effort to shape organizational togetherness, as described by Pant and Vijaya (2015), organizational managers are required to self-evaluate how interpersonal perceptions affect the workplace environment, specific to stereotyping of social identity, and glass ceilings in relation to how women or minority groups excel in the workplace.

Bird (2017) noted that in the 1990s there was an emergence of themes that were introduced to identify how managers can become effective in leading a global workforce. Holistic approaches to effective global awareness begin with encouraging a diverse

workforce, respect of diversity issues, and the ability to promote positive responses (Murmu, 2014). Managers who are knowledgeable of what people value in society may help to contradict the perceived prejudices that arise when dealing with people who are culturally different, as described by, (Soumen & Ramos-Salazar, 2014).

Brouer, Duke, Treadway, and Ferris (2009) shared that employees who are ethnically similar to their direct management are most likely to advance in work production, more so than their colleagues who are dissimilar. Whereas, J. Davidson (1997) and M. Davidson (1997) believe that in striving to achieve management roles, women face *glass* ceilings; whereas, black and minority ethnic (BME) employees face *concrete* ceilings, creating a denser barrier that is not easily shattered. For example, Wyatt and Silvester (2015) conducted a case study on the labyrinth to explore what experiences do black and minority ethnic employees have towards reaching top management positions. After examining and analyzing each employee statement, the research revealed that managers have less independence in their roles as managers, which affects how well decisions are made (Wyatt & Silvester, 2015). From a strategic perspective, if managers make themselves approachable, available, and visible in their leadership roles, this exposure may help them to advance in management positions (Wyatt & Silvester, 2015).

Blomme et al. (2015) added that personal and work-related resources encourage and condition the developmental stages of work engagement. These stages of development allow individuals to become comfortable with self-control, in learning how to make better decisions and to provide improved feedback, which can lead to a higher

process of work engagement (Blomme et al., 2015). The study heightened the voices of black and minority ethnic managers, by examining a more holistic perspective and understanding of their experiences and struggles in the journey towards management (Wyatt & Silvester, 2015). Tajfel and Turner (1986), expressed that past psychological research on ethnicity in the workplace focused mainly on prejudices, social atmosphere and stereotyping; whereas, Wyatt and Silvester (2015) noted that there is a gap between BME employees in management and non-management roles. This gap has widened from 1.1% in 2006 to 4% in 2013; suggesting that there is a growing need to understand and support BME employees on their management ambitions (Wyatt & Silvester, 2015).

To explore a form of sensemaking, Wyatt and Silvester (2015) conducted interviews with black and white managers and applied the Critical Incident Technique to explore what positive and negative experiences black and white managers endure during their management roles. At the conclusion of interviews, a template analysis was used to compare the differences in the managers shared perspectives (King, 2004). This technique revealed that sensemaking is key to navigating the labyrinth and is a much quicker process in identifying both the formal and informal organizational processes (Eagly & Eagli, 2007). Trepanier, Forest, Fernet, and Austin (2015) stipulated that an employee, who functions in the best way, will convert in a manner that is more productive within a competitive organization. For example, task performance needs assessment, and contributions in the direction of organizational needs are some of the best methods towards better employee appraisals and promotional opportunities for BME employees (Wyatt & Silvester, 2015).

Melton, Walker, and Walker (2010) believed that managers matter in public

organizations based on the process of managing upward, downward, and outward. Moore

(1995) explained that upward management focuses on operational objectives, which

engages essential functions of strategies that go beyond the scope of their direct

authority; followed by the positive impact on organizational success. Moore (1995)

expressed that downward managing, in reference to African American managers as

minority managers; communicate better with minority subordinates compared to non-

minority managers, based on cultural similarity. Moore (1995) also discussed that the

idea of outward managing requires a manager to strategically engage in an environment

to assure that far-fetched goal is met, which can heighten the level of support received

from individuals in a particular environment.

Jones (1973) noted that no matter what level of management skills African

American managers may possess, this group of individuals is not recognized as the best

fit in an organization's recruitment process, because skin color determines what impacts a

black person's life, making them the most exposed minority in American, subject to

prejudice and separation. Adding to that, organizational communication is important

because it aids in group cohesiveness, but only if a set of behavioral and personal values

are developed to reinforce cultural differences (Jones, 1973).

Kossek and Pichler (2006) noted that effective diversity management requires

practices to include promoting perceptions of organizational justice and inclusion,

reducing discrimination, and improve financial competitiveness. For example,

organizational hierarchies must assure that diversity awareness is increased among the

stakeholders, employees, and managers (Kossek & Pichler, 2006). Aghazadeh (2004) expressed that mismanaged diversity can have long unfortunate effects on employee satisfaction and productivity. For example, Aghazadeh (2004) expressed that managers will need to be sensitive towards multicultural employees in an organization because cultural diversity on organizational behavior can be difficult and intimidating when working with people of different ages, sex, or culture.

Qualitative research has been the most useful methodology aimed at identifying if organizational diversity management is important (Yang & Konrad, 2011). Diversity management is important because, in the worldview of change, younger generations have different expectations of communication (Chin et al., 2016). This is problematic because senior managers are going to have to be extremely competent in multicultural issues while motivating individuals on the importance of social awareness (Chin et al., 2016). Susmita and Myra (2013) noted that as a strategic tool towards embracing diversity will requires a manager who can transform the values, beliefs, and behaviors that empowers a diverse workforce.

One study on job satisfaction among South African black middle-level managers set out to explore what challenges do this group of managers face towards improving a global competitive advantage in the workforce (Strydom & Van Eeden, 2013). From a global perspective, this is problematic because low levels of job satisfaction could potentially cause harm to organizational managers' effort in employee retainment, management styles, and in creating cultural systems that align with how policies are structured (Strydom & Van Eeden, 2013). Towards improving a global competitive

advantage Styrdom and Van Eeden (2013) believed that a manager must be authentic in ensuring that policies from upper management are set forth, and applied in a manner that demonstrates a positive outcome in the workplace (Strydom & Van Eeden, 2013).

Gotsis and Grimani (2016a) further explained that authentic managers who wish to learn strategies that reinforce an organization's environment must take notice of how a balanced approach of respect, transparency, morality, and self-development creates a well-bonded work environment. Berkovich (2014) reiterated that authentic managers must support organizational inclusiveness by developing a new way of thinking about individual norms, values, and communication as these characteristics help enhance management skills towards shaping the future. The outcome of the study stipulated that managers must be authentic when working at executing recommendations for further development and growth (Strydom & Van Eeden, 2013). In doing so, a manager must attain knowledge in diversity, management, and communication to assess what strategic mechanisms are needed towards creating a safe work environment that supports individual respect and trust among all employees within an organization (Strydom & Van Eeden, 2013).

Constructions of Mission and Vision Statements

From a sociocultural perspective, scholars have conceptualized that the implementation of an organization's mission and vision statements are a powerful tool of employee encouragement and for business strategy (Rogers, Gunesekera, & Yang, 2011). From a theoretical point of view, Kopaneva and Sias (2015) noted that when dealing with a diverse workforce, an organization's vision and mission statements should be displayed

in a manner that motivates and blends in the behaviors, beliefs, and values for both the employees and managers in the workplace. For example, the communicative constitution of organization (CCO) is designed to explain why it is important to share with employees and managers what an organization stands for and to also be the voice in which direction the organization moves (Kopaneva & Sias, 2015).

An organization's mission and vision statements are considered the guidelines that define what an organization stands for today and for the future (Kopaneva & Sias, 2015). For example, a mission statement defines an organization's purpose and what the firm stands for in the present, whereas a vision statement defines an organization's expectations and future goals for tomorrow (Kopaneva & Sias, 2015). Aligning an organization's mission and vision statements into intercultural communication and diversity in the workplace will require senior managers to effectively demonstrate themselves as change agents (Kopaneva & Sias, 2015). Organizational managers must produce and reproduce themselves into a work environment that builds on the existing state of an organization's processes by outlining or structuring a path that employees can follow towards future development (Kopaneva & Sias, 2015).

Grivastava and Kleiner (2015) noted that due to the increase of globalization in organizations today, managers should set goals, enhance policies, and heighten the expectations for employees towards diversity awareness. With immigration on the rise, and with diversity becoming pervasive in the workplace, it is recommended that managers maintain an awareness of cultural differences, values, customs, and perspectives (Grivastava & Kleiner, 2015). If managers are effective in managing a

diverse workforce, the organization can stand a better chance at competitiveness by attracting the best talent to enhance the overall workplace environment (Grivastava & Kleiner, 2015).

It is essential to have an effective manager who can see that the globalized "big picture" requires one to be courageous, sensitive, and intelligent in the decisions that are made (Soumen & Ramos-Salazar, 2014). Living in this globalized world requires a manager who constructs competencies of their mission, strategy, execution, integration and the notion of developing others from a cultural standpoint (Soumen & Ramos-Salazar, 2014). From an internal perspective, global managers address people across a variety of countries and shape the context of an organization's ambiguity, complexity, and uncertainty, based on their global management ability (Howard, Cornual, & Canals, 2014). This perspective links back to the overall problem explored within this qualitative study, clarifying that organizational managers must have a clear understanding of intercultural communication in the workplace towards helping to unravel situations when spoken language is misunderstood (Soumen & Ramos-Salazar, 2014) and communication barriers are often missed that has an impact on the productivity of the organization.

To gain a better understanding of the paradigms that diversity management is bringing to organizations, Chin, Desormeaux, and Sawyer (2016) referred to the results found from a diversity summit held in January 2013. This summit consisted of 15 different diverse managers who jointly raised concerns regarding the influences of effective management, including innovative ideas when leading a culturally diverse organization (Chin et al., 2016). Organizations are becoming increasingly diverse; and

the only way to understand the key factors in effective management; is to explore the theoretical interconnection between management, diversity, and intersectionality (Chin et al., 2016).

In reference to the Management Diversity Summit, Chin et al. (2016) explained how managing an organizational melting pot appeals not only to resolving the challenge of workplace diversity but also looks at the effectiveness of aligning management theories with management processes. To lead a multicultural workforce requires a manager who is capable of balancing personal and social identity and who projects the kind of management needed for the future that includes the persistence of rapid change, growing diversity, and increased globalization (Chin et al., 2016). In a further assessment of management characteristics, various theories on management skills will detail developing ways towards enhancing intercultural management, diversity, and management communication in the workplace.

Management Theories

Limited research has been conducted on how management theories shape the dimension surrounding management practices, social context, emerging globalization, and changes in demographic trends (Gotsis & Grimani, 2016b). This is a problem because, professionals have been challenged regarding how they demonstrate their management abilities in the global workforce, how to grasp the rapid change in a diverse culture, and which approach to take towards enhancing organizational performance and profitability (Eken, Ozturgut, & Craven, 2014). Until these inclusions are explored, the context of shaping managers towards promoting diversity, as well as sanctioning

initiatives to address diversity issues, will remain a challenge in the global workforce (Gotsis & Grimani, 2016). To address what effects does management communication have on their employees in a diverse workforce, the following theories have been posited in past literature and are aimed at providing a clear understanding of applied management styles.

The *trait theory* proposes that this type of management style focuses on the common characteristics in those managers who can identify who they are and understand how their management will affect others in the organization (Chao, 2017). The *situational management theory* proposes that this type of management style focuses on tasks rather than the relationship among their followers (McClesky, 2014). The *management style theory* proposes that this type of manager monitors and observe how the social activities and behaviors of their colleagues or employees could affect organizational creativity (Derecskei, 2016). Through the practices of *manager-member exchange (LMX) theory*, a manager can become knowledgeable at building a framework which allows enhanced interaction within the context of their managed organizations and the lived experiences of others (Chin et al., 2016).

Considering the *transformational manager theory*, managers should also understand that there is a commitment towards enhancing diversity as part of their processes (Liborius, 2016). When in a management position, diversity and inclusion must be incorporated into organizational core values (Liborius, 2016). A transformational manager will have no problem with applying the aspects of self-awareness in how they position themselves as change agents who can add to valuable actions, in leading others

through sensemaking (Liborius, 2016). As an activity, managers should apply their different management styles toward motivating others to achieve a common goal; with acknowledging that employees perceive that a manager's behavior represents their management styles (Derecskei, 2016).

Grivastava and Kleiner (2015) reiterated on how Hofstede's cultural dimension theory; conceptualizes what organizational values surround the dimensions of uncertainty avoidance, individualism, masculinity/ femininity, power distance, and long-term orientation. For example, uncertainty avoidance refers to the effect that culture has on the values of how an organization is structured (Grivastava & Kleiner, 2015). Individualism refers to the importance of understanding individual norms and what is valued (Grivastava & Kleiner, 2015). Masculinity and femininity refer to the masculinity aspects of successes based on the relationship and the quality of life (Grivastava & Kleiner, 2015). Power distance refers to how power is distributed and accepted (Grivastava & Kleiner, 2015). Long-term orientation and short-term orientation refer to the importance of a goal-oriented organization (Grivastava & Kleiner, 2015). The above dimensions can be used as guidelines for managers in their efforts towards understanding the importance of organizational diversity, employee beliefs, and individual cultures (Grivastava & Kleiner, 2015).

Conditioning a better workplace environment requires recruiting a diverse culture that embraces a new way of thinking; new ideas, opinions and innovations (Grivastava & Kleiner, 2015). As suggested by Grivastava and Kleiner (2015) creativity, should be administered in a manner that brings in more innovation, builds a better relationship with

customers, make policies clear, and process training for employees on diversity and expectations. Consequently, management styles remain a major concern when adapting to employee culture; recommending that managers focus on not only what is best for the organization, but meeting employee needs as well (Grivastava & Kleiner, 2015).

Linking the concept of how managers can condition the workplace, one means of addressing communication barriers is to embrace the social status that surrounds the environment and include a bit of self-worth (Martin & Daiute, 2012). Vygotsky (1987) and Wertsch (1998) equally expressed that the social or individual factors must be examined as a cultural tool towards identifying a way to address a cultural setting and understand culture itself. For example, Wertsch (1998) suggested that the framework related to how language is spoken can specifically link to a particular cultural setting; adding that the drive towards successful communication is to examine how the second language serves the purpose in a social setting. As mentioned above, this qualitative study has provided various management concepts surrounding management styles, communication, and diversity awareness. Further discussion will connect some theoretical factors that can be beneficial for organizational managers.

Theoretical Factors Regarding Applied Management Styles

Connecting back to the seminal works of Lev Vygotsky, Karp (2013) expressed that management comes with the mastery of self and should form this notion of *self* into his or her own development. Solomon et al. (2016) expressed that there is no similarity in the roles of management and leadership, yet all managers are good leaders. In both roles, an effective manager is capable of convincing people to work for a common goal. The

difference in these roles is determined by how their personal behaviors, organizational vision and mission, ideas, and decisions impact others in the workplace (Solomon, et al., 2016). For example, managers administrate an image towards maintaining a system of structure within an organization (Solomon et al., 2016). Managers should also initiate and control the shorter concerns of organizational goals while accepting the status quo; based on how things should be done (Solomon et al., 2016). Managers are expected to innovate strategies towards developing employees within an organization (Solomon et al., 2016). For example, managers are expected to rely on trustworthiness, and focus on long-term goals for both the organization and employees; including challenging the status quo; to get things done (Solomon et al., 2016).

The concept of self-actualization clearly connects to Vygotsky's theory of *self,* in that self-actualization refers to how one clearly realizes that they have reached their full potential or well-being of self-fulfillment through personal life experiences (Karp, 2013). For example, self-actualization does not determine how one adapts to society but does determine how well one integrates into society without losing a sense of independence (Ivtzan et al., 2013; Showry & Manasa, 2014). Nging and Yazdanifard (2015) noted that transforming an organization from its current state to the desired future state requires a manager who can apply and developing their management styles towards sustaining a competitive advantage. Below will identify the different types of management styles used in making decisions and executing change (Nging &Yazdanifard, 2015).

The *commanding management style* refers to one's ability to highlight his or her own faults and success; while remaining productive and result oriented (Nging &

Yazdanifard, 2015). The *logical management style* refers to one's ability to communicate

his or her vision to their subordinates; by assuring that employees are aware of

forthcoming organizational changes (Nging & Yazdanifard, 2015). The *supportive*

management style refers to one's ability to develop culture into an organization; while

managing the beliefs and values of others (Nging & Yazdanifard, 2015). The

inspirational management style refers to one's ability to take an individual vision and

develop it into a new way of thinking; by confirming a cohesive organizational bond

(Nging & Yazdanifard, 2015). The *transactional management style* refers to one's ability

to bring in new technological changes and apply it as a tool to fit the needs of the

employees and the organization (Nging & Yazdanifard, 2015). The *transformational*

management style refers to one's ability to think big, to inspire others, to increase

expectations, and motivated by all means; with the added direction that raises the level of

communication, integrity, and the importance of ethics (Nging & Yazdanifard, 2015).

There is research on organizational management that offers evidence as a

relationship between organizational diversity and management styles, as well as

achieving communication initiatives among managers and employees in the labor force.

In a quantitative case study on the impact of transactional and transformational

management styles in a Nigerian workforce; 184 randomly selected participants were

provided questionnaires, as a method to collect data and to determine what impact does

transactional and transformational management have on organizational performance.

Data were analyzed based on regression and correlation measurements, on the

components of effort, satisfaction, and effectiveness.

The researchers suggested that both management styles are important in an organization because transformational management focuses on assuring that followers develop within an organization; whereas transactional management focuses on assuring that subordinates are rewarded for meeting expectations (Ejere & Uogchukwu, 2013). The outcome of the study revealed that transformational and transactional management styles have a positive relationship on organizational performance; adding that transactional management had a weaker relationship and transformational management is significantly more related to performance measures (Ejere & Uogchukwu, 2013). Researchers recommend that top-level management assess the critical factors that affect employee performance, and that researchers broaden the scope of the study among different organizations and countries (Ejere & Uogchukwu, 2013

In another quantitative case study; 144 employees from two different school districts in New York State were selected to complete questionnaires to determine their perceptions of professional management, personal management, and employee intentions to cooperate (Mastrangelo, Eddy, & Lorenzet, 2004). The problem is that managers who fail to examine the concern for task and the concern for people exhibit a lack of personal management, which can lead to poor performance (Mastrangelo, Eddy, & Lorenzet, 2014). For example, professional management standardizes a manager's direction, vision, and mission within an organization, which creates processes and procedures to achieve organizational goals (Mastrangelo et al., 2014). Personal management contributes to the personal attributes of managers, related to trust, expertise, caring, sharing and ethics;

adding that it is important for managers to focus on both the concern for task and for the people they employ (Mastrangelo et al., 2014).

Data were analyzed and measured by use of a scale, to assess employee intentions to cooperate; a 15-item scale was used to assess professional management, and a 25-item scale was used to assess personal management. The outcome of the study revealed that employees in high-performing organizations rated professional management, personal management, and intentions to cooperate more highly than employees in a low-performing organization (Mastrangelo et al., 2014). Moreover, the study also revealed that professional management highly relates to employee intentions to cooperate within an organization, which demonstrated that employees would not be concerned about the future of an organization (Mastrangelo et al., 2014). Researchers recommended that low-performing organizations ensure that their organizational vision has a meaning and that it facilitates direction in the decisions that managers make (Mastrangelo et al., 2014), so that communication exists among employees, in a manner that engages them as part of the change.

In an empirical case study on how management influences an organization to become humane in applied management; 17 participants, from a metropolitan hotel, were purposely selected via a convenience sampling made up of managers, supervisors, and line-level employees (Dimitrov, 2015). The aim of the study is to explore what effects does management have to employee satisfaction and engagement in the workplace (Dimitrov, 2015). As a method to collect data, the participants were asked to participate in one-on-one interviews, written reflections, observation, and documentary analysis to

explore their perceptions of how different national cultures perceive humanity and workplace morale in the workplace (Dimitrov, 2015). Data were analyzed based on the individualistic (I) and collectivistic (C) approach, which is set out to determine employee values and their cultural belonging (Dimitrov, 2015).

Researchers suggest that organizations and human resource development practitioners invest more time into management development programs that may create humane management skills and prepare managers to become enhanced and knowledgeable of a culturally diverse workforce (Dimitrov, 2015). Five sub-themes related to management styles, employee treatment, charismatic manager, manager-follower communication, and the work environment were observed; adding that the development of managers in organizations is significantly important in employee satisfaction and engagement within the workplace (Dimitrov, 2015). The outcome of the study revealed that managers who practice authentic, transformational, and charismatic management styles; are among humane managers who have been nurtured in a humanitarian organizational culture, and see their followers as human beings, and not just as employees (Dimitrov, 2015). It is recommended that more research on culturally diverse organizations in different countries, different cultures, and different regions are studied to determine if I and C employee's expectations of their management would make a difference in a humane organization (Dimitrov, 2015).

As this qualitative study will focus on the communication challenges that managers face in a diverse workforce; conceptualizing communicative management may help to build on the framework towards analyzing and developing management

communication competence (Johansson, Miller, & Hamrin, 2014). The concept of communicative management requires a manager to have the ability to motivate, and develop employees; all while making sound decisions, and fulfilling objectives of normative, ethical, and moral judgment (Johansson, et al., 2014). If managers wish to introduce a vision in their followers, they must speak their language, understand their values, and live their dreams, hopes, and aspiration (Kouzes & Posner, 1995); it is at this point that a manager can fully build a shared context to improve communication (Barrett, 2006).

Current literature suggests that managing diversity is a challenge for managers when employing people of different ethnicities, perceptions, attitude, religion, and gender (Saxena, 2014). Managers must clearly understand that in organizational management; developing countries will soon be a nonstop growth in global marketing (Saxena, 2014). Fifty years ago, in white collar organizations; African American management was impossible, and in 1960 less than 2% of all managers were black (Thomas and Gabarro, 1999).

This study proposes that African American managers should care because of their desire as mentors, contributors, and role models, is aimed continuously at building a legacy of personal growth, career advancement and psychosocial support in management (Chang, Longman, & Franco, 2014). This study also proposes that any manager who leads a diversified workforce must understand that the concept of management starts with strategically connecting nations, organizations, individuals, and technology (Bishop,

2013). For example, managers must have the ability to combine both international and cultural boundaries together, before they can become global managers (Bishop, 2013).

Consequently, Hispanic workers with ESL should also care about intercultural communication, because by the year of 2020, this group of individuals will make up three quarters in the US labor force (Kochhar, 2012). For example, Marriott's Hotel website stipulates that many of their employees are foreign-born and makes up for the U.S workforce; adding to the comprehensive approach towards immigration reform (Madera, 2013). Literature suggests that Spanish is the non-English language spoken in the workforce (Guerrero & Posthuma, 2014); and that organizational managers will need to explore how they will manage linguistic diversity (Guerrero & Posthuma, 2014).

As mentioned above, this qualitative study has linked various theories that are grounded in the concepts surrounding organizational management strategies to enhance diversity awareness. Reichard and Johnson (2010) expressed that two managers who may experience the same management challenges may perceive each experience in a different manner where one will make sense of what is learned, apply it, and use it as a futuristic strength and the other does not. During periods of constant change, managers who view their social atmosphere as their own worldview may find themselves preparing to engage in a world that no longer exists (Reichard & Johnson, 2010). For example, Sass (2012) explained that individual worldviews interconnect with the lived experiences of one's own vision. Every view of the world becomes non-existent where every culture will fade away and diversity will become unified by breaking through the boundaries that confine communication (Marsella, 2009).

Enhancing Communication Awareness in the Workplace

Working towards closing the gap in management communication, Men (2014) noted that limited research has been conducted on how organizational management styles are related to internal communication characteristics. This is problematic because, within this global economy, a manager's production determines their knowledge level of cultural competency (Subramaniam, 2015). For example, culture is instilled in individual buying habits, approach to projects and problems, involvement among hierarchies, negotiations, recruitment, and management styles (Subramaniam, 2015). Bridging the communication gap across different cultures requires manager's to be effective in management style, sales, marketing, operations, and customer service; while applying strategic applications towards creating cultural awareness throughout an organization (Subramaniam, 2015).

Different types of management styles influence how well management strategies are applied to their followers (Whitworth, 2011). Communication research suggests that investigating the dynamics of management are not fully explored towards understanding how communication and management can be linked as a strategic tool that contributes towards a positive social influence (Ruben and Gigliotti, 2016). For example, transformational management has been exposed as one of the most effective styles of management (Knippenberg & Sitkin, 2013).

In definition, transformational managers are considered to be one who is capable of adding value to the already existing confidence in followers, demonstrates close interactions, address employee needs, and seek a tremendous empowerment that contributes to employee satisfaction in the workplace (Men, 2014). Ali, Jangga, Ismail,

Nuur-Ila Mat Kamal, and Nazri Ali (2015) expressed that it is very important to identify and understand the various management styles, as for how management is applied to play a major role in how employees perceive their workplace environment. Preparing people for the global workplace requires an understanding of intercultural communication; in that of culture, identity, language, and representation (Holmes, 2017).

Kinesics in the Workplace

The purpose of this qualitative narrative inquiry study is to explore what strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois. The aim of this study is to understand the factors influencing intercultural management and verbal communication in a global organization, and not that of a behavioral study on nonverbal communication. For this reason, I will opt out of using kinesics as a strategy to collect data for analysis but will address how the social conditions of kinesics are associated with the paradigms of language (Holmes, 2017). Kinesics refers to the study of nonverbal language associated with the hand, arm, body, and face movements (Grebelsky-Lichtman & Shenker, 2017).

Some examples of communicable nonverbal kinesics signals include body gestures, head movements, posture, eye contact, facial expressions, and touch (Grebelsky-Lichtman & Shenker, 2017). To maintain a positive climate of communication in organizations Holmes (2017); it is recommended that managers seek to enhance their knowledge on the dynamics for assessing body language (Grebelsky-Lichtman & Shenker, 2017). Holmes (2017) believed that ignoring languages deprives recognition and understandings of insights that may help employees adjust into local

communities and among various cultures. To acquaint managers with insights on how people in organizations behave, Grebelsky-Lichtman and Shenker (2017) suggested that managers use kinesics to observe the work environment towards gaining a better understanding of what contributes to employee satisfaction and interaction (Grebelsky-Lichtman & Shenker, 2017).

Strategies for Effectively Managing a Diverse Workforce

Organizations must push for the logical inferences of diversity that surrounds production, interpretation, and representation (Berrey, 2014) because diversity without equity leads to separation and equity without diversity leads to assimilation; yet, a combination of both can lead to full integration of multiculturalism (Berry, 2016). What is not known is how do business strategy, organizational culture, and management practices support a competitive advantage of diversity (Chrobot-Mason & Aramovich, 2013). This is a problem because as demographics continue to rise, organizational practices are challenged, and managers become exposed to negative outcomes in managing diversity (Chrobot-Mason & Aramovich, 2013). A positive approach to managing diversity goes beyond defusing cultural differences and it challenges the status quo towards exploring ways to understand, appreciate, and influence the full potential of creating a diverse workforce (Berry, 2016). Managers must grasp the importance of diversity in the workplace because corporate diversity management is what embodies the concepts surrounding personnel policies, programs, training, mission statements, and task forces, which determine the importance of diversity (Berry, 2016).

Organizations are becoming a culture that stems from shared identity, language, history, values, and customs (Fusch, G. E; Fusch, C. J; Booker, & Fusch P. I., 2016). To fill the gaps in managing a global labor force, managers should be capable of addressing cultural differences (Brimhall, Lizano, & Barak, 2014). For example, understanding the artifacts of culture may add inclusion to one's sense of fitting into the change, how decisions are administered, and through informal processes (Mor Barak, 2013). Management and responsibility are a useful tool in fostering civility, comprehending the value of intercultural communication and global social responsibility (Long, LeLoup, Derby, & Reyes, 2014).

From a strategic point of view, a self-actualized manager will apply overarching themes in being positive, patient and persistent, as this leaves room for a successful change (Menaker, 2016), in preparing to lead a futuristic global workforce. A manager should listen and hear the voices that build the social capital; as this is a key to building relationships (Menaker, 2016). A manager should focus on a vision; as this provides direction for where the organization is going (Menaker, 2016). A manager should add reflection to their everyday actions and decisions; as this provides a means towards understanding strategies to get the job done right, in a manner that challenges those lived values and unwanted black swans (Menaker, 2016).

Within the melting pot towards leading a diverse workforce, a manager must be able to blend together management and communication in understanding the reasons for the gaps, understand the country, determine the tools to use, and identify what strategies are needed to close the gaps (Subramaniam, 2015). A manager should begin with a global

assessment, as this identifies the issues employees, customers and suppliers are facing; assesses the damage, and prepares to build a list of those gaps towards working with experts to eliminate them (Subramaniam, 2015). A manager also needs to integrate management training programs in identifying and addressing cultural gaps, business values, ethics, motivation, conflict resolution, negations, interpersonal skills, management, human resource management, customer service, and communication (Subramaniam, 2015), as this may help in preparing for tomorrow's global change. Once services of training are delivered, a manager needs to ensure that there is a follow-up that reinforces the learning and deals with issues that may be considered barriers (Subramaniam, 2015).

The focus of this qualitative study is intercultural management, communication, and diversity awareness among African American managers and Hispanic workers with ESL in a government agency. Participants in this study may speak at least two languages, but the research instruments used in this study are not designed to investigate how language is promoted but to distinguish the effects of management communication among this group of participants. For example, the idea that conscious processes could only be understood if one understands the tools and signs that are mediated to them (Marginson & Dang, 2017). In sum, Vygotsky's sociocultural theory holds that every act of an individual's reasoning is an act of participation in shared cultural meanings and practices (Marginson & Dang, 2017).

Human beings can determine their own means of adapting to change within their social environment (Marginson & Dang, 2017). It is important for people to adapt to

change because cultural development of a society requires one to understand the tools

and artifacts associated with identity (Vygotsky, 1978). Vygotsky (1978) believed that

the concepts of tools and artifacts help to empower the existing conditions of *self*; when

there is a desire to fit into existing conditions. Vygotsky (1978) also believed that the

social relationship between two people is a wealth of influencing oneself, which is

needed towards influencing others. Vygotsky's sociocultural theory focuses on

individuality and the processes of the mind, in how one learns (Vygotsky, 1981a). For

instance, rather it is the community, workplace, or home environments, people learn to

become familiar with certain settings (Vygotsky, 1981a). These environmental settings

may include relationships, language, objects, knowledge, myths, processes, and norms

that are stemmed from their surroundings of cultural historical artifacts (Vygotsky,

1981a).

Cultural artifacts define how culture exists in individual behavior and knowledge,

which are key components in understanding what backgrounds diversity (Spradley,

2016). The contribution of this theory can potentially provide insight into research for an

informative phenomenon in a more globally connective world (Vygotsky, 1978). The

shift in knowledge base, therefore, creates a new risk to an organization because there is a

possibility that managers hold a *conscious incompetence* about other cultures; in cultural

differences and backgrounds (Campinha-Bacote, 2016). Therefore, the conceptual

position stands in that human beings are not in separation but may be environmentally

and socially positioned.

Organizations are becoming more diverse in the 21st Century, and management will need to understand the barriers they may come to face when managing a diverse workforce (Guerrero & Posthuma, 2014). It is for this reason that I will discard the language and behavioral aspects of Vygotsky's sociocultural theory and relate his theory more so on the concepts of understanding *self,* towards becoming well versed in intercultural management. Other seminal works used throughout this study will provide useful information on the developmental aspects of how to enhance intercultural management and communication in the workplace. The seminal works of Lev Vygotsky's sociocultural theory will be applied to explore the nuances that African American managers face when managing an intercultural environment, adding to the body of knowledge.

Vygotsky's sociocultural approaches are based on the social positions of language, culture, and other symbolic symbols, which can be understood from the historical developmental aspect (Vygotsky, 1978). The expansions and interpretations of culture and language are known to have an instructional approach that provides a theoretical foundation for sociocultural research (Vygotsky, 1978). Further readings may provide insight on how the concepts of intercultural management, communication, and diversity awareness connect to Vygotsky's sociocultural theory, towards answering the study's research questions and discovering a phenomenon.

Vygotsky (1994) expressed that people think in a roundabout way in how they engage the world, using cultural tools as a means of communication and perform physical activities. Tenenberg and Knobelsdorf (2014) noted that cultural tools stem from those

perceptions of transforming the brain, body, and world into sociocultural practices within a cultural environment. In elaboration, the sociocultural cognition theory depicts how well an individual can socially connect their mind toward communicating in an existing world (Tenenberg & Knobelsdorf, 2014).

The above notions depict the determinants of emergence within intercultural management consist of globalization, international corporations, liberal professions, communication, and the migration of people (Mutsaers and Trux, 2015). Researchers have noted that management and communication cannot be separated from the social aspects of culture (Isotalus & Kakkuri-Knuuttlia, 2017); therefore, should be a combined strategy of inclusion in the workforce. Management communication is intercultural in one's own lens, in personal experiences, in values, beliefs, language patterns, family, and work history (Ruben & Gigliotti, 2016). Understanding the roots, societies, consequences, art, science, and literature of a country; allows managers to grow in understanding and knowing the culture of people throughout the world (Isotalus & Kakkuri-Knuuttlia, 2017). There is no reason why these concepts should not be included in practice; when literature suggests that these concepts may help to adopt a more nuanced view of management social influences among managers and followers (Ruben & Gigliotti, 2016).

Dervin (1998) expressed that management and communication relate in how humans live in a world of gaps and in the way that one bridge those gaps may determine how sensemaking is demonstrated. For example, a manager guides a follower's *mind* by giving them a different way of *seeing* the world (Ruben & Gigliotti, 2016). Through

communication efforts, managers will learn to make sense of their surroundings and apply this new knowledge to those that follow (Ruben & Gigliotti, 2016).

Communicating with different people from different cultures may help to reduce the barriers associated with intercultural difficulties while enhancing intercultural communication (Kim, 2017). For example, intercultural communication involves a new way of discovering issues associated with individuals who desire the respect of values, beliefs, and identities in an intercultural environment (Kim, 2017). Researchers suggest that intercultural difficulties exist in how one adapts to different cultures (Kim, 2017). The dynamics of communication is historic, in that it shapes and creates the foundation for future communication encounters which builds on itself and cannot be reversed (Ruben & Gigliotti, 2016). In contrast, Ruben (2005) posited that communication is the social fabric that interweaves the relationships among groups, organizations, societies, and the order and disorders of the world.

Watzlawick and Beavin (1967) expressed that one cannot *not* communicate, as communication extends beyond how people talk and interact with one another; adding that communication is seldom interpreted the same way it is received. Ruben and Gigliotti (2016) reiterated that through exchanged communication among the sender and receiver allows one to postulate meaning based on their experiences, learnings, relationships, and cultural values (Ruben & Gigliotti, 2016); meaning, communication should make sense. One technique towards making sense of communication is to classify how diversity management exists in ethics and business goals within an organization (Isotalus & Kakkuri-Knuuttila, (2017). Identical to Vygotsky's (1927/1987) concept of

self, Mutsaers and Trux (2015) believed managers reflect themselves, in how they are authentic and remain in contact with all dimensions of *self.*

Managing a diverse workforce involves respect, acceptance, and acknowledgment of what makes individuality unique (Shaban, 2016). Hierarchies must compete to win this global economy; they must get diversity to stick, by allowing differences to be celebrated and not tolerated (Shaban, 2016). To include diversity practices in management, managers must become knowledgeable in the historical and contextual meaning associated with diverse backgrounds (Isotalus & Kakkuri-Knuuttila, 2017). Managers should focus on establishing communication practices in shared beliefs and value that promotes both equalities (Isotalus & Kakkuri-Knuuttila, 2017). Understanding the ethical and economic perspectives generated from shared meanings help to improve communication practices (Isotalus & Kakkuri-Knuuttila, 2017).

From a psychological perspective, Vygotsky (1978) argued that when studying human beings; one will always study change. Connecting the concept of change to management communication articulates how managers must be able to identify the role that communication plays in shaping social experiences (Saijo, 2011). My attempt is to look at the phenomenon on intercultural management through the lens of Vygotsky's sociocultural theory, in hopes of building a frame that surrounds the subtleties of two-way communication, towards effectively managing a global workforce. In turn, it is important to address the concerns of what is not known about the effects of management communication among intercultural workers and managers within organizations.

Vygotsky's sociocultural theory is one concept that helps contextualize workplace learning in a diverse environment (Vygotsky, 1978). The ideas of learning and development focus on how individual growth occurs within a social world, where theories are associated with the changing perceptions of humans and their sociocultural context (Vygotsky, 1978). The symbols of individuality, culture, social, institutional and historical locations are the contextual indicators within an environment (Vygotsky, 1978). Vygotsky's sociocultural theory inter-correlated with the concepts of effective management and communication; in how it broadens one's lens beyond the aspects of language (Vygotsky, 1931/1997). Displaying how the emphasis on effective management and communication can help to draw factual interpretations about individual thinking and development within a social environment (Vygotsky, 1931, 1997).

Managers will need to incorporate into their vision the influences of oneself or self-awareness prior to influencing others (Vygotsky, 1981b). Managers who understand the tools, signs, and artifacts of individuality gain higher mental processes that can be applied towards their own external and internal world (Vygotsky 1978, 1981a). The participants in this study are African American managers and Hispanic workers with ESL. I apply the *tools* concept to possibly represent the Hispanic ESL workers or e*xternally oriented* in how this group engages in a work environment of differences and social change. I apply the *signs* concept to possibly represent the African American managers or *internally oriented* participants; in how this group should process the understanding oneself; towards effectively and efficiently managing people with societal and cultural differences.

By applying the above concepts, I enlightened how the concepts of *tools* and *signs* are the artifacts that rest on human development to provide an additional pathway for empirical research on intercultural management. In the context of intercultural management, the sociocultural theory may possibly embrace the multidimensional characters associated with growth and communicative globalization. I move beyond the aspects of language and behaviors to adopt a concept of human subjects with a larger scope to enhance managers, leaders, and educators on how to best manage a diverse workforce (Marginson & Dang, 2017). It is through interactions and communication that frameworks are established towards growth among individuals under one umbrella in the workplace: leading to knowledge (Vygotsky, 1997). Workplace communications set the conditions between the individual and the workplace; in how a mutual relationship of respect and acceptance develops from both a social and a cultural learning viewpoint (Vygotsky, 1997).

Different voices include a wide range of experiences, outlook, knowledge, and skills that can help generate new and innovative ideas about products and services in the work environment (Marginson & Dang, 2017). This confirms the notion that people are uniquely identified by their own thoughts, perceptions, expectations, and worldviews (Tuleja, 2017). Managers who support and encourage followers can help them to better understand the value of being unique, to acknowledge individual differences, to improve work processes, and foster an inclusive work environment (Ruben & Gigliotti, 2016). Lumadi (2008) noted that it is important for managers to have certain skills, towards

understanding the value of respect, acceptance, and the different characteristics that make each individual unique.

I maintain that the implications of Vygotsky's sociocultural theory may potentially build a framework towards discovering a phenomenon while mapping the trends and developmental aspects of enhancing intercultural management and communication in the workplace. Vygotsky (1981a) noted that humans are inherently sociocultural in how they socially apply cultural tools; where *socially* refers to everything that is culturally associated with life and human social activity and how they develop. Globalization in the hold of communication transforms space, time, border, and territory (Held, McGrew, Goldblatt, & Perraton, 2000). There is a combination of how globalization intercorrelates with the contexts of socio-economic-political context, the context of the mind, and the lives of individuals (Held et al., 2000). These cultural paradigms expand beyond the border of any nation, exposing all aspects of surrounding social life (Held et al., 2000).

Summary and Conclusions

Marsella (2009) expressed that when it comes to relocation, building concrete walls and psychological walls; like those built in the US, at the Mexican border; which is aimed to block diversity away from societal togetherness. Global challenges in demographics have shifted globalization, exposing a concern of how environmental disasters are bringing diverse populations to a social upheave of competition, uncertainty, and social changes (Marsella, 2009). Past research has found that there have been limited studies on diversity management in the federal government, and far less is known about

diversity at the state and local government levels (Wyatt-Nichol & Antwi-Boasiako, 2012).

The Society for Human Resource Management reported that 39% of public sector organizations, 26% of private sector organizations, and 25% of non-profit organizations lack an official definition of diversity (Wyatt-Nichol & Antwi-Boasiako, 2012). Managing a diverse workforce requires a manager to understand what defines diversity while ensuring that cultural and political certainties are not used as advantages or disadvantages among employees who are considerably different (Wyatt-Nichol & Antwi-Boasiako, 2012). Through a centralized governing body, the implementation of diversity training, strategies, performance, accountability, and decentralized measures are some of the common components towards incorporating diversity management practices in the workplace (Wyatt-Nichol & Antwi-Boasiako, 2012).

Little research has been done on the effects micro-culture has on the cultural values and physical characteristics within an organization (Bjerregaard, Lauring, & Kilitmoller, 2009). Singh (2002) noted that global businesses are affected by the different risks associated with socio-economic, cultural, legal, and political environments, causing risks associated with organizational goals and cross-cultural business success. Bjerragaard, Lauring, and Klitmoller (2009) upheld that globalization is increasing; further research about intercultural communication may give organizational managers insight regarding the proper tools needed to manage cultural values in the workplace. When managing a global workforce, social problems often arise because the person on the receiving end interprets a message in their own cultural language, expressing the need

for future research on intercultural communication in organizations (Bjerragaard al., 2009).

Bjerregaard et al. (2009) noted that the cultural determinist model of intercultural communication posits that there is a need to explore what social impact do stereotypes have on independent language barriers and the cultural perceptions that people have of the world around them. For instance, employees are lifted by an authentic manager who demonstrates a commitment to not only the processes of an organization but the contributions towards the growing body of knowledge on relationship management (Men & Jiang, 2016). An authentic manager is capable of building on the concepts surrounding organizational management, culture, and communication in a manner that contributes to organizational effectiveness and business success management (Men & Jiang, 2016). From a social perspective, organizational managers who address the gaps associated with the practices of cultural communication, through which cultural identity and differences are stereotyped, may have a clearer understanding of how cultural knowledge can assist in shaping, maintaining, and changing cultural differences (Bjerregaard et al., 2009).

My qualitative study is relevant because global workforces are constantly increasing among citizens and employees; leading human resource practitioners in the public sector to view diversity management strategies as an essential tool towards effective organizational performance (Wyatt-Nichol & Antwi-Boasiako, 2012). There is no management without followership, and there is followership of only management (Ahmed, 2014). A manager must influence leverage among his or her followers by preserving integrity and ethics in the fulfillment of the manager's responsibilities (Orazi,

Turrini, & Valotti, 2013). For example, Ruben and Gigliotti (2016) expressed that validity envisions management in how unplanned and accidental values are influenced towards others, and through focusing on intentional informal and formal role based behaviors.

Developing as an effective manager may create awareness in the areas of diversity, ethnicity, and differences (Karp, 2013). Managers will need to emerge and climb the ladder towards self-awareness, as this can contribute to self-actualization and managerial effectiveness (Showry & Manasa, 2014). Becoming self-aware is the process of being self-defined, by oneself; this represents the characteristics of personality that outlines the strengths, weaknesses, values, and principles of individuality when placed in a management position (Karp, 2013). Not all managers will develop the self-concept because, in practice, managers will need to attain a deep understanding of themselves where they are capable of effectively influencing other people to reach common goals (Karp 2013).

According to Marsella (2009), Nobel Laureate Octavio Paz expressed that diversity is life and life is diversity; in that, every view of the world becomes extinct, where every culture disappears; diversity and unity will manifest through the lens of individuality. Worldviews interconnect with the risks and practices of one's own universals and visions (Sass, 2012). What is not known is how culture is considered a link to individual beliefs, which is considered a depressing step towards destroying ethics and civilizations (Sass, 2012). When individuals connect with themselves, ideologues are

exploited in how plans are arranged, how terminology is received, and how the dimensions of words and definitions are perceived (Sass, 2012).

The aim of this study is to provide global managers in some direction, ideas, and new areas of research that focuses on closing the gaps related to diversity awareness, management, and communication. Marsella (2009) recommend that effective management includes global management, training, diversity education training, world citizenship, universal human rights, and the development of full-functioning global citizen. Senior level management will need to assure that employees are respected in what they believe in; not that all will be upheld, but through coaching and recognizing the considerable differences, may create a motivational atmosphere (Showry & Manasa, 2014), and an environment that embraces diversity.

The practical implications of this study are to explore communication skills and strategies that managers need to be successful in today's global workforce. Nonverbal communication may not complement this study because past researchers revealed that 65.5% of grounded theory studies, 73.8% of phenomenological research studies, 83.5% of case studies, and 82.4% of narrative inquiry studies lacked any discussion of nonverbal communication (Denham & Onwuegbuzie, 2013). It is not clear the extent to which qualitative researchers have been utilizing nonverbal communication data in their research studies (Denham & Onwuegbuzie, 2013); therefore, I will opt out of using nonverbal communication as part of this study towards data collection and analysis.

The focus of this study is to explore ways that managers can enhance their intercultural and communication management skills among a diverse workforce. The

objective of the study is to utilize the data retrieved from semistructured interviews, to gain insight of the participant's lived experiences as it relates to the study and tailor to their needs (see Denham & Onwuegbuzie, 2013). Semistructured interviewing techniques will allow me to ask questions of each participant towards answering the research questions and gaining rich data (see Denham & Onwuegbuzie, 2013).

Chapter 3: Research Method

The purpose of this qualitative narrative inquiry study was to explore the strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. In Chapter 2, I described the conceptual framework based on the concepts of intercultural management, communication, and diversity awareness. The literature reviewed in Chapter 2 guided this study by enabling me to formulate the research problem and research question on what communication strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois.

In Chapter 3, I describe the research approach used to collect data to answer the research question. This chapter includes the research design and rationale, the role of the researcher, methodology, issues of trustworthiness, and the importance of guiding the study by use of ethical procedures. I also explain how the study contributes to positive social change from various social perspectives.

Research Design and Rationale

The research question was the following: What communication strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois? By selecting a qualitative narrative design, I defined the direction taken in identifying the interviewing process, transcription, analysis, verification, and journaling of concepts and themes (see Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). McCusker and Gunaydin (2015) noted that qualitative and quantitative methodologies are most often used in research. Both methods provide ways

that a researcher can analyze a phenomenon in the social sciences (Onen, 2016). The quantitative method involves examination of numerical data through isolation, measurement, and the assessment of variables (Onen, 2016). Researchers who use a quantitative approach focus on the measurements and analysis based on the relationship between variables (Onen, 2016).

The qualitative method focuses on applied and theoretical findings derived from research questions, field observation, and the perceptions of the participants, leaving the researcher to explore the descriptive accounts and similarities and differences of social events (Onen, 2016). Both methodologies deal with data that address the actions of individual respondents or subjects (Onen, 2016); however, qualitative methodology is a way of explaining, clarifying, elaborating, and adding meaning to the lived experiences of human subjects (Sanjari et al., 2014).

The purpose of the current study was to explore the challenges that African American managers face in intercultural management and diversity communication. A conceptual framework presents a model of concepts that visualizes and interconnects with researchers plan to study, and which informs the design of the study (Onen, 2016). The concepts related to my study included intercultural management, communication, and diversity awareness. My aim was to explore applied theories to discover a new way of thinking. Through the lived experiences of the participants, I endeavored to capture and share insight on how to close the gaps associated with communication challenges in a diverse workforce.

The narrative inquiry design requires inductive and long-term commitment to collecting data for methodological triangulation over a period in which the researcher's interpretations prompt feedback from those who are under study (Sangasubana, 2011). Narrative inquiry researchers are realists who position themselves as objective observers (Alcadipani, Westwood, & Rosa, 2015). Narrative inquiry researchers also seek to provide a way to describe a group and predict patterns derived from lived human experiences (Sangasubana, 2011). The methodological triangulation approaches I use were semistructured face-to-face interviews, recordings, and documentation review and analysis. The use of triangulation helped me not only to determine the strengths and weaknesses of the study, but also to validate, interpret, and support the data collected from the participants in the study.

Kalou and Sadler-Smith (2015) noted that narrative communication in an organization enables the researcher to focus on the linguistic phenomena that evolve from the translation of human experiences related to communication and interaction. For example, Gordon (2011) noted that conversation and interaction is an emerging topic worthy of research in the social sciences, including linguistics, sociology, anthropology, communication, psychology, and organization studies. Grounded in the literature of social sciences that links management and communication (Marshall & Rossman, 2016), a qualitative narrative inquiry design is the most appropriate method of exploring phenomena that create opportunities and the will to engage in social action.

Through direct observation, interviews, and listening, immersion into the lived experiences of the participants is an important part of the researcher's role (Malagon-

Maldonado, 2014). To answer the research question for this qualitative study, I decided that narrative inquiry would be the best design for this study. Malagon-Maldonado (2014) noted that narrative inquiry research focuses on the descriptions of a group, culture, or community. This design was appropriate to identify the culturally sensitive communication strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. I considered other designs to answer the research question, including narrative, case study, phenomenology, and grounded theory, but decided against them for the following reasons.

In narrative research, the researcher collects data from a participant's experiences to tell a story (Merriam, 2002). For example, biography, autobiography, or life narratives are considered story forms (Merriam, 2002). Case study research was not an option because researchers use it to explore the cause and effect (Yin, 2014), which was not the purpose of my study. A case study captures the complexity or temporal changes in conditions within a case, where my aim was to explore an emerging theme (Yin, 2014). Phenomenology was not an option because I was not interested in exploring the shared lived experiences of an exceptional event (see Malagon-Maldonado, 2014). Instead, I explored the lived cultural experiences of the participants. Grounded theory was not an option because I was not intending to conduct nonstandard interviews (see Malagon-Maldonado, 2014), nor was I seeking to develop a theory. Instead, I intended to conduct semistructured interviews and use existing theory as a lens through which to analyze the data.

Role of the Researcher

As the researcher, I sought to establish rapport and trustworthiness with the participants. I used a reflexive approach and explained to the participants the purpose of the study, their rights as participants, how their information would be used in the study, and the outcome or benefits from the study. As the key instrument in the research process, I conducted semistructured interviews and asked open-ended questions of five African American managers and five Hispanic workers with ESL, who were the participants in the study. Other means of collecting data included field notes and direct observation. Once I collected the data, I reviewed it, applied updates, categorized, coded, and analyzed the data for themes (see Onen, 2016).

Maintaining a focus on the narrative inquiry design, I approached this study in an inductive manner that moved data to an analytic description, based on the descriptions of the participants (Malagon-Maldonado, 2014). I provided the readers with a thick description that extends beyond the elaboration of the participants; while revealing the meaning of their actions, ideas, situations, and events (Malagon-Maldonado, 2014). I produced descriptions that are not only analytical but are theoretical in the social norms and culture, assuring that the reader is able to understand and conceptualize the lived experiences of the participants (Malagon-Maldonado, 2014).

My role as the researcher was to also clarify to the participants the research process from the beginning to end stages of the study while protecting all participants from potentially harmful consequences that may directly affect them (Sanjari et al., 2014). My role as a direct observer required me to internally observe, socially interact,

and narrate the lived experiences of the participants for data collecting purposes (Arnould & Price, 1993). Additionally, as a direct observer, I was required to externally work towards conditioning the participant's behaviors based on data that was collected in advance, which is aimed at understanding sense-making (Caru, Cova, & Pace, 2014).

Janesick (2011) noted that observers cannot be created by simply saying the word observe. Instead of becoming an observer requires one to understand the process of observation and how observation can be used to make sense of the research process (Janesick, 2011). Mikkelson et al. (2015) noted that people may live under different cultures and may share similarities in quality, but to bring in interpersonal norms will take a competent communicator who attends to both the need to be effective and appropriate. Included in my role as the researcher required an understanding of the process of narration and individual identity, which helped me to capture the patterns related to the participant's experiences (Caru et al., 2014). This process of narration can be visible by interviewing and elaborating on the participant's stories, events, and experiences (Guthrie & Anderson, 2010).

From an ethical perspective, some challenges that a researcher and the participants may come to face include anonymity, confidentiality, informed consent, and the potential impact that the researcher and the participants may have on one another (Sanjari et al., 2014). It is important for the researcher to inform the participants of their role in every aspect of the study, as this will help to build a trustworthiness relationship of respect, honesty, open interactions, and avoid misrepresentations (Sanjari et al., 2014). I mitigated research bias by putting quality in this qualitative research; through

bracketing my own preconceptions that I may not be aware of (Tufford & Newman, 2010). For example, I assured that I am fully aware of the concepts related to my topic, methods to be explored, questions, conceptualization, and awareness of the data collection process (Tufford & Newman, 2010).

I stood integrated into the research process, from the beginning to the end; while giving voice to the participant's thoughts (Tufford & Newman, 2010). I expressed my concerns about manipulation or distortion of data; by eliminating any research bias that may surface from my own preconceptions, personal perspectives and experiences (Roulston & Shelton, 2015). In my role as the researcher, I was careful to choose participant's that I have no personal relationships with or have known from my past or present workplace. Tufford and Newman, (2010) noted that a key point in the researcher's role; is to explore the aspects of bracketing to help in identifying any preconceptions and understanding how to address those preconceptions based on the type of methodology used in the research study.

Methodology

My overall methodology will take a qualitative approach, by use of an narrative inquiry design, aimed at understanding individual lived experiences within a culture (McCusker & Gunaydin, 2015). In qualitative research, data is collected to explore the social problems that shape a general picture through the researcher's words, reports, and perspectives of the participants in the study (Srivastava & Thomson, 2009). Through the construction of central research questions and objectives that are grounded in a natural environment of the phenomenon, I explained the necessary tools needed towards

understanding the process of interpretation, as described by Srivastava and Thomson (2009). In continued discussion, I explained the logic behind the process of data collection, and the elements surrounding participant selection, procedures for recruitment, sampling strategy, data saturation, instrumentation, data collection, data transcription, and data analysis.

Participant Selection Logic

The purpose of this qualitative narrative inquiry study was to explore what strategies canAfrican American managers use when managing Hispanic workers with ESL in a government agency in Illinois. Understanding a methodological perspective is important because, cross-cultural research is one instance where sampling may be called upon to identify similarities and differences among individuals (Robinson, 2014). In my efforts to assure that I have the right number of participants to reach data saturation, I explained the steps taken that influence the size of the sample for this qualitative study.

My participant selection logic included purposive sampling, as this allowed me to identify a sample from a population of participants who can share their real-world perspectives on intercultural communication. I based this choice of sampling with respect to Lewis (2013) who posited that qualitative samples are purposive and often indicate less than 30 participants. Meeting this requirement, my recruitment strategy will consist of five African American managers and five Hispanic workers with ESL within a government agency in Illinois, totaling 10 participants.

The participants within this study align with the criteria relative to intercultural management, communication, and diversity awareness because they are African

American managers and Hispanic workers with ESL. To confirm that the participants for this study fit the primary criteria, I chose my samples based on shared differences in cultural backgrounds, as described by Polkinghorne (2005), validating that the sampling strategy is purposive. The chosen participants within this study can potentially provide extensive contributions to the study under investigation because they are socially different in language, culture, backgrounds, and beliefs.

Those participants who are African American must hold an executive level management position and have managed an intercultural government agency for more than two years. Those participants who are Hispanic must actively work within an intercultural government agency, are subordinates of African American managers, and are proven to be Hispanic workers with ESL who actively experience verbal communication challenges. These challenges may arrange from comprehending and speaking the native English language, inability to orally communicate with other ethnicities in the workplace, and the inability to meet the expectations or directives of management.

To recruit participants, I took into consideration the different tools needed where English is not their primary language. I assured that the interpreter for my study is available via telephone or in-person to clarify communication barriers among this group. I called managers who work within various government agencies in Illinois, to request their Hispanic ESL employees' participation in a study, their employee email addresses, telephone numbers, and provide my contact information. Lastly, I explained that the

purpose of the study was to explore what communication strategies can African

American managers use when managing Hispanic workers with ESL.

Once the likely participants contacted me, I asked each of them to provide their

name, cultural background, confirm that English is not their native language, and if they

hold an executive level position for at least two years in the organization. Once the

participants confirmed this information and their interest in the study, I explained the

purpose of the study, and electronically email them an informed consent form, in which

they would forward the document back to me. If after two days, I do not receive the

return informed consent forms, I will commit to following up with phone calls to confirm

their participation in the study or widen my selection strategy. After receipt of at least 22

signed informed consent forms to take part in the study, I arranged to schedule one-on-

one semistructured interviews. This process will serve as an investigative strategy

towards answering the research questions, for data purposes.

Data gathering is very important in the research process because it provides

meaning to what is being explored and allows for a clear position towards an

understanding of a theoretical framework (Etikan, Musa, & Alkassim, 2016).

Researchers, who fail to understand what frames their sampling strategies, may

experience mistakes in selecting the appropriate sampling procedure (Coyne, 1997).

Researchers should design their sampling strategies based on exploring real-world

experiences that are aimed at meeting the needs of the study (Coyne, 1997).

This process is very important because, researchers who fail to select the

appropriate sampling procedure, may cause havoc in the study findings, and affect the

replication of the study (Coyne, 1997). In my efforts to investigate a small sample of a population, I chose purposive sampling because in qualitative studies this method is a subjective non-probability strategy used towards contributing to a better understanding of a theoretical framework (Etikan et al., 2016); while answering the research questions (Coyne, 1997). Purposive sampling will allow me to obtain a clear understanding of the study by continuing to sample until no new information emerges (Etikan et al., 2016), in which further reading places a high emphasis on saturation.

The process of data saturation can be extreme due to the amount of time the researcher must commit towards completing a study, and with understanding the various data collection methods that are more likely to reach data saturation than others (Fusch & Ness, 2015). One characteristic of credibility entails that data saturation occurs when there is no new information developing and when themes become repetitive (Fusch & Ness, 2015; Rowlands, Waddell, & McKenna, 2015). Fusch and Ness (2015) uphold that there is no single sample size for achieving data saturation, as this varies among different studies.

Instrumentation

As I continue to immerse myself as the primary data collection instrument for this qualitative study, I used the data towards answering questions related to the *what, how* or *why* of a phenomenon conceptualized from a qualitative method, rather than *how many* or *how much* as in a quantitative method (McCusker & Gunaydin, 2015). One technique I used during interviewing was audiotaped recordings towards gaining insight from each participant lived experiences (Neal, J., Neal Z., VanDyke, & Kornbluh, 2015). Not only

does audiotaped recording preserve verbal information, but the recordings will allow me to recover what may be lost in transcription or in field notes, as explained by Neal et al. (2015). I made sure to have two recording devices in the case one malfunction, as these techniques are often prone to bias and are based on the researcher's interpretations (Neal et al., 2015).

As I sought immersion, I attempted to see the world from the lens of each participant through semistructured face-to-face interviews, which are considered one of the primary data collection techniques in qualitative research, as noted by Malagon-Maldonado (2014). In a narrative inquiry study, the researcher can observe and record changes over time in almost any atmosphere and can be collected through interviews, direct observation, and documentation review and analysis (Angrosino & Rosenberg, 2011). Understanding these various data collection techniques used in qualitative research is important. Perhaps the greatest threat to trustworthiness in a qualitative study for the researcher is if the IRB questions the instrumentation of the study because of the researcher's failure to abide by the interview protocol (Chenail, 2011).

The purpose of an interview protocol in qualitative research was to strengthen the quality of the data collected from the interviewing process (Castillo-Montoya, 2016.). To align an interview protocol required the researcher to ensure that (a) the interview questions are aligned with the research questions, (b) an inquiry-based conversation is well constructed (c) feedback on the interview protocol is established, and (d) an interview protocol is used (Castillo-Montoya, 2016). These suggestions are valuable in offering a systematic framework for developing an interview protocol (Castillo-Montoya,

2016). These steps helped me to align the purpose of the study to the research questions, allowing me to gain detailed, rich, and thick data from the participants of the study, based on the research questions.

To conduct interviews that are instrumental and well aligned with my study, I adopted a holistic view that focused on the social and cultural context of the participants in their natural environment. I did not take for granted the participant's perceptions of how he or she viewed the world but did focus on how reflexivity is constructed through self-evaluating of my own personal hidden biases, thoughts, or negative interpretations as recommended by Malagon-Maldonado (2014). Qualitative researchers must be authentic in employing strategies for the reporting of the participant's perspectives (Malagon-Maldonado, 2014). For example, these strategies must be aligned in a manner that supports the participant's thoughts and ideas in helping them to understand their world, and how to improve it (Malagon-Maldonado, 2014). Below, I will provide details of my plan to spend a considerable amount of time in a natural setting chosen by the participants towards conducting semistructured face-to-face interviews (Malagon-Maldenado, 2014), starting with my constructed interview questions at hand, and a well-outlined schedule for each participant.

Semistructured interviews. Qualitative research interviews are considered one of the most widespread methods used to collect data across the human and social sciences in the areas of sociology, anthropology, communication, and education (Brinkmann, 2016). It was not until the year 2000 when qualitative methods were introduced into the practices of psychology towards answering specific research questions (Brinkmann,

2016). Interviewing is a verbal communication where people are present in a face-to-face seating arrangement, in which the interviewer also observes the like patterns of movement, comfort, and the physical attributes of the participants (Brinkmann, 2016).

Sorrell and Redmond (1995) noted that one advantage with narrative inquiry interviewing is the process and how it is set up to describe the cultural knowledge related to the participants. In a qualitative narrative inquiry study, the actual interview style is normally open rather than determined, and the main challenge to ensure validity is to take to account and report what is relevant, rather than the relevance of interviewee accounts (Brinkmann, 2016). For example, structured interviews allow the researcher to ask the participants the same questions, unstructured interviews consist of questions that have not been pre-determined, whereas semistructured interviews consist of pre-determined open-ended questions (Srivastava & Thomson, 2009).

When conducting interviews, a qualitative researcher should prepare to use probes as a strategy to keep track of emerging themes for data enrichment (Jacob & Ferguson, 2012). Throughout the process of interviewing, the researcher will experience numerous ideas, thoughts, or follow-up questions of the mind that may assist in uncovering new data and (Jacob & Ferguson, 2012). Once I had the interviews transcribed, I provided copies of the transcripts to each participant to validate if I captured what was said. I then arranged a second interview to conduct member checking towards interpreting what they meant, as recommended by Jacob and Furgerson (2012).

Angrosino and Rosenberg (2011) noted that it is important for the researcher to have a clear understanding of which data collection technique to use. One disadvantage

with semistructured interviewing is the researcher's inability to identify where to explore thorough questions or responses (Doody & Noonan, 2013). To address this disadvantage, I referred to the interview protocol to assure that the purpose of the study aligns with the research questions, building a framework that allows for rich details to emerge, as recommended by Castillo-Montoya (2016).

During the interviewing process, narrative inquiry researchers must ask the right questions, to the right people, in the right ways (Westby, 1990). If narrative inquiry researchers wish to establish effective communicative interactions among the participants, they must start by embracing the culture, listen to how participants view the world and understand what they value (Westby, 1990). The conception of interviewing refers to the research instrument, more so than the social practice, because this conception of interview data is an analytical focus which is identified through the lived experiences and based on *what* rather than the interaction of *how* (Brinkmann, 2016). For example, one data collection technique towards identifying themes in qualitative research involves audiotaped recordings (Neal et al., 2015). This technique allows the researcher to establish the high potential for capturing nuances during interviewing while providing quick results (Neal, et al., 2015).

Considering myself as the main instrument in this study, I requested an interpreter to sit in during the interviewing process based on the cultural and language differences among the participants. Cross-language in a qualitative research study surfaces when communication is misunderstood amongst the researcher and participants. To avoid any miscommunication during this process, and because the interpreter will be privileged to

the data; an English translated agreement of confidentiality form will be distributed to the interpreter (see Appendix B).

Skjelsback (2016) suggested that this theoretical perspective on using interpreters when conducting interviews is an important knowledge piece with ensuring that everyone involved in the data process upholds confidentiality. This concept is aimed at helping the researcher understand how intercultural interviewing enables one to understand that culture is linked to the current practices in qualitative interviewing (Skjelsback, 2016). As I have discussed the interviewing process in qualitative research, I will now explain how direct observation, field notes, reflective journaling, and documentation are used as a data collection tool, aimed at making sense of the world (Robinson & Shumar, 2014).

Direct observation. Narrative inqury support how research is demonstrated through the techniques that allow the researcher to observe the ways in which participants make sense of their worlds (Brinkmann, 2016). As a direct observer, I took part in this study to observe through my own lens the interactions that occur, as a mean to gain access into each participant's world (Ritchie et al., 2013). Seeking to obtain a thick and rich description of people's lives from their own worldviews, I analyzed and interpreted the developmental factors that emerge from the understanding of each participant's lived experiences, as described by Malagon-Maldonado (2014).

Further insights on qualitative research conceptualized how the tradition of observed research is based on knowledge about the world, and how the world originates in experiences of the sense, which are said to be key views in observational research (Ritchie et al., 2013). For example, during the seventeenth-century, writers Isaac Newton

and Francis Bacon theorized that the world can be learned through direct observation in an inductive manner, rather than deductive (Ritchie et al., 2013). Observation exposes how things are seen with the natural lens, providing the researcher an opportunity to monitor how and why things happen up close and personal as they play out (Guercini, 2014).)

Angrosino and Rosenberg (2011) recommended that the researcher select a site to collect data, gain entrée into the chosen atmosphere, and begin observation immediately. Acting as a non-member of the study population, observation allowed me the opportunity to experience a clear understanding of the study among the participants. For instance, I emerged into a natural setting chosen by the participants, explained the purpose of the study, and provided a consent form for ethical purposes.

To make sense of the study, I made notes in a journal of the setting, the characteristics, and the patterns of behaviors among each participant to capture what is observed. I used an audio recorder to capture what is said during the interview process, to assist in analyzing the data and increase validity. This process of interpretivism allows the researcher to link the psychological, social, historical and cultural aspects surrounding people's lives (Ritchie, et al., 2013).

Body language as observation. Body language is another observation technique where nonverbal communicable behaviors are attained through physical characteristics, body movements, gestures, posture, touch, silence, and facial expressions; it is known as *kinesics* (Bonaccio, O'Reilly, O'Sullivan, & Chiocchio, 2016). The methodological considerations of kinesics are relevant to any research design, aimed at producing

meaning across various forms of social interactions among individuals (Bonaccio et al., 2016). Given the pervasive environment of kinesics, more knowledge research on nonverbal behaviors will need to be accomplished across the areas of management practices and theory (Bonaccio et al., 2016). Nonverbal research holds truth to both objective and subjective components, making it difficult to apply to the research questions and to what has already been established in the literature (Bonaccio et al., 2016). Kinesics may be a useful practice for managers to gain insights on how people in organizations behave but does not compliment this study on enhancing intercultural management and communication. I opted out of using kinesics as a strategy to collect data for analysis.

Field notes. The use of field notes is a method used by researchers to record data from observation, mainly in a chronological order (Mulhall, 2003). Narrative inquiry researchers immerse themselves in an unfamiliar culture of the natural entity, where observation takes place to collect data, write notes, and analyze their personal worldview of what is observed (Mulhall, 2003), As the main instrument of the study, field notes allowed me to explain to the reader various events experienced before and after entering the field (Mulhall, 2003). Some reflections may include specifics about the site location, what the environment looks like, the behavior of participants, activities, events, and any thoughts that I may have related to personal or observation experiences (Mulhall, 2003).

To maintain a clear memory of the events, I recorded all activities, and actions immediately before they happen or immediately afterward, which will merit the process of capturing patterns, as described by (Mulhall, 2003). Linking observation with the

process of field notes expresses how both methods have practical and theoretical considerations towards the techniques of mining, coding, and grounding the analysis of the researcher's professional and personal worldviews (Mulhall, 2003). The following explained the process of reflective journaling.

Reflective journaling. Reflective journaling is a conscious or unconscious method used as a conversation piece that the researcher may have to their inner self (Peredaryenko & Krauss, 2013). Vygotsky (1987) stressed that the dialectical process of speaking is not a reflection of thinking, but an effort to try and link the inner *thoughts* and the outer *language*. For example, when people are speaking in conversation, what they are doing *is no*t portraying what is going on but is *creating* an event that is happening; indicating a socially perspective of understanding each other (Vygotsky, 1987).

This process of reflective journaling not only allowed the researcher to clearly lay out their own perceptions of *self but* gave leverage in their ability to alter or reshape the design, method, and analysis (Peredaryenko & Krauss, 2013). As the main instrument of this study, I used reflective journaling to start thinking like a researcher, by questioning what I know and what I believe, towards uncovering and interpreting the experiences and meanings of the participants within the study. I also used reflective journaling to draw on my own experiences, concerns, or bias thoughts that I may have about the research methods, frameworks, and assumptions during the research process (Peredaryenko & Krauss, 2013).

Documentation. In qualitative research, documentation stems from the researcher's efforts in making clear of the proceedings of the interview; in preparation for

analysis and writing (Spradley, 2016). Documentation is a tool used in the early stages of research which helps to identify which direction the research will take (Flick, 2014). Documentation also helps to outline data collected from field notes, and transcription after the researcher has completed interviews (Flick, 2014). In this study, I used documentation to reflect on the steps taken towards developing theory, while explaining to the reader how my overall research process was conducted, how the findings emerged, and the steps taken towards testing validity (Flick, 2014). Qualitative researchers who focus on various viewpoints and practices in the field, should acknowledge, understand and apply reflexivity as an important knowledge piece within their research. study (Flick, 2014).

A researcher's reflection of their own actions, perceptions, thoughts, observations, or feelings associated with the different social backgrounds of those in the study; becomes an important concept in context protocols (Flick, 2014). For example, in this research study, I discovered the different perceptions among a diverse group of individuals, and the principles of language identification and verbatim must be kept in mind (Spradley, 2016). Narrative inquiry researchers must be able to deal with their native language, as well as the language of their participants (Spradley, 2016). As mentioned previously, (see Appendix B) I proposed my need for an interpreter towards recording acts of discovery. I ensured to document any events, perceptions, actions, and patterns from observations, interviews, field notes, and other personal journaling, as described by (Spradley, 2016).

Instrumentation perspective. Thus far, I have laid out my plan toward exploring and discovering diverse views in qualitative research**.** Prior to moving on to the next section on the procedures for recruitment, participation and data collection, I expounded on important perspectives that separate, join, and balance one another in various dimensions of narrative inquiry research. Understanding the critical components surrounding narrative inquiry studies is very important for researchers towards gaining knowledge in accountability and performativity (Mifsud, 2015). These components help the researcher to connect to the introduction of their study and make solid choices about which parts of their study will identify themes (Mifsud, 2015).

Through the seminal works of Jean D. Clandinin (2007), his basic elements of contributions in narrative research have emerged in a manner that helps to construct a *way of seeing* and not just *the way*. Therefore, I approached this study in the same manner as Clandinin, a scholar of narrative inquiry, who addressed certain themes that allowed his book on the *Narrative Inquiry* to speak volumes (Clandinin, 2007). Various chapters within this book will reflect on methodological reflections, aimed at taking the reader inside the process of constructing a narrative inquiry study (Clandinin, 2007).

In Chapter 1, Clandinin (2007) expressed narrative inquiry as a lesson that helps to identify the themes that structure a report of study findings. Chapter two includes how storytelling help to demonstrate the importance of themes, accounts, boundedness, graphics, and time management (Clandinin, 2007). In Chapter three, Clandinin (2007) explained that serendipity in narrative inquiry expresses how unwanted events may come

to the surface; the researcher will need to become poised while doing fieldwork to identify and explore unexpected results.

In Chapter four, Clandinin (2007) focused on the structuring process of organizing a narrative inquiry account, which allows certain models to become present, summarizing the main points, and establishing aligning all the way through to the end of a study. Chapter five contains how measures of accountability and performativity add to the process of searching for narrative inquiry essence, making way towards assessment of one's own efforts and including how to judge the efforts of others (Clandinin, 2007). Narrative inquiry researchers become knowledgeable in understanding how fieldwork can be expressed through writing, and when the truth is told, even the truth about oneself; it is then that the real lessons of ethics are defined (Mifsud, 2015). Vygotsky (1927/1987) viewpoint on ethics and understanding in reference to his concept of *self,* ascertains how *identity* is socially acquired through the interactions of internal and external environmental surroundings.

Procedures for Recruitment, Participation, and Data Collection

Malagon-Maldonado (2014) noted that there are various types of recruitment strategies that can be used by the researcher to target a specific population in a study. My recruitment strategy began with emerging myself as the main data collection instrument consisting of semistructured interviews from each of the ten participants. As I seeked to gain access to only government agencies that support diverse workforces, I refrained from choosing participants who have a work or personal relationship with me (Malagon-Maldonado, 2014). Instead, I recruited participants by posting flyers inside various

churches and government agencies in search of choosing participants who fit the study, as described by Ayres (2007).

The criteria for participants are African American managers who supervise Hispanic workers with ESL in a government agency, and Hispanic workers with ESL. Another recruitment strategy I used was snowball or chain sampling in which the researcher asks participants for their recommendations of personally known individuals who may qualify for the study (Robinson, 2014). My study was aimed at choosing diverse populations. I promoted materials that are translated in both English and Spanish to assure that the targeted population has detailed information about the study (see Appendix F). I contacted each participant either face-to-face, telephone call, or email message to build a trusting rapport that the study is authentic, to confirm their enrollment as a participant, to answer any questions or concerns, and to mitigate any bias feelings or thoughts they may have prior to interviewing (Robinson, 2014).

In addition, I provided my telephone and email address, enabling the participants to reach out to me for any further concerns related to their participation in the study. This is important because participants can choose to withdraw at any time without penalty (Robinson, 2014). Participants have rights within a study, (see Appendix G) and any concerns they may have can be addressed directly to my email at reva.stanton@waldenu.edu or to the IRB at IRB@mail.waldenu.edu.

To ensure that the participants are comfortable with their part in the study, I provided an overview of the purpose of the study, reiterated the importance of confidentiality, and discussed any risks and potential benefits relative to their

participation. I followed up with each participant, to assure that their chosen location does not affect the quality of responses, as recordings will need to be heard. I utilized a Sony brand audio device that captures sound from one direction; aimed at blocking the surrounding noise. If my recruitment strategy should fall short of participants, I will work on locating other African American managers and Hispanic workers with ESL in different government agencies to participate in the study, and who can share their lived experiences relative to the purpose of the study.

My strategy for participation included building a trusting rapport with the participants. In doing so, I explained how apprehension, exploration, cooperation, and participation itself, are important concepts surrounding the interactions that go on during interviews, as described by (Spradley, 2016). Apprehension involves the feelings of uncertainty about the interview process, exploration involves discovering the worldview of a new experience, cooperation is based on mutual trust, and participation alone is considered the final stage of building a full rapport, where the participants accept the role of the researcher (Spradley, 2016). In narrative inquiry studies, listening, observing, and testing the above concepts that surround participation, may help to avoid the feelings of anxiety, and fully explore the purpose of the study among the researcher and participants (Spradley, 2016).

The connection between cooperation and participation involves building mutual trust among the researcher and participants (Spradley, 2016). In my efforts to foster a development of rapport with the participants, I provided my background information, and explain the *so what*, *who cares* aspect of the study while stepping into the participant's

lived experiences towards exploring their cultural scenes, patterns, and differences, as described by Spradley (2016). As a token of my appreciation, I provided snacks and beverages at the interviewing site location as I welcomed the participants.

My strategy for collecting data will begin the moment that I call, email, or arrange to meet face-to-face with each participant; I provided a welcoming letter addressing the nature and purpose of the qualitative study, a letter of expectations, and inclusion of the informed consent forms to acknowledge their consent to participate (Ritchie et al., 2013). participants were allowed time to ask questions or address concerns about the consent form. As a mental note, I instilled within myself that quantitative studies depart from the theory that possibly answers research questions to formulate a hypothesis and qualitative studies depart from the research question, to explore the worldview of participants, leading to answers to the research question, as described by Gheondea-Eladi (2014). With that in mind, I worked towards building rapport, as I seeked permission to arrange and record 60-minute semistructured face-to-face interviews in a quiet comfortable environment, where there will be no distractions.

I dictated open-ended questions as a guide towards data collection, analysis, and distribution process (see Appendix A). I used audiotaped recordings to collect data based on the participant's shared information resulting from the open-ended interview questions. Although this process can be costly in terms of software, Neal et al. (2015) and Gravois, Rosenfield, and Greenberg (1992) expressed how audiotapes were used in a study to record and identify themes from simply listening, rather than using the process of transcription. I also made use of observation by taking notes of the systematic

moments that are captured during the interviewing process of each participant. Fujii (2015) expressed that doing so allows the researcher to capture the political and social worlds of the participant's lived experiences.

Working towards uncovering patterns, themes, value, and culture related to the participants within the study, I organized and gathered all data received, and transcribed all documentation from oral to a written text, as suggested by (Birt, Scott, Cavers, Campbell, & Walter, 2016). Lincoln and Guba (1989) suggested that member checking is a form of ensuring that there is truth beyond what is said, which confirms what was conveyed during the interview. When narrative inquiry researchers study cultures, they must lead their study based on three human experiences: what people do, what people know, and of the things people make and use (Spradley, 2016).

Once these three elements are learned and shared among the participants, it distinguishes how culture exists and is embodied in the forms of cultural behavior, cultural knowledge, and cultural artifacts; which are key components in understanding what surrounds diversity, in narrative inquiry research (Spradley, 2016). As I stand in a position as a narrative inquiry researcher, I sought positionality, that clarified acknowledgment of my very own power, privilege, and biases that surrounds the participants within the study. Committing to this reflexive narrative approach allowed me to halt, turn back, and evaluate *self,* as a means of examining the overall purpose, the methods, and any possible effects that could potentially delay my study progress (Hernandez-Hernandez & Sancho-Gil, 2015).

In ending my strategies for data collection, I logged all emerging ideas retrieved from observational notes, reports, written documents, and the interview process, as this helps to maintain that the study is grounded, developing explanations from the data that emerges, and in categorizing the data (Lawrence & Tar, 2013). Additionally, I shared my interviewing experience with an interpreter in comparing language differences, use member checking to enhance credibility, and verified the accuracy of the data received, as described by Birt et al. (2016). Last, I followed all guidelines that are stipulated in the consent form (see Appendix G), as recommended by the IRB.

Yates and Leggett (2016) expressed that as a reflexive practitioner the researcher should be aware of political and cultural perspectives and be willing to engage in self-questioning and self-understanding. As qualitative data collection and analysis is based on the research protocol, I guided my research questions based on the research literature pertinent to the participants in the study. In grounding my questions in the study, I asked questions that discover new findings that are different from past literature. My aim was to bring in a new way of thinking about how to enhance intercultural communication and management.

By discovering new findings, I demonstrated that there is a need for this study. I maintained as much knowledge as possible of the participants within the study and not be misguided by unexpected issues that may arise. I assured that my findings accurately reflect the data, through the process of validity, as described by Yates and Leggett (2016). My aim was to have confidence in the findings from the interviews and

observation, as this allowed the evidence to become stronger, thicker, and richer than just one person's opinion (Bennett & McWhorter, 2016).

Data Analysis Plan

Instead of relying on the number of participants, the data analysis plan for this qualitative narrative inquiry research will begin by interpreting the different perspectives and opinions of the participants as demonstrated by (Hancock, Amankwaa, Revell, & Mueller, 2016). With a focus on the *golden standard*, referred as data saturation (Hancock et al., 2016), the aim was to connect the data analysis to the research question on what communication strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois. Pant and Vijaya (2015) noted that the basic challenges of managing diversity are related to the possibility of social integration through origins, outside of social identities, or through the roles of hierarchies in accepting diversity. For example, one direct challenge in performance refer to how managers limit employees to contribute fully to the organization based on gender, age, and their geographical region; whereas, indirect challenges refer to the equality in culturally shared productivity, organizational morale, and employee retention (Pant & Vijaya 2015).

Myers (1997) noted that there are many ways to analyzing qualitative data and many different approaches that can be considered in hermeneutics, content analysis and semiotics, which supports diverse fields and offers different insight on the data. For example, Yates and Leggett (2016) expressed that data analysis is an inductive process of transcription that is led by the researcher's interpretation of making meaning from

patterns, categories, and emerging themes, resulting in coding. Gale, Heath, and Cameron, Rashid, and Redwood (2013) noted that in the analysis process, coding is a descriptive label that is used as a quote from raw data. Onwuegbuzie and Denham (2015) stated that sociologist Glaser (1965) introduced one of the most used analysis methods for qualitative data, known as the constant comparison analysis (CCA). CCA was used to develop a substantive theory of social phenomena to analyze speech, observations, drawings, photographs, videos and documents (Onwuegbuzie & Denham, 2015).

Like Spradley (2016,) my aim in this qualitative narrative inquiry study was to systematically examine the participants to determine their parts, their relationship among parts, and their relationship. I completed this process by working with data, organizing it, breaking it down, synthesizing it, searching for patterns, discovering what is important, what is to be learned, and deciding what to tell others (Lawrence & Tar, 2013). Themes emerge from the lived experiences of the participant's responses derived from the research questions (Larrain & Haye, 2014). To validate any inconsistencies, both the managers and employees were asked to clarify their responses; identified by their initials. To trace my perceptions, detailed notes from the transcripts will include any recurrences of issues, views, or experiences to support the data analysis, and to trace any thoughts I may have had. Managing the data required me to categorize and code any hand-written notes or thoughts that complements what is observed during the data collection experience (Larrain & Haye, 2014).

Prior to coding the data, it is important to maintain a journal aimed at mitigating any personal bias thoughts, perceptions, feelings or responses that arose during the data

collection process (Cope, 2014). Through member checking the effects of researcher, bias is influenced by time and can possibly demonstrate accuracy (Cope, 2014). Rather data makes way for one's voice to be heard or is based on creating a theory from the emergence of themes; my aim is to make sense of the data by building on the framework from the topic being studied; towards explaining the findings. Understanding the steps of preparing data for analysis is an important technique to share, as it may help the reader gain insight towards understanding the following process of analyzing data.

As the researcher, I began data analysis by (a) comprehending, as a means to gather enough data that allow codes to be richly described, (b) synthesizing, as a means to merge patterns, (c) theorizing, as a means to build towards a more integrated understanding of events, and interactions, and (d) recontextualising, as a means to develop appropriate recommendations to a particular setting and populations (Houghton, Murphy, Shaw, & Casey, 2015). I gained data from verbalized text of semistructured interviews to a written form for data analysis through text mining (Onwuegbuzie & Denham, 2015). This allowed the researcher to gather a large amount of text, and structure the input towards identifying patterns (Onwuegbuzie & Denham, 2015).

Coding data from field notes and interview transcripts allows the researcher to categorize data and requires the researcher to break down the data, and group the data into codes, which explained what was happening to the data (Lawrence & Tar, 2013). Lawrence and Tar (2013) noted that there are three different types of coding: (a) open coding, in which the researcher breaks the data down to examine the similarities and differences, in search of answers to the research questions, (b) axial coding allows the

researcher to identify the relationship among categories and subcategories (Lawrence & Tar, 2013), and (c) selective coding allows the researcher to refine the categories into theories, in a manner that reduces the data into the concept of sense-making (Lawrence & Tar, 2013). Qualitative research data is more than just interpretation of language from interviews but is derived from the concept related to themes that are perceived from the ideas, visions, and information that participants have shared (Marshall & Rossman, 2016).

Data collection is no longer limited to just writing down words; there are various data collecting methods that are implemented electronically (Cope, 2014). This process of data management allows the researcher to sort and reduce the amount of data to make it more manageable, generating a set of themes and concepts that can be labeled, sorted, and synthesized in reference to the actual words used by participants (Ritchie et al., 2013). Wasamba (2012) suggested that it is highly important for the researcher to understand that documenting and archiving oral text data helps in the process of protection while supporting the continuity of extended guidance throughout their study.

The process of digitizing refers to the research process in how material which has already been archived is then converted to a computer-readable format (Wasamba, 2012). To support qualitative research, computer-assisted qualitative data analysis software (CAQDAS) is used to assist data analysis through various software programs such as ATLAS.ti or NVivo (Cope, 2014). ATLAS involves the process of taking quotations of data, running a report, and assigning a code (Cope, 2014), whereas NVivo involves the process of assigning codes to the data category which provides an index of major

categories into which the data have already been coded (Hamed Hilal & Said Al Abri, 2013).

Once the data is generated, it is reviewed and captured in detail based on the participant's beliefs, perceptions, and behaviors, creating the analytical process, patterns, and themes emerging from the data (Ritchie et al., 2013). I will manage and analyze the data from this study through NVivo because the program can handle large amounts of non-numerical data (Meyer & Avery, 2009). NVivo also provides multiple features to use for the analysis, and it allows for various useful practices in transcription analysis (Meyer & Avery, 2009).

Qualitative research may be a long drawn out process due to the time it takes the researcher to prepare and analyze the data (Larrain & Haye, 2014). During the data collection process, my plan was to utilize the NVivo software program to extract the data and interpret it in ways that help to enhance and understand the phenomena (Larrain & Haye, 2014). More details on NVivo is explained in the data analysis section of this study. My strategy to analyze the data will include reading over the transcripts, listening to recordings, and making notes to identify patterns, common differences, and any recurring themes from each of the participant's responses (Larrain & Haye, 2014).

Through data analysis, I searched for meaning by organizing and interrogating data in a manner that identifies themes, patterns, and relationships that are aimed at generating theories derived from the seminal works of Lev Vygotsky's sociocultural theory. Glover and Friedman (2014) expressed that Vygotsky's sociocultural theory

specifically target the concepts related to organizational management, diversity awareness, communication, and individual development of a social context.

Issues of Trustworthiness

When establishing trustworthiness in qualitative research, there must be validity and reliability that clearly explains how researchers reached their conclusions and made sense of it all (Ang, Embi, & Yunus, 2016). To establish credibility, dependability, and confirmability, I will use a method known as triangulation (Ang et al., 2016). Trustworthiness can also be established based on the added criterion of transferability and reliability (Lincoln & Guba, 1985). Moreover, researchers expressed that because there is potential existence for biases in qualitative research, researchers must become familiar with the various methods used to check and confirm the study results (Birt et al., 2016).

Credibility

To enhance credibility in qualitative research, the researcher must describe the experiences related to the study and verify their research findings with the participants (Cope, 2014). Credibility references the truth of the data received from the participant views (Polit & Beck, 2012). A qualitative study is considered credible if the participant's descriptions and shared experiences are recognizable (Sandelowski, 1986); therefore, it is suggested that the researcher become engaged in the research, towards establishing credibility (Cope, 2014).

I purposively chose participants who have lived the experience in managing an intercultural government workforce, directly supervise Hispanic workers with ESL, are able to provide credible information and are willing to accept their responses in an

objective manner. Through prolonged engagement with the participants, I developed a relationship with each participant towards developing trust and understanding of shared values, communications, expertise, integrity and consistency as referred by Sekhon, Ennew, Kharouf, & Devlin (2014). A relationship with cognitive trust is stronger than the relationship with affective trust (Sekhon et al., 2014). Birt et al. (2016) also noted that before member checking, the researcher should assure that there is alignment among the method of design and have considered all resources towards clearly understanding the groundwork of analysis if participants do not agree with their analysis.

The peer review process in scholarly writing tool used to assure the integrity of what is being reviewed is not fraudulent, illegal, unsafe, or unethical (Doncliff, 2016). As the researcher, I will continue to reference peer reviewed articles that are dated within 5 years of my study, to assure that the information within my research is innovating, interesting, and thought-provoking as discussed by Doncliff (2016). Understanding the importance of peer reviewed articles will also assist me to further develop my writing techniques, and to enhance my knowledge of how seminal works from various theorists are associated with my study (Doncliff, 2016).

Transferability

To establish transferability in qualitative research, the researcher must be able to provide a thick and rich description of the setting, context, people, actions, and events related to the study (Yilmaz, 2013). The researcher's picture of the empirical social world that is being studied must be truthful and not imaginable (Yilmaz, 2013). To ensure that my information is credible and accurate, I will provide a thick and rich description by

precisely advising the reader of any hidden biased viewpoints that may affect their understanding of the findings as discussed by Yilmaz (2013); however, transferability is always left up to the reader to decide (Yilmaz, 2013).

Dependability

To establish dependability the researcher can use a method known as triangulation to help with the constancy of processing and describing research results that creates richer and fuller data results (Wilson, 2014). The researcher applies different sources for triangulating the data in qualitative research to ensure validity in a qualitative study (Carter et al., 2014). Yilmaz (2013) noted that defining dependability requires the researcher to know his or her role in the study and to understand the data protocol.

To assure dependability is established, I advised someone who is not familiar with the study, such as an external auditor, to complete an audit trail to determine trustworthiness and accuracy of my study, as referred by (Yilmaz, 2013). I did not share the study results, as the audit is only concerned with the steps. I used member checking to interpret and check for accuracy and resonance in relation to the participant's experiences. Dependability is enhanced when verification of these strategies is properly put into place (Yilmaz, 2013). This process establishes validation of trustworthiness (Birt et al., 2016).

Confirmability

Confirmability in qualitative research exists when the researcher describes how their assumptions and explanations were predicted throughout the study (Cope, 2014). Sorsa, Kiikkala, and Astedt-Kurki (2014) noted that there is rigor in qualitative research.

To determine confirmability, I demonstrated how the data is derived from the participant's quotes and not the viewpoints of the researcher, as discussed by (Cope, 2014). To increase confirmability, I used the process of member checking to improve the validity and reliability of the research as suggested by Birt et al. (2016).

Gabriel (2015) defined reflexivity as a pretentious synonym for reflection in questioning one's own assumptions in research. Through reflexivity, I assured to become highly aware of personal biases and work towards mitigating these issues by maintaining a reflexive journal to aid me in controlling any hidden bias, thoughts, and feelings in a subjective manner, as noted by Cope (2014). I used bracketing before, during, and when evaluating my study to assure that I mitigate any bias and that my study enhances the validity of the study results. I did not use existing literature to approach my research but used transcriptions as a method to mitigate the influence of my personal insights, thoughts, or feelings during observation.

Ethical Procedures

The protection of human subjects in a research study is extremely important in assuring that the researcher's ethical practices do not cause any potential risks to the subjects of the study (Resnik, 2017). Talmy (2010) noted that researchers must describe any ethical issues and social inequality that exist within their study, and then transform those conditions into a critical approach that contributes to social effectiveness. Demonstrated in the Belmont report of 1974, the Institutional Review Board (IRB) approval process is required to ensure that researchers safeguard the legal and ethical

aspects of their study by gaining informed consent from human subjects in the study (Metro, 2014).

The U.S. Department of Health and Human Services (DHHS) Title 45, Part 46, regulations mandate that the Common Rule of human participant researcher is based on having respect for persons, beneficence, and justice (Lynn & Nelson, 2005). To gain access to the participants, I positioned myself as a resource to establish a trusting relationship through prolonged engagement as discussed by De Costa (2014). I reached out to gatekeepers to seek approval to access those managers who hold a management role in managing diversity, as well as identifying ESL workers who struggle with communication barriers in the workplace.

To ensure ethical practices for this qualitative study, I provided the participants with a copy of the IRB approval number, the IRB approved consent forms translated in English and Spanish, confidentiality agreement, rules of participation, and early withdrawal, treatment of data procedures, and an informative exit debriefing. I asked each participant to sign a consent form that consist of the purpose of the qualitative research study, voluntary information, procedures for the research, risks and benefits, compensation concerns, privacy protection, confidentiality of both the data collected and data results; and the participant's rights to withdraw from the study at any time without consequence.

To ensure confidentiality, I included codes for identifiers, removed the participant's name and address, and shred survey documents that contain identifiable information as suggested by Lynn and Nelson (2005). For the interpreter who may have a

role in my study, I distributed a blank agreement form of confidentiality that stipulates

the importance of confidentiality of each participant in the study. I stored documents in a

secured cabinet, I will ensure that security codes for computerized records are put into

place, and I also committed to shredding paper files after 5 years as required by the IRB.

I opted out of collecting data from participants that I personally know, and I mitigated

possible conflicts of interest. I will refrain from using archival data because my aim is not

to develop an understanding of the research context from preexisting information but to

inform the development of concepts and theories (Fischer & Parmentier, 2010). At the

conclusion of my study, I provided an informative debriefing to the participants advising

them of the purpose of the study, shared the study results, and addressed any concerns, to

assure that all participants leave with positive feelings about the research, as suggested by

Tai (2012).

Summary

In summary, the purpose of my research study is exploring what culturally

sensitive communication strategies do African American managers use when managing

Hispanic workers with ESL in a government agency in Illinois. As the main instrument in

this study, I used a qualitative methodology, with a narrative inquiry design aimed at

identifying the patterns, norms, and values associated with the participants (Guercini,

2014). Being that there is no single sample size for achieving data saturation (Fusch

&Ness, 2015). I used purposeful sampling to recruit 10 participants for my study.

Member checking was used to ensure data accuracy, and triangulation towards

establishing credibility, transferability, dependability, and confirmability (Ang et al.,

2016). I included in this chapter the guidelines associated with the Institutional Review

Board (IRB) regarding the importance of safeguarding the legal and ethical procedures,

in gaining informed consent from human subjects, as described by (Metro, 2014). Details

of each data collection strategy are provided which are used for a qualitative study, aimed

at exploring the world from the participant's lens (Malagon-Maldonado, 2014).

Chapter 3 concludes with a data analysis plan that demonstrated how data

connects to the research questions, the procedures for coding, and how software is used

for data analysis, as described by (Birt et al., 2016). Transitioning into chapter 4, I will

discuss the results of data analysis. I will explain how my interpretation of making

meaning from patterns and the emergence of themes builds on the conceptual framework

that adds to the existing body of knowledge related to the study topic.

Chapter 4: Results

The purpose of this qualitative narrative inquiry study was to explore the strategies and experiences African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois. Qualitative research is a systematic approach to understanding qualities or the essential nature of a phenomenon within a context (Gaur & Kumar, 2018). The aim of the study was to answer the research question by examining participants' perceptions of their experiences and struggles in managing a multicultural workforce (see Wyatt & Silvester, 2015). My examination of the literature revealed that limited research had been conducted on how organizational management styles are related to internal communication characteristics (see Men, 2014) and that managers lack global management competencies in an intercultural workforce (Hsiu-Ching, 2015). For this study, I explored the following research questions:

1. What communication strategies can African American managers use when managing Hispanic workers with ESL in a government agency in Illinois?

2. How can enhanced management skills in intercultural management, communication, and diversity awareness help to build an organization to meet the unique challenges of the 21st-century global workforce?

I used interview questions to gain insight into how improved knowledge management and intercultural communication may help managers and employees become more knowledgeable of individual differences, cultures, and workplace principles.

Narrative Inquiry Approach

The purpose of a narrative inquiry research design is used to explore and identify the gaps in literature. The moral lesson to be learned is that narrative approaches are embedded in inquiry and literature, in how inquiry reflects the inseparability of theory and practice (Polkinghorne, 2005). This design calls on storytelling as a tradition to give voice in socially acceptable ways (Polkinghorne, 2005). Many social science fields and disciplines have influenced narrative inquiry, including theory, linguistics, psychology, education, anthropology, and philosophy (Polkinghorne, 2005). To gain a better understanding of how to apply this design and achieve validity and trustworthiness of the data, I added thematic analysis to interpret the results (Webster & Mertova, 2007).

I used purposive sampling to select participants for this narrative inquiry study, which consisted of five African American managers who supervise Hispanic employees with ESL in government agencies in Illinois and five Hispanic employees with ESL. The methodological triangulation approach consisted of semistructured face-to-face or telephone interviews, reflexive journaling, member checking, data saturation, and data analysis. The usage of triangulation helped me validate, interpret, and support the data retrieved from the participants, creating richer and fuller data results (see Wilson, 2014). I took a reflexive approach to build trustworthiness with each participant, explaining the purpose of the study, their rights as a participant, how their information would be used in the study, and the outcome or benefits from the study (Bouten-Pinto, 2016).

Research Setting

I received IRB approval number of 06-06-19-0470208, which allowed the data collection process to begin. I searched for government employees to participate in my study; I created a bulletin and posted my flier on the notification boards in four churches and on employee boards in five government agencies. The bulletins provided details of my study, including the selection criteria and my contact information. Seven participants were recruited using the flyer that was posted in the churches, and three participants were recruited using the bulletin boards in the governmental agencies.

My aim was to conduct semistructured interviews with at least six participants, but after further discussion with my chair we agreed that pushing for 10 or more participants would help me attain data saturation. Lewis (2013) posited that qualitative samples are purposive and often include fewer than 30 participants. Fusch and Ness (2015) argued that there is no single sample size for achieving data saturation, as this varies among studies. I conducted each interview via telephone or face-to-face in a location away from each participant's worksite before their workday, after their workday, or on an off day between 6:00 a.m. and 8:00 p.m. Central Standard Time over 2 months during 2019.

I met some participants at a coffee shop of their choice and purchased beverages and pastries as a token of my appreciation for participating. I established rapport with each participant and thanked each for taking the time to participate in the interview. To ensure that they understood the informed consent, I discussed that no personal or organizational conditions such as budget cuts, disciplinary procedures, changes in

personnel, or any trauma would influence the interpretation of the study results. I also

explained the importance of confidentiality and described how I would code the names of

each participant. I used a Sony recording device and my Apple iPhone Recording App as

a back-up to record the face-to-face and phone interviews in case one device

malfunctioned. I also explained the interview process and the member checking process,

and I asked each participant if they had any questions about the procedures.

Demographics

I collected data from five African American managers who supervise Hispanic

workers with ESL and five Hispanic workers with ESL who were the subordinates of an

African American manager working in government agencies in Illinois and residing in

the United States. Each of the participants took part in a one-on-one semistructured

interview. To ensure confidentiality, I used abbreviations to identify each participant.

During the interviewing process, I was able to gain information about each participant's

professional role, gender, position title, years of service in their respective departments,

and number of subordinates supervised in their work unit. Table 1 presents the

demographic information for the 10 participants.

Table 1

Participant Demographics

Participant	Gender	Position Title	Experience in years	Team size	Years in United States
AAM1	Female	African American Manager	3	4	59
AAM2	Female	African American Manager	6	8	42
AAM3	Male	African American Manager	15	3	51
AAM4	Male	African American Manager	3	2	55
AAM5	Male	African American Manager	4	3	59
HESLW1	Female	Hispanic worker with ESL	0	0	20
HESLW2	Male	Hispanic worker with ESL	0	0	55
HESLW3	Male	Hispanic worker with ESL	0	0	23
HESLW4	Female	Hispanic worker with ESL	0	0	41
HESLW5	Female	Hispanic worker with ESL	0	0	50

Data Collection

Data saturation occurred with 10 participants. Details of data collection strategies are described in Chapter 3. I excluded Hispanic ESL workers who did not speak or comprehend English language because Spanish is not my native language. The criteria for the Hispanic ESL participants required each of them to have some fluency in speaking and understanding English, even if English was not their native language. Once I committed to making these changes in my study, I proceeded with the process of collecting data.

The data collection process began after receiving IRB approval and the names and email addresses of each participant. The methodological triangulation techniques used to collect data included semi-structured interviews or phone interviews, and audio recordings with two different populations. Additional data collection techniques included field notes and my reflexive journaling. All these types of data are relevant to data

collection in qualitative research (Yin, 2014). Prior to the interviews, I gained mutual

informed consent from each participant, and scheduled face-to-face or phone interviews

to gain their perspective and feedback on the challenges they faced with intercultural

management, communication, and diversity awareness in the workplace. The duration of

the interviews lasted 20 to 47 minutes; in which I documented each participant's response

to compare with the actual recordings; as suggested by (Yin, 2014).

Interviews

Upon meeting with each participant, I introduced myself, opened for any

questions or concerns about the study, explained the role of the interpreter, produced

copies of the consent form, discussed member checking, and set up the recording devices.

All participants lived in Chicago, Illinois which made it convenient for me to travel to

and from the various locations of their choice. I met with a few participants either before

their workday, after their workday, or on their weekend off day.

I began the interviewing process by asking the same questions in the same order

as all participants and recorded their responses. The questions asked of the managers

were different from those asked of their subordinates because of the different criteria and

levels of responsibility within the organization. I did not use the actual names of the

participants, but instead labeled each manager as AAM1 to AAM5; and each Hispanic

worker with ESL as HESLW1 to HESLW5 and so forth. I did not encounter any unusual

circumstances during the data collection. I introduced and informed the ESL participants

that the interpreter's purpose was to sit in during the interview, in the case some words

became difficult for me to understand; because I do not speak or comprehend the Spanish language.

Reflective Field Notes and Journaling

Reflexivity is a pretentious synonym for reflection in questioning one's own assumptions in research (Gabriel, 2015). I maintained a reflexivity journal and field notes to record my personal thoughts, reflections, decisions, and perceptions of both the data collection process and the time frame of the interviewing process, which extended from August to mid-October of 2019. Within this journal, I included my thoughts or process of mitigation which assisted me in controlling any hidden bias, thoughts, and feelings in a subjective manner (Cope, 2014). This process allowed me to interpret and construct the data in a manner that supports my thoughts or assumptions about the phenomena being investigated (Bloomberg & Volpe, 2018).

Emerging Themes

I recorded, transcribed, and analyzed the responses from all 10 participants, in which I achieved data saturation at 10 participants. Further in this chapter, the study results will expose what was revealed during the interviews and across two different populations. Themes are major dimensions of a phenomenon that express what the data segment is after data collection (Jacob & Ferguson, 2012). Themes develop through open coding of quotes and participant narrative as a primary form of analysis and reporting of their data. The strategy of developing themes helps to improve interpretation and allow the researcher to name each theme (Jacob & Ferguson, 2012). After analyzing the data from the interviews, I uncovered various patterns and themes surrounding the challenges

and experiences they faced with intercultural management, communication, and diversity awareness in the workplace.

Member Checking

Member checking is a qualitative technique used to establish credibility of the research study's findings (Cope, 2014). To assure the credibility of the data; in what was transcribed and what was said, each participant was emailed a brief summary of the transcription to share their feedback of what was interpreted from their initial responses. My take was that each participant clearly understood the transcripts as there were no questions asked during their review. The duration it took for the transcriptions to be returned to me was three days, allowing each participant time to read through and address any changes. Each participant confirmed that my transcripts did align with their responses and no changes had to be made. After this process of member checking, I hand coded all themes and data and saved my data onto a hard drive, which is secured and will be maintained for five years.

Data Saturation

A strategic approach of data saturation is to assure that sensemaking happens once all the data is collected. In determining data saturation for this study, my plan was to halt at six participants, but my dissertation committee recommended that I seek at least 10 participants to assure data saturation is captured. I was glad that I took the committee advice with seeking more participants, because the more data collected, the more themes emerged. One characteristic of credibility entails that data saturation occurs when there is no new information developing and when themes become repetitive (Fusch & Ness,

2015; Rowlands, Waddell, & McKenna, 2015). I achieved data saturation at 10 participants.

Data Analysis

Polkinghorne (1995) posited that research into meaning is "the most basic of all inquiry," and the realm of meaning is "best captured through the qualitative nuances of its expression in ordinary language." In retrospect, the researcher holds the compassion of the storyteller's recollection. My approach to qualitative data analysis includes a theoretical proposition that explains the phenomena under study which describes the way things corresponds with one another (Webster & Mertova, 2007).

Data triangulation was used to broaden the data analysis process by collecting data from two sets of interviews of the same phenomenon from different perspectives (Jentoft & Olsen, 2019). The method of grounded theory was used to shape data collection and frame how theory was derived from the data, gathered, and analyzed through the research process (McGhee, Marland, & Atkinson, 2007). Content analysis provided a systematic, replicable, and hermeneutic loop of interpretation of my study (Hsieh & Shannon, 2005). This process of data analysis allowed me to excavate meaningful interpretations of the people under investigation by coding categories derived directly from the text data (Hsieh & Shannon, 2005).

The focus of the study was to explore the experiences and stories of African American managers who supervise Hispanic workers with ESL in a government agency, in Illinois. Semi-structured or telephone interviews were conducted from the purposively selected sample of participants, in which their responses were analyzed. Thematic

analysis is the systematic research method used to identify, analyze, describe, organize, and report patterns of common themes across each data set (Castleberry & Nolen, 2018).

To ensure trustworthiness, I examined the perspectives of each participant, identified the similarities and differences, and used a systematic approach to show credibility, and that the study referenced the research questions being explored (Castleberry & Nolen, 2018). My focal point was on the uniqueness of the meaning and experiences found within a single data item; in how the topic is written or expressed through conversation. Further usage of thematic analysis allowed me to obtain methodological insights and provided rich debate in that of grounded theory (Castleberry & Nolen, 2018).

In the method of analysis, critical events added to this research study by allowing me to communicate stories of experience across generations and centuries (Webster & Mertova, 2007). By capturing the narratives contained in the stories from the experiences of the participant (Webster & Mertova, 2007); I revealed a holistic view that added quality to the results of this qualitative study; suggesting that practitioners can make sense of experience and organize it into the body of practical knowledge. For example, past literature noted that through communication efforts, managers will learn to make sense of their surrounding and apply new knowledge to those that follow (Ruben & Gigliotti, 2016). Communication with people of different cultures reduces the barriers associated with intercultural difficulties while enhancing intercultural communication (Ruben & Gigliotti, 2016).

After the completion of each interview, my process of analysis included Braun and Clarke (2006) six-phase process steps: reading of the data, initiated codes, searched for themes, reviewed themes, defined themes, and written analysis. I reviewed each transcript to develop an overview of my interpretation, making sure the responses aligned with the research questions; making way for new meanings to emerge. I used hand coding via a Word document to organize my data, followed by initial coding to start the process of thematic analysis of descriptive codes based on the participant's data. Reflexive journaling played a huge role in my thoughts of coding the data, in search of that sudden moment of to be revealed realization. These six steps of data analysis revealed critical incidences of events that were essential considerations for practice within a narrative inquiry research study.

Outlined in Chapter 1, Lev Vygotsky's sociocultural theory helped to align the data analysis process in how individuals participating in society are better understood if one studies the social context (Vygotsky, 1978). To understand this phenomenon under study and to give insight of the worldviews of each participant, I established a connection of mutual dependency processes in knowing that experience and meanings are embodied in a specific person. At the first phase, I extracted each emerging theme that allowed me to obtain a synthesis of the phenomenon, as it is. I read and pulled together themes as they appeared form patterned formats, identifying what fits, and extracting what does not (Webster & Mertova, 2007). With that, I was able to bring together each participant's experience and put all the elements together, bringing the framework to life (Webster & Mertova, 2007). Once I was clear of the overall phenomenon and not just the parts of an

intrinsic connection; I moved to phase two. During this phase, I considered the validity of individual themes that positioned the entire data set.

My visual thematic map started with me first initiating codes as building blocks of analysis. Purely inductively, I moved through the data to see what was driven in the data; searching for themes that captured a representation of a pattern. I checked my themes against collated extracts of data to explore the working ability, defined and named themes, and produced a report that goes beyond descriptions to make an argument that answers my research questions. I carefully went through each of the documents and audio recordings to assure accuracy of the data retrieved.

A summary of the transcripts was emailed to each participant to confirm that the data retrieved was accurate. The technique of transcript review allowed me to interpret and validate the responses of each participant, making note of any discrepancies to converse with each participant. I identified and documented any emerging themes or patterns within the framework associated with intercultural management, communication, and diversity awareness. After the initial coding of written analysis, I printed out the summary of each category, made further comments, and noted how themes emerged from semi structured data (see Appendix G).

Evidence of Trustworthiness

According to Lincoln and Guba (1985), four of the most important strategies in establishing trustworthiness in qualitative research are credibility, transferability, dependability, and confirmability; all of which demonstrate the truth of the study findings. Unlike the criteria's held in quantitative research, internal validity,

generalizability, reliability, and objectivity are not suitable to judge the quality of qualitative research (Lincoln & Guba, 1985). It is the perspectives of qualitative research that reinforce the highest possible quality in a qualitative research study; that is convincing and worthy of attention for both the researcher and the readers. The aim of qualitative research is to explore the uniqueness of perceptions and experiences, to describe a phenomenon, and develop a theory (Lincoln & Guba, 1985).

Credibility

According to Guba and Lincoln (1989) credibility of a research study confirms that the design, methodology, data collection, analysis, and interpretation are established when the research findings represent plausible information drawn from the participants original data and measured by the researcher's interpretation of the participants original views. Some strategies used for establishing trustworthiness include member checking and methodological triangulation which increases the reliability and trustworthiness of the research findings.

Applying this concept, I used member checking and methodological triangulation to achieve credibility for my study. My process for member checking included emailing or meeting with each participant and produce a written interpretation of the interview data to check for accuracy. Each participant returned the transcripts via email within three days. All participants confirmed that the transcripts were accurate with what was said, written, and recorded.

I used methodological triangulation to demonstrate the accuracy of the data used, by comparing two or more sources of information (Lincoln & Guba, 1989). My process

for methodological triangulation included in-depth interviews and reflexive journaling. Data saturation also enhances the validity and credibility of the research findings (Lincoln & Guba, 1989). Data saturation is the process where the data collection process no longer provides new insights (Fusch & Ness, 2015). My data saturation began with the mind frame of six individuals; after interviewing all 10 participants, no new information emerged, confirming credibility of the data collection (Fusch & Ness, 2015).

Transferability

Transferability is left up to the reader's interpretation and can be achieved to the degree in which the results of qualitative research can be transferred in other situations to other similar situations (Nowell, Norris, White, & Moules, 2017). For this research study, transferability included rich and thick descriptions of the phenomenon under study by connecting to the cultural and social contexts surrounding the exhaustive data collection process. Establishing transferability is important because the results and recommendations of a study can enhance practitioners, managers, and employee's knowledge towards embracing change and awareness in an intercultural workforce (Nowell et al., 2017).

My strategy to establishing transferability included using purposive sampling aimed at targeting a population that fits the study criterion. For this reason, I targeted government employees in the Chicago, Illinois who fit the criterion of African American managers or Hispanic workers with ESL in a government agency. The findings and recommendations from this study may be applied and used within strategic processes across many organizations that employ intercultural management teams.

Dependability

In qualitative research dependability strengthens the reliability of consistency in the research findings and how the data is collected. According to Yin (2015), employing two or more data collection methods increases the dependability of the data collection. In this research study, I achieved triangulation and data saturation of the data collected which increased the overall dependability of study. I achieved triangulation by asking interview questions, then conducted follow-up interview questions for trustworthiness of the responses. Data saturation was achieved at 10 participants**.**

Confirmability

Confirmability is used in a qualitative research study to verify and strengthen the research findings. Confirmability is the degree to which the study results could be confirmed by other people (Nowell et al., 2017). In doing so the implies that data accuracy is credible, and the research study results can be understood by others (Nowell et al., 2017). My systematic method to establish confirmability included an audit trail in which I crossed checked the raw data, reviewed the interview documentation and recordings, and employed member checking with the participants to ensure the accuracy of the data. During the interviews some questions were asked of the African American managers and not that of the Hispanic ESL workers because of the management/subordinate relationships. In building a trustworthy rapport with each participant, I offered beverages and pastries as a token of appreciation for their participation and shared my contact information with each participant in the case they

had any questions or concerns about the interviewing process. I employed member checking with the participants to ensure the accuracy of the data collected.

Results

The purpose of this study was to explore the experiences and stories of African American managers who supervise Hispanic workers with ESL in government agency, in Illinois. Some questions were asked of the African American managers and not that of the Hispanic ESL workers because of the management/subordinate relationships. My conceptual framework built on various sociocultural theories surrounding intercultural management, communication, and diversity awareness.

Focusing on different elements and the functions of how the stories were told, I manually transcribed each participant's interview responses for accuracy to reveal how themes uncovered from their experiences. Qualitative researchers must demonstrate that data analysis is precise, in that it exposes enough details to enable the reader to determine whether the process is credible (Nowell, et al., 2017). To ensure trustworthiness of the data, I used the process of thematic analysis to uncover and categorize the experiences of the participants through storytelling (Nowell et al., 2017).

Thematic analysis is a step-by-step approach that presents audible decision trails, and guides interpretation and representation of textual data (Nowell et al., 2017). Considering confidentiality in data collection, instead of coding the participant by their names, I used unique identifiers based on each participant's role within the organization and the order data was collected. Of the 10 participants, the African American managers were coded as (AAM1, AAM2, & AAM3, AAM4 AAM5), and Hispanic workers with

ESL were coded as (HESLW1, HESLW2, HESLW3, HESLW4, & HESLW5). These unique identifiers represent the cases where the data came from (Nowell et al., 2017).

To become familiar with the data collection, I first immersed myself in the data by repeated reading of the data, in search of meanings and patterns (Nowell et al., 2017). Second, I produced codes from the data by reflecting and interacting with the data to capture the qualitative richness of the phenomenon. I hand coded different codes which were identified across the data set as they developed (see Nowell et al., 2017). Third, I searched for themes by sorting and gathering the relevant codes from data, to extract them into themes. This process helped to bring new meaning and identity to recurrent experiences (Nowell et al., 2017).

Fourth, I reviewed the coded data in search of patterns that may have emerged into separate themes. This process helped to determine whether there was evident meaning in the data set (Nowell et al., 2017). Fifth, after determining what themes were captured from the data, I wrote a detailed analysis of each theme to include how it added meaning to the study and its relevance to the research questions (Nowell et al., 2017). Finally, I produced a thematic analysis report which provided a clear concise, communicable, and interest account of the data represented across themes (Nowell et al., 2017).

The importance of this study expresses a need for managers to have a strong global presence where people share differences in culture, values, and beliefs of how they view the world around them. Therefore, the aim was to uncover nuance and detail of the personal, social, and present real-life experiences of the participant's point of view

through the narratives of storytelling. Applying a narrative inquiry approach amplifies those voices that were once silenced and allows for a rich description of experiences and an exploration of the meanings derived from the participants experiences (Nowell et al., 2017).

<div align="center">**Managers' Point of View and Support of Theme Development**</div>

Theme 1: Workplace Communication

For the first theme I discovered that five participants out of ten considered workplace communication an important aspect. The excerpts below helped develop the theme. We were discussing the barriers that you have faced when communicating with Hispanic ESL workers. In that, the realm of understand living beings in this global now, is to introduce a global peace and prosperity that offers a sense of satisfaction from different and diverse national cultures. Participant AAM1 reported

> I have been a supervisor for five years and have learned some of the Spanish language from ESL staff, at a pace where I am able to understand what is asked. I also promote and support them with learning English through training that is offered. With understanding how this group protects their culture, values and beliefs, it is important to listen to their concerns. It is difficult to understand certain words in Spanish; therefore, I take time to understand their culture, language, and cultural differences.

Participant AAM2 reported

> I have been a supervisor for six years and must say that my attempt to learn Spanish was very generic, due to more hands-on work. Communication and

understanding certain words remain a challenge for me. I have an open dialogue,

with my staff; I use my people skills to become somewhat personal so that they

are open to speaking and communicating with me. I constantly follow up through

conversations and an email for clarity in assuring that what is spoken is

understood. Patience, training, and maintaining open lines of communication is

my strategic process towards better communication with my staff, as acceptance.

Participant AAM3 reported

I have been a supervisor for15 years and I have not considered learning Spanish. I

try to draw out their work ethics, not just through spoken language but from hands

on guidance. If something is not clear to me; I would ask someone to explain to

me what was said in their language; as well as in English. I strive to understand

their different norms, culture in what they value from an ethical perspective. The

best communication tools are to take them out of the work zone and into a place

where they can feel confident in the work, they do, while listening to what they

are trying to communicate to me.

Participant AAM4 reported

I have a few years of experience with supervising Hispanics who has limited

English. I would say about three years. I try to understand the language, culture,

differences, and beliefs of my staff. Not understanding the workers' language is a

challenge and can be misunderstood, as they have different work ethics from ours

and it is important to understand what they value. I speak to my staff in English

and do encourage them to learn the language. I believe that English and Spanish

should be learned in order to communicate with one another in both society and

the work environment especially among both managers and workers to foster a

more enhanced communicable work environment.

Participant AAM5 reported

I have supervised staff for two different agencies for four years and to date still

have a problem with understanding full sentences in Spanish as well as them

understanding English. I think a great way to communicate is to explain what is

meant when communicating with them. Leaving the lines of communication open

is my way of being approachable, and to assure that what I am speaking is clear

and understood. This strategic approach along with English and Spanish courses

that the organization offers to their employees has helped my staff to speak and

better understand some of the English language.

It is evident that there is a need to improve communication in the workplace.

Measuring communication allows organizational managers to see what works, what

doesn't, and what to adjust (Nikcevic, 2016). From the study results cross-cultural

communication competences enables an organization to achieve objectives; while

respecting the values, beliefs, and norms of the people being affected by its operations

(Nikcevic, 2016). Workplace communications set the conditions between the individual

and the workplace; in how a mutual relationship of respect and acceptance develops from

both a social and a cultural learning viewpoint (Vygotsky (1997).

Theme 2: Intercultural Management

For the second theme, I discovered that three African American managers considered managing an intercultural workforce to be an important aspect. We were discussing how to strategically manage Hispanic ESL workers in the work environment. In the today's global world, an inclusive workforce enhances economic and social performance when factoring in all elements surrounding individual differences. Participant AAM1 reported, "As a supervisor, I have learned to listen to their concerns, cultural needs, and follow up to assist my staff with their daily work environment." Participant AAM2 reported, "Patience and maintaining open lines of communication is my strategic process towards better communication with my staff. One-on-one communication is the best tool of understanding." Participant AAM4 reported "I believe that both managers and workers should learn one another's language for better communication purposes on the job."

Strategically applying the proper tools at a team level makes way for managers to put together a multicultural workforce without trying to integrate people (Barker & Gower, 2010). From the study results, it is evident that improved management knowledge on intercultural management leads an organization to the processes that open a conversation around nuances of different cultural approaches in organizations (Barker & Gower, 2010). Managers who develop intercultural competencies not only shape the rules of welcoming individual differences in organizations but manifests a framework for understanding cultures and self (Barker & Gower, 2010).

Theme 3: Social and Diversity Awareness

For the third theme I discovered that three African American managers considered social and diversity awareness to be important. We discussed globalization and enhanced diversity awareness in the workplace. Globalization in the 21st century is on the rise and connecting worlds influences businesses internationally and leads to global integration. ParticipantAAM2 reported "I believe diversity training is helpful in becoming compassionate with cultural differences. Managers should be patient and endure culture to a level of understanding and acceptance." Participant AAM4 reported "The overall company should hold responsibility in assuring that classes are offered in various languages, for diversity understandings of culture and language barriers that may occur in the workplace." Participant AAM5 reported "I believe that annual diversity awareness training would be a great way to prepare for globalization as it expands the workforce."

There is no better way to articulate how widespread globalization has become, other than producing facts. Managers who understands how to align the practical implications of individual workers or groups within organizations and for societies (Mor Barak, 2013); will be authentic in demonstrating a positive work environment. From the study results it is evident that modern knowledge on improved globalization builds a higher understanding of individual differences; that enhances, motivates, and increases diversity awareness (Singh, 2012).

Theme 4: Culture and Language Differences

For the fourth theme I discovered that three African American managers considered culture and language differences to be important. We discussed how enhanced knowledge on culture and language differences plays a key role in managing an intercultural workforce. Intercultural workforces should consider the organizational climate and take into consideration how cultural differences influence innovation, practices, processes, products, and business performance (Wong Sek Khin et al., 2016). A manager will need to listen and hear the voices that build the social capital; as this is a key to building relationships (Menaker, 2016). Participant AAM2 reported "I believe diversity training is helpful in becoming compassionate with cultural differences." Participant AAM4 reported "The overall company should offer courses in various languages for diversity understandings of culture and language barriers that may occur in the workplace. Participant AAM5 reported "I believe that annual diversity awareness training would be a great way to prepare for globalization as it expands the workforce."

Managers who understands cultural and language differences encourages respect, acceptance, and acknowledgement of what makes individuality unique (Shaban, 2016). From the study results it is evident that management must get diversity to stick by allowing differences to be celebrated and not tolerated (Shaban, 2016). Understanding individuality helps to contextualize workplace learning in a diverse environment (Vygotsky, 1978); and promotes equality (Isotalus & Kakkuri-Knuuttila, 2017). Globalization intercorrelates with the perspectives relative to the socio-economic-political context, the context of the mind, and the lives of individuals (Held et al., 2000).

Hispanic Workers' Point of View and Support of Theme Development

Theme 5: Family Values and Beliefs

For the fifth theme I discovered that three Hispanic workers with ESL considered family values and beliefs to be important. We discussed the challenges they faced with residing in the United States as an ESL worker. Family played an important role in how English and intercultural communication was instilled in each of them at a young age. Shared cultural commonalities among African Americans and Hispanics do not only consist of their food choices, music, dance, family commitment, and religion' but in their beliefs as well (Conklin, 2008). Participant HESLW3 reported "I was raised in this country as a teenager. Learning the English language was more forced because people I grew up around people who mainly spoke English." Participant HESLW4 reported "I have been living in this country for 41 years. I was raised around English speakers since age four. My parents incorporated English into our home." Participant HESLW5 reported "It has been 50 years since I resided in this country. English was instilled in me at very young age. I grew accustomed to the English language because both of my parents spoke English."

From the study results, it is evident that different cultures, race, ethnicity, orientation, values, and beliefs help to contribute towards a positive social change in the workforce. A manager who understands that culture shapes people, who shapes businesses (Tuleja, 2017); will be able to choose what proper tools are needed to blend in different cultures (Singh, 2012). Managers who become self-actualized in reaching their

full potential; makes better decisions and gains higher knowledge towards helping others achieve their full potential (D'souza & Gurin, 2016).

Theme 6: Economic Hardship

For the sixth theme I discovered that two Hispanic workers with ESL considered economic hardship to be important. We discussed the challenges they faced with residing in the United States, towards becoming socially inclined and productive in the workplace. Managers must be able to come up with a strategic plan that successfully aids in discovering the cause and effects of cultural adaptations (Singh, 2012). Employees are at times unprepared for cultural shock due to their own individualistic beliefs that are different from others (Singh, 2012). Participant HESLW1 reported "This is hard for me to answer because managers do not speak Spanish and don't try to understand my culture. We come from poor areas in our country and we have to stick together to make life easier." Participant HESLW4 reported

> People not of the same cultural struggle, lack an understanding of how to communicate to different cultures, values, and beliefs. The politeness of my people hold a non-combative approach, where language is sometimes dismissed because of not taking ownership. In my culture, we struggle and because of this, I grew to learn that *Echale Ganas* means give it you're all, to go on your identity for the greater good, so that you can blend into the mainstream of American culture.

> From the study results, it is evident that understanding the ethical and economic perspectives generated from shared meanings help to improve communication practices

(Isotalus & Kakkuri-Knuuttila, 2017). Employees who are ethnically like their direct management are most likely to advance in work production, more so than their colleagues who are dissimilar (Brouer, Duke, Treadway & Ferris, 2009). Managers must be able to come up with a strategic plan that successfully aids in discovering the cause and effects of cultural adaptations as employees are at times unprepared for cultural shock due to their own individualistic beliefs that are different from others (Singh, 2012).

Theme 7: Company Culture

For the final and seventh theme, I discovered that four Hispanic workers with ESL company culture to be important. We were discussing what communication challenges they face in an intercultural workplace. Managers who engage employees in an organization's mission and vision will help to assure that vigor and absorption exist among employees in an organization (Blomme et al., 2015). This process may help to build a solid structure; referencing how the state of mind, in which employees feel dedicated to the work that makes them proud and more connected to a work environment that motivates them personally (Blomme et al., 2015). Participant HESLW1 reported "We have all the tools in place like classes, computers, and people to interpret us, but still the managers do not know our language." Participant HESLW2 reported "Managers should understand more; the culture of Hispanics and we should learn English better. This helps with better speaking at work." Participant HESLW4 reported

> Workshops on cultural competencies, communication, should be incorporated and
> mandated. Supervisors to their staff will need them to have a social aspect of
> communication. Doing so may check the issues at hand, stop, and address further

concerns of the cultural nuances that are missed. There should be policies into

place on mandated management training on communication and intercultural

leadership.

Participant HESLW5 reported "When in doubt of a directive, the best thing to do is to

follow up and confirm what you have understood."

Self-actualization does not determine how one adapts to society but does

determine how well one integrates into society without losing a sense of independence

(Ivtzan et al., 2013; Showry & Manasa, 2014). From the study results, it is evident that

understanding different cultures, race, ethnicity, orientation, values, and beliefs helps to

contribute towards a positive social change in the workforce (Singh, 2012). Transforming

an organization from its current state to the desired future state requires a manager who

can apply and develop their management styles towards sustaining a competitive

advantage (Nging & Yazdanifard, 2015).

Summary

My purposive sample approach referenced 10 participants for my study. I

conducted semistructured or telephone interviews with five African American managers

who supervised Hispanic workers and Hispanic workers with ESL within a government

agency, meeting my criteria for the study. Further, I detailed the research method, design,

and rationale of this qualitative narrative inquiry study. Emerging as the main instrument

within this study, I further explained the selection logic, instrumentation, procedures for

recruitment, participant's participation, and the steps taken towards data collection. I

discussed the data analysis plan, as well as trustworthiness that references credibility,

transferability, dependability, and confirmability. Considering good ethics, I followed the guidelines pertaining to the ethical procedures as stipulated by the Institutional Review Board (IRB). This research is important to a positive social change by shedding knowledge on global government organizations that employ multicultural individuals in Illinois. The aim is to identify, address, and transform employee ethical conditions and differences into a critical approach from various social perspectives.

Finalizing Chapter 4, I provided steps taken for informed consent, participant's confidentiality and rights, methods to collect data, the storing of data, and the disposal process of the data. According to Berkovich (2014), managers must support organizational inclusiveness by developing a new way of thinking about individual norms, values, and communication as these characteristics help enhance management skills towards shaping the future. The outcome of the study stipulated that managers must be authentic when working at executing recommendations for further development and growth (Strydom & Van Eeden, 2013). Transitioning into chapter 5, I will present my findings on what communication strategies African American managers can use when managing Hispanic workers with ESL in a government agency in Illinois.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative narrative inquiry study was to explore and gain a better understanding of what strategies African American managers can use when managing Hispanic workers with ESL. The study began as a mini ethnography but morphed into a narrative inquiry because the data were more conducive, and the methods were more similar. To understand participants' experiences of intercultural management, I collected data from five African American managers and five Hispanic workers with ESL employed in government agencies in Illinois. Each participant provided honest and reliable data, adding value to the usefulness and integrity of the findings and aiding in data saturation. Chapter 4 included a description of the data collection process, the data analysis process, and the findings based on the participants' responses from semistructured interviews, where seven themes emerged. Chapter 5 contains the interpretation of findings, limitations, recommendations for future research, implications, and conclusions.

Interpretation of the Findings

The study findings included seven themes: (a) workplace communication, (b) intercultural management, (c) social and diversity awareness, (d) culture and language differences, (e) family values and beliefs, (f) economic hardship, and (g) company culture. In this section I discuss whether my findings support the concepts of intercultural management communication and diversity awareness in an intercultural government work environment. The results of this study supported a holistic notion that learning,

enhanced knowledge, and understanding of self constitute the central aspects in theory, practice, and social change.

Intercultural Management

In the context of global management, enhanced knowledge on intercultural management is an necessary skill among individuals, global managers, and governmental and nongovernmental organizations in all countries (Wyatt-Nichol & Antwi-Boasiako, 2012). For managers to be effective with a global workforce, they must learn to change themselves. The processes of self-reflection, recognition, and change inspire change in others (Berkovich, 2014). What I found in my analysis was that managing an intercultural workforce requires a manager who can see not only in color or images but also in strategy, self-awareness, and interaction among employees.

The conceptual framework described in Chapter 2 focused on human resources leadership, knowledge management, intercultural management, and globalization. Using this lens helped me to gain a better understanding of how each participant made sense of intercultural management through self-evaluation, leadership roles, communication styles, and decision-making. Each manager spoke about their openness to consider their employees' needs, values, beliefs, and perceptions. Managers who take part in intercultural leadership and trainings should be able to perform as global managers in the workplace Bird, Mendenhall, Stevens, & Oddou (2010). My findings were inconclusive regarding the use of applied linguistics in maximizing the mutual understanding between African American mangers and Hispanic workers with ESL. The findings aided in

understanding intercultural strategies that managers can use to achieving a mutual understanding in communicating and managing intercultural differences.

When a manager commits to demonstrating the ability to drive substantial change in employee growth, address the challenges with effective cross-cultural communication, and apply organizational resources, change management is enhanced. Understanding how change exists in cultures, technologies, global negotiations, norms, values, and beliefs creates a positive social change in the workforce that promotes better decisions, increased self-awareness, enhanced cultural awareness, and improved communication. Knowledge of intercultural management was consistent with the works of Maznevski et al. (2013) regarding how enhanced knowledge management of employee development promotes employee growth. Managers who successfully manage diversity can lead to more committed, better satisfied, better performing employees and better financial performance for their organization.

Communication

One key research finding in this study was how managing differences in the workplace can avoid or mitigate problematic communications due to language problems, change efforts, and individual resistance. I concentrated on the way social norms influence intercultural and workplace communication to gain knowledge of the external and internal processes that flow beyond communication. The data from each participant's interview responses were assessed on individuality, transformation, separation, learning, understanding, languages, differences, and culture, which indicated that the basis for cultural values and belief is how each participant views the world.

The findings of my study confirmed that communicative motivations, intercultural transformation, and social skills are important when cultures collide in a manner that connects diverse cultures, social norms, and values in the 21st century. Participant AAM3 noted that managers who take time to acquire different languages and cultural understanding demonstrate their eagerness to learn different norms and values that promotes a trusting relationship among their employees. Participant AAM5 noted that managers who leave the lines of communication open establish a trusting rapport with their employees. My study findings were inconclusive as to whether individual attitudes or behaviors influence verbal communication across global contexts and whether this is of value in the workplace. The study findings confirm Patrick and Kumar's (2012) discussion of how the influences of cultural identity impact how well communication is managed.

Diversity Awareness

Another key finding consistent with Patrick and Kumar (2012) and Lumadi (2008) was diversity awareness. My findings indicated that managers who develop communitive, creative, and cultural skills in organizational diversity will better understand the value of respect, acceptance, and individual uniqueness. Participant AAM3 mentioned that understanding different individual perspectives, cultures, and ethnicity brings new ideas and identity into a diverse workplace. ParticipantsAAM4 and AAM5 agreed that language learning, intercultural training, and diversity awareness training are wide-ranging at all levels in an organization and should be administered in the workplace. My findings indicated that managers must be trained on intercultural

skills, strategies, competencies, dialogues, and self-reflection. These findings confirm Jung and Sosik (2002) point of view on the dissimilarity in individualistic cultures. My study findings indicated that the recognition of individual worldviews limits perceptions of others and allows a person to engage and experience the world of openness in celebrating diverse cultures, values, and beliefs. Another advantage is better engagement in other intercultural contexts, which adds to understanding the dimensions of dissimilarity in individualistic cultures (Jung & Sosik, 2002). Overall, the current study results indicated that management reflexivity, communication, and diversity awareness should form a critical alliance in managing a culturally diverse work environment.

Limitations of the Study

According to Marshall and Rossman (2016), limitations of a study are the potential weaknesses outside of the researchers control that could possibly affect the outcome of the research study. In this qualitative study, I conducted semi-structured interviews on a smaller sample size which did not limit the ability to generalize the results. However, it provided a basis for more research that can add to the trustworthiness in credibility, transferability, dependability, and confirmability.

Chapter 1 included possible issues in my role as the main instrument on language barriers, data collection, and geographic location. The first possible limitation of the study included language barriers, because I do not speak or understand the Spanish language. After appointing an interpreter to sit in during the interviews with the Hispanic ESL workers., this was no longer a limitation. The second possible limitation included data collection in reaching data saturation. Initially, I began with the mindset that I can

achieve data saturation from interviewing six participants. I conducted interviews on 10

participants and achieved data saturation using a semi-structured interview protocol. The

concern that this might be a limitation in Chapter 1 did not turn out to be an issue. The

third possible limitation included the geographical location. I held telephone and face-to-

face semi-structured interviews at a comfortable location that was conveniently chosen

by each participant. In doing so allowed me to develop a trusting rapport with each

participant; adding that no limitations surfaced during this process.

While the sample size was 10, the number of participants interviewed was

consistent with a narrative inquiry study sample size, according to Clandinin (2007). As

data saturation was achieved, the effect on trustworthiness was nominal. The nature of

the narrative inquiry requires researchers to "create texts that both critically and deeply

represent narrative inquirers and participations experiences" while ensuring that the

integrity of their experiences the creation of stories that demonstrate the complex,

nonlinear, and multidimensionality character of human experience (Clandinin & Huber,

2015, p. 10-12).

Recommendations

The results of this study uncovered the importance of intercultural management,

communication, and diversity awareness from the perspectives of government employees

within Illinois. A multiple case study into how intercultural management is handled on

human relations, self-efficacy, and competencies could be directed to larger agencies in

City, County, and State government agencies in different regions within the United

States. This approach might capture the nuances of distinct regional cultural differences

within the United States and expand awareness of manager reflexivity in communication

practices and diversity awareness. The strength of one concept may not work without

understanding the involvedness of the other two.

Implications

Implications for Theory

This study lends support in existing literature discussed in Chapter 2, which

showed a gap in exploring the impact of managing different cultures in a government

agency. The analysis and study results support the need for managing individual

differences, communication, and diversity awareness to establish a pleasant environment

that opens society and contributes to balancing demands in different regions and

countries. As per Arasaratnam (2016), the findings indicate that the implementation of

intercultural competence brings knowledge to both management and employees in

personal abilities, belief, language skills, cultural inclinations, perceptions, shared goals,

values, and increases self-awareness. Although the scope of this study did not include

specific reference to the long-term impact of intercultural communication among

supervisor-subordinate in the workplace, there was some evidence of connection in the

findings. The interpretations from storytelling on intercultural management,

communication, and diversity awareness extends beyond linguistics and culture,

expanding on the important need of training and assessment in an intercultural workforce.

Implications for Practice

This study involved understanding the narratives of five participants who were

African American mangers and five participants who were Hispanic workers with ESL in

a government agency. In practice, knowledge on intercultural management appears to be a necessary requirement for global businesses, in that it helps managers to develop widely and enable people to unite in most settings. These findings are congruent with Singh's (2002).

According to Hall (1976), having some background knowledge on intercultural management helps to strategically promote the proper tools that extends beyond the basic cultural needs of food, clothing, and language differences; known as the tip of the cultural iceberg model. The findings of my study indicate that further knowledge on becoming an effective global leader will require a manager practice in reflexivity to reveal the patterns, values, and beliefs that settles beneath the surface. This finding is consistent with Hall (1976), who proposed that culture is what makes up society; in how it connects, interact, and maintain a unity among individuals.

Hall (1976) also recommended that individuals should take the time to actively participate in the culture, to learn it. This model upheld that managers must practice and investigate the best alternatives to manage people from cultures different from their own. Doing so includes developing an intercultural competence that increases sophistication, which allow managers to effectively influence other people towards reaching a common goal (Karp, 2013). This strategy of inclusion can be an advantage for organizational leaders when servicing international clients, addressing social inequalities, understanding the differences in cultures, and avoiding discriminatory practices (Podsiadlowski et al., 2013).

Implications for Social Change

According to Buchanan, Fitzgerald, Ketley, Gollop, Jones, Lamont, Neath, and Whitby (2005), the potential impact that contributes to a positive social change starts with society. Through social mobilization individuals are enhanced on development and communication awareness, which fosters a knowledgeable and supportive environment in not only decision making, but for self-reliance achievements as well (Singh, 2012). To create a leadership today, that is framed for the global workforce of tomorrow, global managers must first be willing to assume that their paradigms needs adjusting and engage in questioning how to change (Vygotsky, 1934).

Managers should understand that change happens; change in different cultures, change in new technology, change in shared ideas, change in relationship building, change in cultural norms, and change in acceptance of individuality. For example, Lewin's (1951) classic models of change suggest that leaders' implement unfreezing, as a process to assess an organization's current state; implement movement, to ensure that employees engage themselves in the change; and then refreeze, by developing new emergent ways that meets and acknowledge the culture of a firm. Management knowledge is powerful. And, per Vygotsky (1934), managers who wish to be part of the change, must start with *self.*

Conclusion

I believe that people think that just because there is a societal change in ethnicity, orientation, and nationality, that we, as a society, still do not acknowledge that there may be some type of misunderstanding, miscommunication, and missed opportunity of how to

unite as one. Regardless of what goes on in society, people of all races of cultures should have the opportunity to do well and live well in today's America. Having this opportunity to expand my knowledge on the research topic of intercultural management has really evaluated what I thought I knew about individuality and allowed me to see things from other points of view. I think that the new learnings expressed in this study can possibly aid organizational leaders, employees, and scholars in the understanding of society, culture, and respect, that I now possess.

The distinctiveness of this study is how intercultural management and communication enables one to become aware of, to measure, and to speak knowledgeably about the practices, values, beliefs, differences, and similarities that are found in various human cultures. The problem associated with this study, focused on what people perceived to be barriers on intercultural management; in terms of what leaders should and should not do; without touching on the global interdependency that breaks down those barriers worldwide. The continued expansion of globalization may become the main concern of economic, cultural, and political life in the 21st century, therefore, it is very important that managers enhance their knowledge across diverse atmospheres. In doing so, may support their ability to expand and grow their operations among intercultural groups of individuals.

The shared experiences and different perspectives from the participants stories revealed the need for cross-cultural, leadership, human relations, and linguistic trainings across global settings. The findings provided optimism for a positive social change that encourages organizational leaders to understand self before others, to apply sound

decisions, enhance leadership knowledge, encourage what others value, accomplish self-respect, and comprehend how to develop individual cultures within societies organizations, agencies, and institutions. I believe that management concepts should possibly be constructed into an organization's mission and vision statements as a superior approach to assure that employees at every level know their position, expand on their role, and strive for the same common goals that promote a positive social change; intercultural awareness.

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Appendix A: Interview Protocol

1. Introduce self to participant(s)

2. Request for an interpreter

3. Present the consent form, go over contents, answer questions, and concerns of participants

4. Give participants a copy of the consent form

5. Letter of cooperation from an interpreter

6. Provide researchers contact Information

7. Produce a recording device, if applicable

8. Begin interview questions 1 – 9 for management, and questions 1 - 8 for ESL workers

9. Follow up with additional questions; if applicable

10. Discuss member checking to confirm the accuracy

11. Thank the participants for their role in the study

12. End interview protocol

Appendix B: Request for an Interpreter

Dear Ms. Evelyn Benitez, my name is Reva Stanton, a doctoral candidate at

Walden University. This proposal is regarding a request for an interpreter needed for an

intercultural study. Your name was referred to me by a manager within your

organization, who advised me that you are fluent in speaking and comprehending both

the English and Spanish languages. I will be the researcher who will conduct the

interviews but do not speak or comprehend Spanish, as some of the participants within

the study hold this culture.

I am requesting you to possibly translate any unclear words during interviews

among myself and the Hispanic ESL workers, who may hold some challenges with

speaking and understanding English, where English is not their native language. Thus, as

the interpreter, you will not be considered a key witness associated with this study but

will be asked to sign a consent form to act as the interpreter, and share any interpreter

training you may have completed. There is a total of ten participants who will be asked to

respond to 17 questions. The interview should last no longer than one hour per person,

and per scheduled day. I will need to be flexible when working with the participants and

will value your time as well. I am hopeful that Tuesdays and Thursdays after 5:30 pm and

Saturdays or Sundays after 11 am are a considerable start time.

Appendix C: Interview Questions

African American Manager Questions

1. How long have you been directly supervising ESL workers?

2. What attempt have you taken to learn the Spanish language?

3. What are some barriers that you have faced when communicating with Hispanic ESL workers?

4. How did you address these barriers?

5. What tools do you use to enhance your management abilities in supervising Hispanic workers?

6. What communication skills do you use to enhance your management abilities in managing Hispanic workers?

7. What steps do you take with making sure that your Hispanic ESL workers understand any directives given by you?

8. What strategic approaches are needed to enhance Hispanic ESL workers ability to speak and understand English?

9. What kinds of training can you recommend for managers to enhance strategic initiatives when communicating with Hispanic ESL workers?

Hispanic ESL Worker Questions

1. How long have you been in this country?

2. What attempt have you made to enhance your skills in speaking and comprehending the English language?

3. In what way does understanding English help you to improve performing your job duties?

4. What are some of the challenges you have faced with not understanding the English language?

5. What do you do when you have a difficult time understanding what your manager has communicated to you?

6. What can managers do to help enhance your knowledge of understanding and speaking English?

7. In what ways can diversity awareness help to enhance your ability to become more productive in the workplace?

8. What tools do you think are needed to enhance the communicable relationship between you and your direct manager?

Appendix D: Recruitment Letter to African American Managers

Hello (name of participant), my name is Reva Stanton a doctoral student at Walden University. The reason for this email is to invite you to participate in a research study.

I am seeking African American managerial volunteers to participate in my study towards learning what challenges you may face when managing Hispanic ESL workers in government agencies.

My aim is to gain an understanding of your lived experiences and to collectively learn what works in managing a diverse workforce. I anticipate that this research will contribute to a positive social change by providing organizational senior level management with the solid tools that may help them to embrace individual differences in their daily management effort towards managing a diverse workforce.

If you are interested in participating in this emerging and valuable research, please email me at reva.stanton@waldenu.edu or call me with any questions at 312-810-1966.

Best regards,

Reva Stanton, Doctoral Candidate

Appendix E: Recruitment Letter to Hispanic ESL Workers

Hello (name of participant), my name is Reva Stanton a doctoral student at Walden University. The reason for this email is to invite you to participate in a research study.

I am seeking Hispanic ESL workers who are supervised by African American managers, to volunteer as participants in my study related to the challenges you face with communication in the workplace. I anticipate the research will contribute to a positive social change by providing organizational managers at government agencies with solid tools, and knowledge to assist in their daily efforts towards managing a diverse workforce.

If you are interested in participating in this emerging and valuable research, please email me at reva.stanton@waldenu.edu or call me with any questions at 312-810-1966.

Best regards,

Reva Stanton, Doctoral Candidate

Appendix F: Letter of Cooperation From an Interpreter

March 28, 2020

Dear Interpreter,

As we discussed earlier, our plan for your involvement in my study involves the following tasks:
>   - You to sit in during the interviews with the Hispanic ESL workers, to assure that the questions and responses are clearly understood as I do not speak Spanish.

If you agree to be part of this research project, my university requires that all interpreters maintain complete confidentiality. During the course of your involvement in this study, you will have access to information that is confidential and should not be disclosed. By agreeing to serve as an interpreter, you are agreeing to the following confidentiality standards:

1.   The data yielded by participants must be kept confidential during the data collection process, which means that no one is permitted to see or overhear a participant's data, including other participants and family/friends of the participant.
2.   Participant identities are confidential. You will not disclose to anyone who participated and who didn't.
3.   You will not disclose or discuss any confidential information with others, including your friends or family.
4.   You will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized by the researcher in this document.
5.   You will not discuss confidential information where others can overhear the conversation (such disclosures are inappropriate even if the participant's name is not used).
6.   You will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
7.   You will store research data in a secure manner, under lock and key (or password protection, in the case of electronic files).
8.   You will keep data in a manner that protects the privacy of participants and ensures that individual participants are not identifiable by outside parties.
9.   You agree that any obligations under this agreement will continue after completion of the research tasks.

My university also requires that you uphold the following ethical principles for research outlined:

1.   Informed consent must be obtained from all research participants. This means that they must be fully informed about the study <u>before</u> being asked to make a decision about participation.
2.   For example, it is not appropriate for people to be recruited while they are waiting for a health provider appointment (afterward would be less coercive). Further, no one who is an authority figure or service provider may be involved in participant recruitment because it would be difficult for a person to say no.
3.   Potential harms to participants must be minimized. Any time that you suspect a person's participation might result in psychological, physical, social, or professional harm, you should let me know right away so we can terminate their participation in the study in a non-stigmatizing manner.

As the principal investigator in this research project, my responsibilities include the following:
1. I must train you in the ethical principles of informed consent, voluntary research participation, research confidentiality, and protection of human subjects prior to your interaction with research participants.
2. I must remain physically present with you anytime that you interact with participants.
3. I must report any unexpected or adverse events that occur during data collection to my university's ethics committee (Institutional Review Board) within 1 week.
4. I must coordinate a system that will allow you to report any unexpected or adverse events to me within 24 hours.
5. I must request my university ethics committee's (IRB's) approval before making any modification to the research procedures or forms (this means that you may not implement modifications until I have confirmation of approval).
6. I must maintain complete and accurate records of all research activities (including consent forms and collected data).
7. I am personally liable for your actions within the context of this research study. I must address any grievances or claims that are formally filed against you within the justice system or any other organization's system.

I will coordinate the exact dates and times of data collection with you at a later time.
If your circumstances change, please contact me at 312-810-1966 so we can amend this agreement.

I am requesting your signature to document that we have mutually agreed upon our roles and responsibilities within this study. (For email versions of this letter, you may instead state, I am requesting that you reply to this email with "I agree" to document that we have mutually agreed upon our roles and responsibilities within this study.)

Sincerely,

Cc Reva Stanton

Researcher Signature Reva Stanton

Printed Name of Interpreter	Evelyn Benitez
Date	March 28, 2020
Interpreter's Written or Electronic* Signature	Evelyn Benitez evelyn.g.benitez@gmail.com
Researcher's Written or Electronic* Signature	Reva Stanton

Appendix G: Coding and Themes

Participant(s)	Participant shared experiences through storytelling	Category	Themes
African American Managers Participant AAM1	"I have been a supervisor for five years and have learned some of the Spanish language from ESL staff, at a pace where I am able to understand what is asked. I also promote and support them with learning English through training that is offered. With understanding how this group protects their culture, values and beliefs, it is important to listen to their concerns. It is difficult to understand certain words in Spanish; therefore, I take time to understand their culture, language, and cultural differences."	Understanding; in that communication is an important key in building a relationship among all employees towards a better work environment.	Workplace Communication
Participant AAM2	"I have been a supervisor for six years and must say that my attempt to learn Spanish was very generic, due to more hands-on work. Communication and understanding certain words remain a challenge for me. I have an open dialogue, with my staff; I use my people skills to become somewhat personal so that they are open to speaking and communicating with me. I constantly follow up through conversations and an email for clarity	Upward communication: where managing requires one to listen, understand, learn language, understand cultural differences, and value other beliefs.	Workplace communication

	in assuring that what is spoken is understood. Patience, training, and maintaining open lines of communication is my strategic process towards better communication with my staff. As acceptance."		
Participant AAM3	"I have been a supervisor for15 years and I have not considered learning Spanish. I try to draw out their work ethics, not just through spoken language but from hands on guidance. If something is not clear to me; I would ask someone to explain to me what was said in their language; as well as in English. I strive to understand their different norms, culture in what they value from an ethical perspective. The best communication tools are to take them out of the work zone and into a place where they can feel confident in the work they do; while listening to what they are trying to communicate to me."	Identity: in which managers who take ownership of self; in understanding who they are, will have a better outlook on what it takes to lead an intercultural workforce.	Workplace communication
Participant AAM5	"I have supervised staff for two different agencies for four years and to date still have a problem with understanding full sentences in Spanish as well as them understanding English. I think a great way to communicate is to	Leadership communication: in building employees up to reach a level of knowledge through training and development.	Workplace communication

	explain what is meant when communicating with them. Leaving the lines of communication open is my way of being approachable, and to assure that what I am speaking is clear and understood. This strategic approach along with English and Spanish courses that the organization offers to their employees has helped my staff to speak and better understand some of the English language."		
Participant AAM1	"As a supervisor, I have learned to listen to their concerns, cultural needs, and follow up to assist my staff with their daily work."	Social needs in understanding what it takes to become self-actualized. Self-evaluation, enhanced knowledge management, and communicable assessment of both the organization and employee needs.	Theme 2 Intercultural Management
Participant AAM2	"Patience and maintaining open lines of communication is my strategic process towards better communication with my staff. One-on-one communication is the best tool of understanding."	Limited knowledge of shared language and understanding of individuality as a culture Acceptance of individuality, in shaping an organizational climate for inclusion, by demonstrating a respect for different perspectives, cultures, values, and beliefs.	Intercultural Management
Participant AAM4	"I believe that both managers and workers should learn one another's language for better communication purposes on the job."	Cultural awareness in understanding that people are different in their own self. Creating a work environment that brings employee motivation, diversity awareness, and organizational	Intercultural Management

		effectiveness, while allowing an employee to contribute.	
Participant AAM2	"I believe diversity training is helpful in becoming compassionate with cultural differences. Managers should be patient and endure culture to a level of understanding and acceptance."	Intercultural competence and a sense of identity; brings in new ideas, and different perspectives that produces diversity in a variety of cultures, education, gender, and ethnicity.	Theme 3 Social and Diversity Awareness
Participant AAM4	"The overall company should hold responsibility in assuring that classes are offered in various languages, for diversity understandings of culture and language barriers that may occur in the workplace."	Social needs, in how training within a diverse climate creates a cognitive and social environment by enhancing and building a company's social competitiveness.	Social and Diversity Awareness
Participant AAM5	"I believe that annual diversity awareness training would be a great way to prepare for globalization as it expands the workforce."	Diversity awareness training contribute to better decision making and problem solving by expanding the knowledge on different perspectives on intercultural management.	Social and Diversity Awareness
Participant AAM2	"I believe diversity training is helpful in becoming compassionate with cultural differences."	Communication in supporting differences, encouraging shared perspectives of others, and building a solid relationship among workers and managers.	Theme 4 Culture and Language Differences
Participant AAM4	"The overall company should offer courses in various languages for diversity understandings of culture and language barriers that may occur in the workplace.	Work Ethics, including intercultural communication in strategic planning, employee involvement, management processes, and training on the body of knowledge surrounding intercultural management assessment and organizational needs.	Culture and Language Differences

Participant AAM5	"I believe that annual diversity awareness training would be a great way to prepare for globalization as it expands the workforce."	Social interaction in gaining positive reactions in a work environment. The emergence of concepts that drive mentoring, succession planning, employee programs, and trainings.	Culture and Language Differences
Participant HESLW3	"I was raised in this country as a teenager. Learning the English language was more forced because people I grew up around people who mainly spoke English."	Respect of cultural differences, values, and beliefs. Management enhanced knowledge on globalization in the 21st century. Language, diversity, and intercultural management training on individuality, and self-awareness.	Theme 5 Family Values and Beliefs
Participant HESLW4	"I have been living in this country for 41 years. I was raised around English speakers since age four. My parents incorporated English into our home."	Togetherness and management respect of understanding what is important to others. Combining two worlds of communicable differences through social interactions.	Family Values and Beliefs
Participant HESLW5	"It has been 50 years since I resided in this country. English was instilled in me at very young age. I grew accustomed to the English language because both of my parents spoke English."	Communication as a learned behavior; in that of self-identity. Belong, comfort, and familiar with self.	Family Values and Beliefs
Participant HESLW1	"This is hard for me to answer because managers do not speak the Spanish language and don't try to understand my culture. We come from poor areas in our country and we have to stick together to make life easier."	The impact and barriers faced from loss of income unemployment, instability and unfortunate social conditions.	Theme 6 Economic Hardship

Participant HESLW4	"People not of the same cultural struggle, lack an understanding of how to communicate to different cultures, values, and beliefs. The politeness of my people holds a non-combative approach, where language is sometimes dismissed because of not taking ownership. In my culture, we struggle and because of this, I grew to learn that *Echale Ganas* means give it you're all, to go on your identity for the greater good, so that you can blend into the mainstream of American culture."	Acceptance, equality, and integrity. Self-respect, sociolinguistics, relationships, trust, and seeking comfort in life.	Economic Hardship
Participant HESLW1	"We have all the tools in places like classes, computers, and people to interpret us, but still the managers do not know our language."	Enhanced knowledge on shared values, practices, and beliefs of others.	Theme 7 Company Culture
Participant HESLW2	"Managers should understand more the culture of Hispanics and we should learn English better. This helps with better speaking at work."	Intercultural management, communication, and diversity awareness training.	Company Culture
Participant HESLW4	"Workshops on cultural competencies, communication, should be incorporated and mandated. Supervisors to their staff will need them to have a social aspect of communication. Doing so may check the issues at hand, stop, and address further concerns of the cultural nuances that are missed. There	Transformation in adjusting to the workplace. Limited tools to enhance communication and learning expansion. Change, social needs where people are different and does not share the same thought processes. Leadership efforts in controlling an organizational climate so that all fits under one umbrella.	Company Culture

	should be policies into place on mandated management training on communication and intercultural leadership."		
Participant HESLW5	"Diversity awareness should be taught to all working adults, this creates sensitivity to workers with a different first language, religion, ethnicity, values, beliefs, and perceptions."	Getting to the core of what is needed in an organization, productivity, communication, addressing barriers, and being sensitive by not just listening, but hearing the voices of tomorrows' workforce.	Company Culture