

2020

Exploring Challenges and Management of Multicultural Workforce Organization in Nigeria

Henry Uko Ationu
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Organizational Behavior and Theory Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Henry Ationu

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Judith Forbes, Committee Chairperson, Management Faculty
Dr. Bharat Thakkar, Committee Member, Management Faculty
Dr. Kathleen Barclay, University Reviewer, Management Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Exploring Challenges and Management of Multicultural Workforce Organization in

Nigeria

by

Ationu Uko Henry

MPhil, Walden University, 2019

MBA, University of Lagos, 1999

MSc, University of Lagos, 1998

BSc, University of Lagos, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2020

Abstract

The increasing globalization of businesses presents the need for increased understanding of cultural differences in the work place. The central problem addressed in this study was the challenges and management of multicultural workforce organization in Nigeria. The purpose of this qualitative exploratory single case study was to explore misunderstandings and workplace inefficiency related to cultural differences, often resulting in decreased company profitability, and how these can be managed. Social learning theory and the cultural competence framework constituted the theoretical foundation and conceptual framework. Participants consisted of 10 managers of a multicultural insurance company in Nigeria, selected using a combination of purposive and snowball sampling strategy. Data were collected via face-to-face interviews. Data analysis was a combination of the three aspects of data analysis outlined by Miles et al., and the four general strategies for analyzing case studies as identified by Yin. Eleven themes emerged consisting of 6 main themes and 5 subthemes. The main themes were: (a) cultural differences, (b) cultural conflicts, (c) cultural conflicts and productivity, (d) cultural competence, (e) cultural attitudes & perspectives, and (f) management-multicultural and performance. A conclusion was that cultural differences in a multicultural workforce organization can cause conflicts and misunderstandings which can lead to workplace inefficiency and reduced productivity. Recommendations include implementing an effective multicultural and performance management system that covers key areas of operations. This study may contribute to positive social change by providing additional knowledge on ways of managing cultural conflicts in the society.

Exploring Challenges and Management of Multicultural Workforce Organization in

Nigeria

by

Ationu Uko Henry

MPhil, Walden University, 2019

MBA, University of Lagos, 1999

MSc, University of Lagos, 1998

BSc, University of Lagos, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2020

Dedication

First, I dedicate this doctorate degree to God, the Almighty, for giving me the grace and favor in completing this program. I also dedicate this degree to my wife, Sussy who kept the home running when I was seemingly engrossed with the doctoral program, and also travelled with me for all my residencies. She gave me the much needed encouragement and motivation, thank you Sussy, I love you always.

My three children: Henry (Junior), Ationu (junior), and Adanma, all contributed in no small measure to my completing this degree. For your understanding when I was absent and not able to participate effectively in the home affairs, and also for your encouragement and prayers. May God bless you all.

Special thanks to my beloved mother, my siblings, my mother-in-law, my sisters and brothers in law, for all your prayers, counsel, and encouragement. May God reward you all in your various endeavors.

Acknowledgments

My deepest gratitude goes to my chair, Dr. Judith Forbes, my methodologist, Dr. Bharat Thakkar, and my university research reviewer (URR), Dr. Kathleen Barclay. To Dr. J (as she is fondly called), my indefatigable and knowledgeable chair and mentor, who patiently read through all my work and navigated me through the dissertation process. I appreciate, thank you Dr. J.

To Dr. Thakkar, my ever supportive second committee member, thanks for your valuable input, timely counsel and intervention throughout my dissertation journey. Thank you, Dr. Thakkar. To my URR, Dr. Kathleen Barclay, thank you for always pointing me to the right direction and for all your guidance. Thank you, Dr. Barclay. To the program director, Dr. Sandy Kolberg, who assigned Dr. Barclay as my URR, thank you.

Special thanks to Mr. Tony O. Elumelu (CON) for giving me the opportunity and platform to work in a global multicultural environment, which helped to ignite my interest in this area of study. Thanks to Mr. Tope Smart, for your encouragement and support. To my dear brother, Dr. Ationu Ationu, thank you for your motivation and support. Thanks to Yvonne Ehizuenlen for providing the needed secretarial assistance.

To Dr. Henry Imoni and Dr. David Bassey, thank you for your motivation, collaboration, and counsel. To my academic adviser, Cassandra Bowland, thank you for managing my academic affairs excellently, and for always sorting out all my academic challenges. Thanks to Walden University for providing the enabling environment for world class quality education. Thank you, Walden.

Table of Contents

List of Tables.....	vi
Chapter 1: Introduction to the Study	1
Background of the Study.....	2
Problem Statement.....	4
Purpose of the Study.....	5
Research Questions.....	5
Theoretical Foundation	5
Conceptual Framework.....	6
Nature of the Study.....	7
Definitions.....	10
Assumptions	11
Scope and Delimitations	12
Limitations	13
Significance of the Study	14
Significance to Practice.....	14
Significance to Body of Knowledge.....	15
Significance to Social Change.....	16
Summary	17
Chapter 2: Literature Review	20
Literature Search Strategy.....	20
Theoretical Foundation	21

Conceptual Framework.....	22
Literature Review	25
Cultural Diversity in the Workplace	25
National Culture vs. Organizational Culture	28
Defining the Concept of Workplace Cultural Diversity	29
Advantages and Disadvantages of Cultural Diversity	31
Types of Multicultural Organizations.....	34
Cross-Culture Conflict	35
Cross Cultural Relationship Models	36
Managerial Models of Multicultural Relationships	37
Overview of Nigerian Culture.....	40
Ethnicity	43
Challenges and Management of Multicultural Workforce	44
Diversity Strategy and Perspectives.....	45
Culture and Leadership	47
The Tasks of Global Leaders.....	48
The Dimensions of Global Leadership	49
Cultural Intelligence and Intercultural Competence	49
Intercultural Management Competences.....	50
Intercultural and Internal Communication Management	52
Cultural Exchange Programs	53
Cultural Frame Switching	54

Cultural Adjustment.....	54
The Emergence of a Third Culture	55
Emotional Intelligence	56
The Concept of Power, Tolerance and Respect.....	56
The KSAOs Concept.....	58
The Concept of Virtual Teams	59
The Impact of Trust.....	60
Gap in the Literature	61
Summary	62
Chapter 3: Research Methodology	64
Research Design and Rationale	64
Role of the Researcher	67
Methodology	69
Participant Selection Logic.....	69
Instrumentation	72
Procedures for Recruitment, Participation, and Data Collection.....	74
Data Analysis Plan.....	76
Issues of Trustworthiness.....	78
Credibility.....	79
Transferability.....	81
Dependability.....	81
Confirmability.....	82

Ethical Procedures	83
Summary and Transition.....	85
Chapter 4: Results.....	88
Research Setting	88
Demographics	90
Demographic Information	91
Data Collection.....	92
Data Analysis	94
Evidence of Trustworthiness.....	97
Credibility.....	98
Transferability.....	99
Dependability.....	99
Confirmability.....	100
Study Results.....	100
Emergent Theme 1: Cultural Differences	101
Emergent Theme 2: Cultural Conflicts	103
Emergent Theme 3: Cultural Conflicts and Productivity.....	105
Emergent Theme 4: Cultural Competence	107
Emergent Theme 5: Cultural Attitudes & Perspectives	108
Emergent Theme 6: Management- Multicultural and Performance	110
Summary of Emergent Themes	117
Summary	119

Chapter 5: Discussion, Conclusions, and Recommendations	121
Interpretation of Findings.....	121
Emergent Theme 1: Cultural Differences	122
Emergent Theme 2: Cultural Conflicts	123
Emergent Theme 3: Cultural Conflicts and Productivity.....	124
Emergent Theme 4: Cultural Competence	125
Emergent Theme 5: Cultural Attitudes & Perspectives	126
Emergent Theme 6: Management- Multicultural and Performance	127
Conceptual Framework	129
Limitations of the Study.....	130
Recommendations.....	132
Implications	133
Implication for Social Change	133
Theoretical and Empirical Implication.....	134
Implications for Practice	135
Conclusions	136
References.....	138
Appendix A: Interview Questionnaire.....	174
Appendix B: Emergent Themes with Codes.....	176
Appendix C: Summary of Findings.....	181

List of Tables

Table 1. Demography of 10 Participants	92
Table 2. Emergent Theme Cultural Differences	102
Table 3. Emergent Theme Cultural Conflicts	104
Table 4. Emergent Theme Cultural Conflicts and Productivity.....	105
Table 5. Emergent Theme Cultural Competence	107
Table 6. Emergent Theme Cultural Attitudes & Perspectives	109
Table 7. Emergent Theme Management: Multicultural & Performance.....	110
Table 8. Emergent Subtheme Organizational Practice & Culture	111
Table 9. Emergent Subtheme Communications & Relationships	112
Table 10. Emergent Subtheme Cultural Learning & Integration.....	113
Table 11. Emergent Subtheme Socialization	114
Table 12. Emergent Subtheme Cross Cultural Performance Management	116
Table 13. Snapshot of Emergent Themes	118

Chapter 1: Introduction to the Study

The focus of this research was to explore the challenges faced by organizations with multicultural workforces in Nigeria, and how these challenges are being managed. Different cultures, beliefs, and languages are exhibited by individuals from different parts of the world (Hooker, 2003). The increasing globalization of businesses presents the need for increased understanding of cultural differences amongst the employees of multinational corporations with a global workforce (Ainsworth, 2013; Angouri & Miglbauer, 2014; Okoro, 2012). According to the International Monetary Fund, some multinational organizations create more Gross Domestic Product (GDP) than some nations: eBay is bigger than Madagascar, and Yahoo is larger than Mongolia (Trivett, 2013). While multinational organizations help create employment and propel the economic growth in their host countries (Oakford, 2013), integrating global corporate values with local talent remains an important element in the success or failure of these firms and the management of cultural diversity is inherent in the success of this integration. Nigeria is a multiethnic country with unlimited human resources (Adegbami and Uche, 2015), however, the multiethnicity in Nigeria appears to have generated issues of managerial bias (Rindap & Mari, 2014) which has resulted in suboptimal organizational effectiveness and reduced productivity (Asafa, 2015).

Subsequent sections of this chapter cover the background of the study, the problem statement, and the purpose of the study. Chapter 1 also contains the research question, theoretical foundation/conceptual framework, nature of the study, definitions of

key words. Assumptions, scope and delimitations, limitations, and the significance of the study are covered as well.

Background of the Study

In a multicultural workforce environment, cultures play important roles in the interactions of employees (Kim, 2015; Martin & Nakayama, 2015; Rozkwitalska, 2013). According to Nair-Venugopal (2015), the behavior, actions, and levels of interactions among the individual members of an organization are reflections of the overall cultural environments within which the organization operates. Cultural diversity is an increasingly important phenomenon which tends to affect not only social and political institutions but also corporate organizations; and managing cultural diversity in organizations has become significantly important (Lozano & Escrich, 2017).

Diversified teams have the twin potential to benefit and also disrupt team performance; hence, it is a complex challenge (Pieterse, Van Knippenberg, & Van Dierendonck, 2013). Martin (2014) indicated that cultural diversity had both positive and negative consequences in cross-cultural relationships. Optimal performance of both the individual and organization will depend essentially on the value the organization places on diversity and the implementation programs in place to reconcile, as well as facilitate, adjustment to the different individual, organizational and national cultures (Palthe, 2014).

The attitudes and management styles adopted by managers of diversified teams, including cultural assumptions made, and methods of communication adopted, may affect the overall performance of the organization (Avery, McKay, Wilson, & Tondandel, 2007; Pitts, Hicklin, Hawes, & Melton, 2010). According to Wrench (2005), management of a

culturally diverse workforce entails that individual employees' cultural differences must be recognized by managers. The organization must also put in place required policies and procedures in order to create a more hospitable and productive work environment (Jamali, Abdallah, & Hmaidan, 2010).

The increase in the level of cultural diversity implies that specific capacities and competencies necessary for personal development and corporate harmony needs to be developed by individuals (Nassar-McMillan, 2014). According to Cadeddu (2015), cultural competence is required to deal with cultural differences. Cultural competence, however, requires individual commitment to achieve (Benahnia, 2015).

In this study, I explored the challenges (and management) of multicultural workforce in Nigerian organization. My unit of analysis was a Nigerian insurance company with a multicultural workforce. I aimed to fill the gap in the literature in this field of study using a Nigerian insurance organization as my case. Previous studies like that of Akobo (2016), George, Yussuff, and Cornelius (2017), Imachukwu (2014), Mateescu (2017), and Meeussen, Otten, and Phalet (2014), although similar to my research, did not focus on exploring the challenges and management of multicultural workforce organization in Nigeria. Also, no study focused on a Nigerian insurance company as a unit of analysis.

The results of this study provide additional knowledge about cultural diversity in the management of the multicultural insurance company studied and could be applied to similar organizations. The study results may also be useful to future researchers interested in advancing the body of knowledge in this area of research. The findings from

my study might assist relevant government agencies, regulators, policy makers, professional/trade associations, and other corporate organizations in handling the issues surrounding the challenges and management of multicultural workforce organizations in general, and in Nigeria particularly.

Problem Statement

The business environment of the 21st century has changed drastically, with 3.3% of the global population counted as international immigrants in 2015 (Perspectives on Global Development Report, 2017). In addition, the increased internationalization of business presents the opportunity to work in culturally challenging environments (Lauring & Klitmoller, 2015; Wells, 2013), with associated challenges, including limited intercultural skills and ineffective communication skills (Angouri & Miglbauer, 2014; Kim, 2015; Rozkwitalska, 2013). The general problem is that the management of culture in multinational organization has become a growing concern, especially as this may affect overall company performance (Phipps, 2012; Slessor, Phillips, Ruffman, Bailey, & Insch, 2014).

An influx of multinational foreign investors in the Nigerian insurance industry has created companies employing both local and international staff with different cultural backgrounds. Cultural backgrounds can be very diverse (Podsiadlowski, Gröschke, Kogler, Springer, & van der Zee, 2012) and companies operating in a multicultural workforce environment often fail to recognize the need to understand cultural differences in the workplace (Angouri & Miglbauer, 2014; Beckers & Bsat, 2014; Odrakiewicz & Zator-Peljan, 2012). The specific problem is that management of cultural differences

among team members in multinational companies could result in misunderstandings, workplace inefficiency, and affect overall company profitability (Chandrakumara, Glynn, Gunathilake, & Senevirathne, 2010).

Purpose of the Study

The purpose of this qualitative exploratory single case study was to explore the challenges of misunderstandings and workplace inefficiency related to cultural differences, often resulting in decreased company profitability, and how these may be managed. The need for intercultural competence has grown dramatically in today's global workplace (Angeline, 2011; Chrobot-Mason, 2012; Clark et al., 2016), the insurance industry in Nigeria has become culturally diverse and needs increased understanding on how to manage diversity challenges. The participants of this study were limited to staff in supervisory, and management roles across the major branches of the selected multicultural insurance company situated in Lagos, Abuja, and Port Harcourt cities of Nigeria.

Research Questions

The overarching research question was: What are the perceptions of managers about the challenges of misunderstandings, workplace inefficiency, and company profitability, related to cultural differences in the workplace, and how can these be managed?

Theoretical Foundation

I adopted the social learning theory as the theoretical foundation. Social learning theory explains human behavior in terms of a continuous and reciprocal interaction

between cognitive, behavioral, and environmental determinants (Bandura & Walters, 1977; Crittenden, (n.d). This framework has also been applied to different varieties of social behaviors including aggressiveness, deviance, and pathological behavior. Four classes of factors have been identified with this framework including behavior, expectancies, reinforcement, and psychological situations. In applying the principles of social learning theory to the study of multicultural workforce, these four classes of factors were adopted.

Conceptual Framework

I used the cultural competence approach as my conceptual framework. Cultural competence (CC) involves the awareness and knowledge that different types of cultures exists, including the varying values and importance attached to different cultural dimensions like personal traits, language, standard of dressing, behavioral differences, and interpersonal values (Piotrowski & Stark, 2013). The concept of CC is used to show the level of multiculturalism displayed by an organization in the treatment of culturally different employees (Foster, Cross, Jackson, & Hardiman, (n.d).

Studies have proposed the observation of cultural competence at both the organization and individual level of competences (Bhawuk & Brislin, 1992; Fox, 2003; Sue, 2001). Sue (2001) proposed the multidimensional model for developing cultural competence (MMDC) involving top management which recognizes the interrelationship between an individual and organization's cultural competence. Ljubica, Dul i , and Aust (2016) adopted the integrated cultural competence approach to show the relationship

between the presence of multicultural attributes in an organization and the organization's operation.

According to McMullen Bushman (2017), the cultural competence model empowers individuals and organizations to operate in varying cultural contexts. The researcher used five key principles of the framework to assess organizational capacity.

These five principles are:

- Value diversity/cultural difference in their staffs, and participants.
- Conduct a self-assessment of organizational values and culture.
- Manage the dynamics of difference.
- Institutionalize cultural knowledge.
- Adapt to the cultures of the individuals, groups, or community they are serving.

Nature of the Study

The three principal research methods are: quantitative, qualitative, and mixed methods (Lewthwaite & Nind, 2016; Merriam & Tisdell, 2015). My research method was qualitative. The qualitative method has its origin from the naturalist perspective (Amitabh & Gupta, 2010) and enables researchers to understand the reasoning behind an action and why things happen the way they do (Eriksson & Kovalainen, 2015; Merriam & Tisdell, 2015). According to Yin (2014), qualitative study can take different forms including ethnography, narrative, grounded theory, phenomenology, and case study. I adopted the qualitative exploratory single case study design, using interview as my primary source of data collection and a multicultural insurance company in Nigeria as my case study. This

unit of analysis can be used to generalize for the insurance industry in Nigeria because the companies in the Nigerian insurance industry have similar characteristics in the areas of regulatory compliance requirements, labor laws, industry trade/professional associations, and operating business environment.

Other qualitative designs were considered but were not selected for my study because they did not align with the focus of my study. I did not select ethnography because it is an unstructured study limited to the culture of individuals' everyday life and the meaning behind the individuals' actions (Rhodes, 2014). Phenomenological study was not adopted because the focus of my study is not to make sense of the essence of participants' feelings and their lived experiences (Gill, 2014). Grounded theory was also not chosen since my study is not aimed at developing a theory from the research findings (Merriam & Tisdell, 2015). A narrative inquiry was not adopted because this design involves storytelling, a methodical retelling of the story or lived experience of others (Lindsay & Schwind, 2016). The exploratory case study design was selected because it aligns more with the purpose of my study and my research question compared to the other qualitative designs considered.

According to Yin (2014), case study provides the basis to explore a problem with the aim of providing better insights and views about the relational phenomenon. In the case of this research, the relational phenomenon was the challenges and management of misunderstandings, workplace inefficiency, and overall company performance in a multicultural workforce environment. As a research method, the case study is used in different situations and field of study, to contribute to our knowledge of individual,

group, organizational, social, political, and related phenomena. The single case can represent a significant contribution to knowledge and theory (Yin, 2014). This is considered suitable for my study because the method aligns well with both the purpose of my study and my research question (see Bloomberg & Volpe, 2016).

According to Patton (2015), research designs are not perfect but always have trade-offs, and deciding which design to implement involves trade-offs between depth and breadth. The qualitative method seeks to create understanding about why things happen in certain ways and typically focuses on achieving depth as against breadth (quantitative), while mixed method combines strengths of both qualitative and quantitative methods. No specific formula exists for the choice of a research design (Yin, 2014): however, the choice of a qualitative case study method largely depends on the extent to which the research question seeks to explain the how or why of a social phenomenon (Yin, 2014).

The qualitative exploratory single case design for this study was considered most suitable to answer the research question regarding the perceptions of managers about the challenges and the management of misunderstandings, workplace inefficiency, and overall company profitability in a multicultural insurance organization. This study focused on those in management and took into account the managers' subjective experiences and opinions. According to Creswell (2014), qualitative research has been used previously to study participants' subjective experiences. Thus, this method is appropriate for the study of phenomena with limited research or where research of the phenomena have not been fully explored (Doz, 2011). According to Yin (2014), a case

study design involves the study of participants bounded by time or space and it is more suitable for exploring contemporary phenomena than other qualitative designs.

Definitions

The following are the definitions of some key terms used in the study which will assist in the understanding the topic of study.

Acculturation: This arises from personal interactions with individuals having different culture, different behaviors, and different ways of acting (Leong, 2014).

Culture: Culture includes personal character, belief, mindset, and tradition, that a group of people or a person possesses, which differs from person to person, and from place to place (Hofstede, Hofstede, & Minkov, 2010).

Cultural awareness: This is the ability of an individual to understand the cultural differences existing among different cultural groups, and to facilitate intercultural interactions (Baker, 2015).

Cultural competence: involves the knowledge and awareness of the existence of cultural differences, including the varying cultural dimensions of people (Piotrowski, & Stark, 2013).

Cultural intelligence: defined as the capacity to be effective in a multicultural environment (Christiansen & Sezerel, 2013).

Diversity: Depicts different characteristics that can be used to identify minorities in a group including ethnicity, age, gender, race, religion, education, and health (Chen & Hamilton, 2015).

Intercultural Competence: Intercultural competencies (IC), can be defined broadly as the ability to function effectively in another culture (Bird, Mendenhall, Stevens, & Oddou, 2010).

Multicultural practitioners: Consists of individuals who are devoted to multicultural issues; those who intentionally promote cultural diversity in developing working relationships within an organization, they work to promote social change (Roy, 2015).

National Culture: According to Rodriguez (2005), national culture refers to the collective programming of the mind which differentiates members of one human group from another group(s).

Racism: An oppressive system that allows one racial group to dominate, stigmatize, and exercise privilege and power, over another racial group (Malott & Schaeffle, 2014).

Assumptions

Assumptions are those perspectives which the researcher considers to be true and valid based on understanding of the situation (Kemperaj & Chavan, 2013) and which are used to draw conclusions from the study (Bloomberg & Volpe, 2016). However, Vogt and Johnson (2011) stated that it is possible for the truth to be mimicked by a given assumption. For my study, I assumed that the participants would understand the interview questions and protocol, and that the information collected would be true and accurate information. I also assumed that I would not be biased. As the researcher, I made use of open-ended questions and maintained a neutral view in order to avoid bias. In addition,

the selection of case study as a methodology was another important assumption made as I believed that conducting a qualitative case study using guided interviews would best enable me to gather primary data from participants to yield the best results possible (Maxwell, 2013).

Scope and Delimitations

Delimitations of a study are the boundaries and limits of the scope of the study, as defined by the researcher, in order to ensure the research is meaningful and manageable (Bloomberg & Volpe, 2016). The scope of this study was to explore the challenges of misunderstanding, workplace inefficiency, and overall company profitability in a multicultural Nigerian insurance organization to better understand how these challenges can be managed. The boundary of this study was limited to the 10 selected management staff of the multicultural insurance company in Nigeria who served as participants of the study. All the participants coming from the same organization also created another delimitation because there was no consideration for managerial employees from other insurance organization.

I adopted the cultural competence as my conceptual framework and the theoretical foundation was based on the social learning theory. Both the framework and theory may not be comprehensive enough to cover all the issues of cultural challenges in a multicultural workforce environment. However, I determined that these two frameworks would best assist me in understanding the phenomenon.

Limitations

Limitations of a study are defined as potential weaknesses of the research which are outside the control of the researcher (Bloomberg & Volpe, 2016). These limitations or challenges may include limited research skill, assembling the required participants, overwhelming time involved, gaining access to sites, building trust with individual participants, the actual role which the researcher should play, actual field experience, the ethical issues that may arise, and the process methodology (Janesick, 2011; Miles, Huberman, & Saldana, 2014; Yin, 2014). For this study, I envisaged four possible limitations that may arise. The first was the geography, that is, distance between the research locations, and the second was the potential of losing personal interactions or intimacy where non-face-to-face interviews are held with the participants. These two limitations were mitigated by holding the interviews at the convenient place and at a time chosen by the participants. All participants selected the head office of the partner organization as the interview location and all the interviews were done face-to-face in a semi structured open-ended manner. The third limitation was the possibility of not obtaining honest responses from participants which could lead to misleading conclusions. This limitation was mitigated by ensuring that the confidentiality of both the participants and the partner organization were guaranteed. The fourth limitation that could arise was the effects of my personal biases and research skill. Bevan (2014) posited that it is the duty of the researcher to ensure adequate understanding by the participants, and not to allow personal biases and experiences to affect the outcome of the study. The member checking process also assisted to mitigate against this limitation.

Significance of the Study

Diversity has been considered not only as a central issue for contemporary organizational management but also relevant in terms of company performance (Das Neves & Mele, 2013) and this presents management challenges for the organization and its management team. Each type of diversity presents a different impact on team outcomes (Stahl et al., 2010), managers need to discover ways to create an enabling environment that will promote optimum team performance. As an individual develops his or her effectiveness in dealing with dissimilar others, intergroup anxiety may be reduced (Chrobot-Mason & Leslie, 2012). Exposing individuals to diverse cultures and cultural competency will assist them to appreciate diversity better (Nassar-McMillan, 2014). My study has the potential to contribute positively to practice, body of knowledge, and the society at large:

Significance to Practice

Leaders do not only influence how their workforces engage with cultural diversity in the workplace (Greer, Homan, De Hoogh, & Den Hartog, 2012; van Knippenberg, van Ginkel, & Homan, 2013). They also face the challenge of managing their diverse workforces to minimize costs and maximize benefits of diversity (Meeussen, Otten, & Phalet, 2014). Some of the consequences of not managing diversity have been identified to include an increase in employee turnover and result in significant reduction in individuals' and organizations' performances (Chandrakumara et al., 2010; Patrick & Kumar, 2012; Van Dijk, 2012).

Loewenberger, Newton, and Wick (2014) posited that a harmonious work environment fosters innovation and improves productivity because workers are more inclined to contribute. The inability of a multicultural workforce to understand individual cultures of colleagues often affects their interactions and performance (Leong, 2014). Understandings of cultural beliefs, habits, ethics, and behaviors are required in order to establish successful business relationships both within and out of the organization (Becker & Bsat, 2014). Employees with higher intercultural competence and multicultural sensitivity are often more successful in their interactions at work (Noma & Crossman, 2012). The outcome of this study will assist in bridging the gap in understanding the divergent cultures of employees in the multicultural workplace, and how the potential cultural conflicts, and attendant productivity challenges that may arise, can be managed.

Significance to Body of Knowledge

Similar studies to my research are available, including studies by Akobo (2016), George, Yussuff, and Cornelius (2017), Imachukwu (2014), Mateescu (2017), and Meeussen, Otten, and Phalet (2014). However, I found no study that focused on exploring the challenges and management of multicultural workforce organization in Nigeria using a Nigerian insurance company as a unit of analysis. This research may help fill a gap in knowledge by providing additional information about the challenges and management of multicultural workforce organizations in Nigeria.

Providing additional information on the challenges and management of multicultural workforce is important (Maleki & De Jong, 2013). According to Voyer

(2011), while some organizations provide diversity training, these trainings may be inadequate and not address specific cultural behaviors of diverse nationalities. Further many organizations do not have information manuals or training that could assist their employees to understand the different cultures of the world (Voyer, 2011).

My study may help reduce the gap in knowledge by increasing the understanding of the challenges of multicultural organization in Nigeria and how these can be managed. Researchers, management of insurance organizations, other corporate organizations, Nigerian insurance industry trade associations, insurance regulators, government agencies, and other stakeholders may find the result of this research useful. The results of my study might also be useful in carrying out further research into the challenges and management of multicultural organizations in Nigeria.

Significance to Social Change

Social change and development are often influenced by the factors of cultural diversity, and according to Jinadu (2015), a disconnection exists between Nigeria's social development and the attainment of the desired level of cultural structure that should aid national development. Diversity can also affect negatively the social side of group relationships (Moreland, 2013; Plaut, Garnett, Buffardi, & Sanchez-Burks, 2011); Gackowski (2014) posited that individuals are often presented with images and messages that are not particularly accurate, but which inform their beliefs about themselves and others. Also, individuals from different cultural backgrounds may not fully understand one another and this lack of understanding could result in conflict (DeGuzzi, 2011).

Poor management of human resources, including ethnic, religious, and political differences, have been linked to issues of underdevelopment within various sectors of Nigerian economy (Akobo, 2016). According to Du Plessis and Barkhuizen (2014), managers' motivations to engage multiculturally would enhance their competences in working with a diverse workforce. This will also assist in embracing democracy in the workplace (Haslam, Reicher, & Platow, 2011).

For this study, I explored the challenges of multicultural workforce organization in Nigerian using an insurance organization as unit of analysis, particularly regarding issues of misunderstanding, inefficiency, and profitability and how these can be managed. The results of this study might contribute to social change. It could increase social tolerance with greater consideration, respect, and understanding for culturally divergent others, which could improve workplace communication and productivity (Chandrakumara et al., 2010). The application of the result of this study might provide additional information on how to manage multicultural workforce for improved overall organization's performance, and could serve as a fulcrum for positive social change for the benefit of the society at large.

Summary

Chapter 1 contained the introduction of this research study, including the background to the study which contained brief descriptions of the issues on the challenges and management of multicultural workforce organization. I presented the problem statement, the purpose of the study, the research question, the introduction of the social learning theory as the theoretical foundation and the cultural competence as the

conceptual framework. I also presented the significance of the study, the nature of the study, possible types and sources of data, definition of terms, the basic assumptions made, delimitations and limitations of the study.

The purpose of this qualitative exploratory single case study was to explore the challenges of misunderstandings and workplace inefficiency related to cultural differences, and often resulting in decreased company profitability, and how these can be managed. My topic was best explored with the adoption of the exploratory case study design, the choice of data collection instrument of face-to-face semistructured open ended interviews, with a range of between 8 to 10 participants. The specific problem was that management of cultural differences among team members in multinational companies could result in misunderstanding, workplace inefficiency, and also affect overall company profitability (Chandrakumara, Glynn, Gunathilake, & Senevirathne, 2010).

I adopted the social learning theory as the theoretical foundation and the cultural competence approach as my conceptual framework. I made some assumptions including that participants would understand the interview questions and protocol and that the information collected would be true and accurate information. The scope of this study was limited to a multicultural Nigerian insurance organization. Limitations included a geographical factor, the potential of losing personal interactions with participants, the possibility of not obtaining honest response from participants, and the effects of researcher's personal biases and limited research skill. My study has the potential to contribute positively to practice, body of knowledge, and the society at large.

In Chapter 2, I present the literature review and discussed in detail the supporting literature, both past and current, and the conceptual framework of this study. In Chapter 3 a detailed discussion of the methodology of the study is presented, which includes the participant selection criteria, data collection plan, and data analysis. Chapter 4 contains the results of the study which comprised the research setting, participant demography, report of the data collection, data analysis, and presentation of data. Chapter 5 contains the findings, including the interpretation, limitations, and implications of the study, the chapter also consists of the conclusion, and areas of recommendations for future research.

Chapter 2: Literature Review

In this Chapter, I present the literature search strategy used for this study, the theoretical foundation/ conceptual framework, literature review, and summary and transition. The scope of my literature review search strategies is outlined, and the remaining part of the chapter are divided into two segments. The first segment elaborates on the theoretical foundation and conceptual framework of this study, including the background information on both frameworks. The second segment is the literature review proper which focuses on various aspects of culture and cultural competences in an organization and that also illuminates an overview of the Nigerian culture. This segment ends with the review of the challenges and management of multicultural workforce in an organization. I conclude this chapter with a summary and transition segment.

Literature Search Strategy

The literature review for this study included scholarly works covering multicultural workforces in multinational and other work environment, and also includes work on the management of multicultural workforce and diversity in general. The strategies I adopted in searching for my literature included identification of peer reviewed journal articles and a review of relevant and current Walden University dissertations found in Walden library and ProQuest. I reviewed references and bibliographies of other published scholarly works as well. Databases I searched included Google Scholar, ProQuest Central, SAGE full-text electronic databases, ERIC, and Education Research Complete. Key words I used included *culture, intercultural, multicultural, global*

leadership, cultural competence, cross-cultural differences, intercultural competence, cultural diversity, diversity management, and GLOBE Project.

Theoretical Foundation

Social learning theory explains human behavior in terms of a continuous and reciprocal interaction between cognitive, behavioral, and environmental determinants (Bandura & Walters, 1977; Crittenden, (n.d.). Hanna, Crittenden, and Crittenden (2013), used social learning theory as the foundation for understanding the ethical standards of future business leaders using students drawn across 36 different countries. Crittenden (n.d.) proposed social learning theory as appropriate to facilitate learning and teaching using cross functional cases, while Chen, Lu, and Wang (2017) adopted this framework to develop a research model which was used to examine how customers' learning behaviors affects customers' attitudes, and ultimately determines customers' purchasing habits. This framework has also been applied to different varieties of social behaviors including aggressiveness, deviance, and pathological behavior.

Four classes of factors have been identified with this framework including behavior, expectancies, reinforcement, and psychological situations. In applying the principles of social learning theory to the study of multicultural workforce, the following classes of factors: employee positive attitude, tolerance, productivity and organization profitability, will represent the desired behaviors. The generalized expectancy is that employees work performance and organization's profitability may be dependent upon employee individual cultural diversity at work like specific behaviors, attitudes, and

beliefs. Reinforcement represents the rewards for employees for exhibiting acceptable behavior or attitudes at work.

Conceptual Framework

Cultural competence (CC) involves the awareness and knowledge that different types of cultures exist, including the varying values and importance attached to different cultural dimensions like personal traits, language, standard of dressing, behavioral differences, and interpersonal values (Piotrowski & Stark, 2013). The concept of CC was used to show the level of multiculturalism displayed by an organization in the treatment of culturally different employees (Foster, Cross, Jackson, & Hardiman, (n.d.). Authors have proposed the observation of CC at both the organization and individual level of competences (Bhawuk & Brislin, 1992; Fox, 2003; Sue, 2001). Sue proposed the multidimensional model for developing CC (MMDC) involving top management, which recognizes the interrelationship between an individual and organization's CC. Ljubica, Dul i , and Aust (2016) adopted the integrated CC approach to show the relationship between the presence of multicultural attributes in an organization and the organization's operation.

Watson, Siska, and Wolfe (2013) posited that CC emphasizes the development of different cultural awareness to address the needs of diverse cultural backgrounds including race and ethnicity. CC is essential for individuals in order to operate effectively within an intercultural environment, and it implies the ability to know others, value their perspectives, create good relationships, and interact effectively with people of different cultures (Benahnia, 2015). CC has been described to include the variety of traits or

characteristics like patience, empathy, curiosity, and flexibility demonstrated in the process of interacting and learning about people or ethnic groups (Petrus & Bocos, 2012). The concept of CC was used to reinforce the position that individuals possess peculiar perspectives and experiences (Matteliano & Stone, 2014). Matteliano and Stone stated that the concept was used to develop attitudes, skills, and cultural knowledge that can be adopted across cultures. Mills (2013) posited that respect for others cultural perspectives, including learning from such perspectives, are some of the attitudes and skills emanating from the concept of CC.

Some of the intercultural skills that are useful to develop cultural competence have been identified to include interpersonal skills displayed in relation with other ethnic groups, adaptability, and effective communication with others with different cultural orientation (Yulong, 2013). Shelton (2013) identified six stages of intercultural competence broadly categorized into two- ethnocentrism and ethnorelativism. The ethnocentrism category refers to monocultural views and it consists of the first three stages: denial, defense, and minimization, while the ethnorelativism refers to bicultural perspectives and it comprises the last three stages: acceptance, adaptation, and integration. Koehn and Rosenau (2002) identified four dimensions that affect individuals' cross-cultural interactions to include behavioral skills, analytic skills, creative skills, and emotional skills.

Benahnia (2015) posited that the concept of CC implies that an interculturally competent person has both intrinsic and extrinsic motivations to learn about other people and their cultures, and such a person may interact more easily with cross-cultural groups.

The potentials for interactions amongst people with diverse cultures have increased with the advent of globalization (Nassar-McMillan, 2014) which has made it imperative to seek for ways to manage the challenges of the possibility of any threats of cultural conflicts (Oginde, 2013). Hong (2010) explored the effects on team effectiveness and productivity in multicultural teams using cultural competences of the team managers. Four categories that could improve multicultural team effectiveness were identified (Hong, 2010): cultural intelligence, intercultural competence, cross-cultural adaptability, and cross-cultural competence.

According to McMullen Bushman (2017), CC conceptual framework empowers individuals and organizations with the framework that will enable them operate in different cultural contexts; using the five key principles of the framework as regards the capacities required of organizations. These five key principles includes: to value diversity/cultural differences in their staffs and participants, to conduct self-assessments of organizational values and culture, to manage the dynamics of difference, to institutionalize cultural knowledge, and to adapt to the culture of the individual, group, or community they are serving. According to Zeffane et al. (2011), CC enhances communication, increases work efficiency, and builds trust in a multicultural team. It also helps mitigate against conflicting factors in management decision-making (Ochieng & Price, 2010).

Due to the complexity of the concept of CC, some researchers have believed this concept should be explored qualitatively rather than quantitatively (Stennis, Purnell, Perkins, & Fischle, 2015). Vernon (2016) adopted the concept of multicultural

competence in her study on multicultural practitioners' experiences of CC and she identified cultural awareness and tolerance for diversity as the two components of CC. The conceptual framework for this study tends to promote the need for people to be more conscious of cultural differences, an appreciation for different cultural perspectives, and increased tolerance level for different cultural background (Matteliano & Stone, 2014; Watson et. al., 2013).

Literature Review

Cultural Diversity in the Workplace

Issues on cultural diversity in the workplace can be traced back to the debate around this issue in the 1980s, especially concerning the influence of national culture on organizational and individual management. The increasing concern is also evidenced in the recent upsurge in interest in this field of study, with an increase of more than 110% in scholarly literature and about 500% in press coverage in the past 10 years compared to the mid-1980s (Jonsen, Maznevski & Schneider, 2011). However, the authors concluded that the available literature in the field of diversity is not as diverse, but mainly dominated by US-based research.

In a multicultural workforce environment, cultures play important roles in the interactions of employees (Kim, 2015; Martin & Nakayama, 2015; Rozkwitalska, 2013). According to Nair-Venugopal (2015), the behavior, actions, and levels of interactions among the individual members of an organization are reflections of the overall cultural environments within which the organization operates. At a societal level, cultural

diversity in the workplace is a reflection of the existence of social, demographic, and cultural differences (Mateescu, 2017).

At the European Union (EU) level, diversity management was considered as an important pillar of the Europe 2020 strategy (European Commission, 2012), with the belief that an effective diversity management, should avail an organization the opportunity to benefit from: job satisfaction, an increase in staff retention, an increase in creativity, and an increase in consumer engagement. The Diversity Charter Platform at the EU-level was created in 2010 with 13 national Diversity Charters implemented, and signed by more than 7,100 companies including enterprises, public bodies, and NGOs, with over 13.6 million employees cumulatively (European Commission, 2014). The diversity charter is defined as *“ a short document voluntarily signed by companies which outlines the commitment of the undersigning organization to promote diversity and equal opportunities in the workplace, regardless of, for example, age, disability, gender, race or ethnic origin, religion or sexual orientation”* (European Commission, 2014: 6).

At the level of the organization, concern around cultural diversity issues became prevalent due to the emergence of the global economy resulting in changes in the composition of workforce (Mateescu, 2017). In addition, trends in global legislative affecting anti-discrimination and global best practices forced firms to adopt similar policies and programs for their employees so as to take advantages which a diverse workforce presents (Mor Barak, 2014; Mateescu, 2017; Racol a-Paina & Andrie , 2017). Today's global economy has not only changed the business competitive landscape, but it

has also created a more complex and dynamic environment in which firms must learn to compete effectively in order to achieve sustainable growth (Caligiuri, 2006).

This emerging global environment has changed both the ways leaders are expected to conduct businesses and the competences required for success. According to Gabrielsson, Seristo, and Darling (2009), the forces of powerful, economic, technological, social, industrial and political are converging to develop the foundation for a new global socio-economic order. These forces are also converging into global economic expansion that is unprecedented in the history of modern economy, thus laying the foundation for one-world market system. Hopen (2010) posited that the business environment of the 21st century has changed drastically and certain factors will potentially change the face of leadership in this century including the six factors of: technology, global reach, knowledgeable workers, workforce composition, partnerships, and social responsibility.

Rodriguez (2005) stated that the extent of cultural differences among global partners, have impacted on the sustainability of strategic alliances and international ventures. Intercultural competence and the crucial need to develop and retain global talent are increasingly necessary in today's global workplace (Bird, Mendenhall, Stevens, & Oddou, 2010). According to Gabrielsson et al. (2009), the past two decades have witnessed waves of consolidations, and cross-border mergers and acquisitions (M&As) or alliances inducing conflicts of national and corporate cultures, which has affected the expected operational outcome of organizations.

National Culture vs. Organizational Culture

Organizational culture refers to the internal culture of organizations, it includes the formal environment, norms, and other informal behavioral that characterize a particular organization, including the individuals interrelationships/social phenomena that occur within the organization (Mercadal, 2018). The study of organizational culture usually consists of both the intangible characteristics (like beliefs, values, and shared understandings) and tangible characteristics like codified norms (for example, organizational hierarchy, company policies, procedures and employee handbook). A solid understanding of the phenomenon of organizational culture helps organizations strengthen not only the performance of their members, but also the work environment within and outside of the company (Mercadal, 2018).

National or ethical culture refers to the external culture that exists outside the organization but which affects the organizational culture (Unggul, 2017), individuals often share national culture resulting from their values developed from personal experiences, education, religion, and family. Like individuals, organizations are also diverse as the nations of the world within which they operate from, and this presents challenges for the organization and its management. Although most multinational enterprises attempt to establish a common organizational culture within their companies, there are still national or regional cultural influences which cannot be avoided (Scheffknecht, 2011).

The impact of cultural diversity at the national, international and organizational levels has been of growing interest especially over the last three decades (Palthe, 2014).

Optimal performances at individual and organizational level, will largely depend on the diversity programs implemented by organizations at the individual, organizational and national culture level (Palthe, 2014). The responsibility of integrating different cultures and build the organizational culture falls on the organizational leadership (Sultana et al., 2013).

Defining the Concept of Workplace Cultural Diversity

Hooker (2003) defined culture as a set of beliefs, ideas, behaviors, and attitudes of individuals which are learned while being together. Culture represents certain factors acquired from being part of a group, such factors includes: knowledge, customs, beliefs, language, religion, and any other habits acquired from being part of a group (Murmu, 2014; Noma & Crossman, 2012; Odrakiewicz & Zator-Peljan, 2012), each of these factors presents potential problems and benefits for organizations. The study conducted on cross-cultural relations between diverse team members and the effects of this on workplace productivity revealed that workers attitudes could be influenced either positively or negatively by cultural factors (Stahl et al., 2010).

The definition of diversity can be looked at from various perspectives, but mostly focusing on different dimensions, such as age, gender, nationality, ethnicity, education, or work status (Podsiadlowski et al., 2013). Kreitz (2008) summarized all these perspectives and defined diversity as "any significant difference that distinguishes one individual from another". The results of the research on global corporations by Mor Barak revealed that managers and employees defined diversity as a form of inclusion (Mor Barak, 2014). Mateescu (2017) presented the analysis of the concept of workplace diversity and

stressed the importance of understanding the existence of a contextual definition of cultural diversity, which should vary in time, space and cultural contexts.

Mateescu (2017) identified several headings in which the definitions of cultural diversity can be categorized as:

(a) *Narrow category-based definitions* ó defined cultural diversity in terms of gender, racial, and ethnic differences. This categorization originates from the US and may not apply to other cultural settings.

(b) *Broad category-based definitions* - In addition to category (a) definition above, the broad category includes other variables, such as: education, age, cultural background, marital status, social class.

From the categorizations, Mateescu (2017) further identified two subcategories which included visible diversity and invisible diversity. Visible diversity, which often represents preferential basis for discrimination, consists of attributes like gender, race, physical disability. The invisible diversity consists of other attributes like education, religion, socio-economic status, etc.

(c) *Definitions based on a conceptual rule* - like variety of perspectives, or based on certain criteria/methods (Mor Barak, 2014), which may make a distinction between primary, secondary and tertiary dimensions of diversity (Mazur, 2010). Primary dimensions include: age, gender, race, ethnicity, mental/physical abilities. Secondary dimensions consists of factors like: culture, religion, life style, sexual orientation, political orientation, education, language, and work experience. While tertiary dimensions depicts: attitudes, feelings, beliefs, perceptions, assumptions, values. All

these dimensions are perceived as interacting in creating the identity of the individual, and generating similarities and differentiations which affect the work environment.

Advantages and Disadvantages of Cultural Diversity

At culturally diverse work places, perceived similarity and social identity both affect intergroup relations, this can be negative, leading to discrimination, stereotyping, equal employment disparities, and conflicts, but can also be positive, fostering innovation, creativity, and better problem solving (Podsiadlowski et al., 2013). Research has shown, especially at a group level of analysis, some positive effects of diversity in terms of highly diverse teams outperforming less diverse groups under certain conditions, mostly in the areas of creativity and satisfaction (Jonsen et al., 2011). Individuals with diverse perspectives/experiences/backgrounds bring to a group varied problem solving perspectives and have access to different resources which enhances creativity, performance, and satisfying workplace (Mazur, 2010; Podsiadlowski et al., 2013).

Diversity could promote inclusion and acceptance in the workplace (Mateescu, 2017), diversity may become an important business issue when dealing with a diverse customer base or international markets, and having a diversified employee base can give a business an advantage. According to Nelson (2014), diverse teams are more effective, more innovative and they produce better financial results. Organizations that are limiting or not imbibing diversity would miss out not only in attracting valuable employees but might also miss out on the competitive advantage associated with cultural diversity (Pieterse, Van Knippenberg, & Van Dierendonck, 2013). Workforce diversity enhances

the quality of an organization's decisions, by taking the advantages of the available broader range of new ideas and alternatives (Choi & Rainey, 2010).

According to Konrad (2006), the three primary arguments that supports the business case for diversity includes; to attract and retain top talent of diverse labor, multicultural organizations are considered to be more sensitive and effective at handling the needs of a more diverse customer base, lastly, multicultural organizations are arguably more innovative with divergent backgrounds and superior problem-solving initiatives. In addition, divergent processes are increased by cultural diversity; cultural diversity promotes divergent processes, ideas, and values, which otherwise might have gone unnoticed or ignored, but which now contributes positively to performance of the group (Stahl et al., 2010). The organizations that will adapt better to environmental changes are those that are more likely to implement broader diversity programs and initiatives (Pitts et al., 2010).

The research by Hong (2010) revealed that having multicultural teams presents the advantages of diverse product knowledge across different markets for international firms but the problems of having cultural differences may supersede this advantage and negatively affect effectiveness of the team (Voyer, 2011). Ochieng and Price (2010) identified problem areas affecting the success of team members of multicultural firms to include: attitudes, communication, and conflicting norms. Sanchez-Burks, Bartel, and Blount (2009) posited that culture could impair individual work performance within intercultural environment. Cultural differences affects significantly the building of trust among team members (Lillis & Tian, 2010). Personal and business culture varies across

nationalities and this may account for differences in business practice (Akande, 2009; Khatri, 2009; Xie et al., 2009). The impact of culture on individual behavior can affect individual team member's performance (Stahl, Makela, Zander, & Maznevski, 2010). Culture influences communication as different meanings could be attributable to different types of communications; nonverbal gestures, although common to nationalities, could depict different meanings across nationalities (Morgan & King, 2012), which could lead to misunderstanding. Learning and understanding specific meanings of these nonverbal gestures are important for better communication (Morgan & King, 2012).

The theories of social identity and self-categorization have been used to explain the negative views of cultural diversity on the group's performance (Mazur, 2010). According to these theories, the level of communication, the level of satisfaction and the level of cooperation within the group all decreases as the group becomes more heterogeneous, while emotional conflicts, in-groups/out-groups and cognitive biases are more prevalent than in the case of homogeneous groups (Mazur, 2010). Other perceived disadvantages include: the usage of more resources (energy and time) for problem solving; a high degree of uncertainty; increased complexity/confusion/ frustration; disagreement in the decision making process; limited identity with the group; and low performance of the organization (Mazur, 2010). In addition, those who behave differently from the mainstream culture face increasingly hostile social environments.

According to Mazur (2010), there are four types of diversity mediating variables affecting an organization. These variables include "affective consequences" (low satisfaction or organizational commitment), "cognitive outcomes" (increased creativity

and innovation), "symbolic effects" (the reputation of an inclusive and egalitarian organization), "communication effects" (effective or poor communication). The different viewpoints about the pros and cons of diversity in an organization require different approaches to diversifying and managing diversity, this is the reason why management needs special skills to manage cultural diversity (Mazur, 2010).

Types of Multicultural Organizations

As organizations move towards multicultural implementation, three types of organizations have been identified by multicultural specialists (D'Andrea & Daniels, 1991; Sue, 1991) and this include monocultural organizations, nondiscriminatory organizations, and multicultural organizations. Monocultural organization is one extreme consisting of organizations that are predominantly Eurocentric and ethnocentric in nature, where culture is considered to have little or no impact on management, here every member are expected to be treated the same. Nondiscriminatory organizations are more culturally tolerant and receptive, but they do not have consistent policies and practices of dealing with multicultural issues; equality in terms of employment opportunities, and affirmative action are implemented reluctantly. Multicultural organizations are those that are more progressively multicultural, they value diversity, tend to accommodate different cultures, value multiculturalism, and strives at diversifying the work environment.

Lozano and Escrich (2017) also identified three types of organizations in terms of cultural diversity: monolithic, plural and multicultural (Cox, 1993). The monolithic organization is characterized by cultural uniformity, with a large inequality gap, and minimal process of integration in place (Ortlieb & Sieben, 2013). The plural organization

has an appreciable level of diversity support initiatives in place, but still retains a monolithic characteristics in terms of the organizational dominant culture. The multicultural organization adopts the difference approach to promote pluralism, recognizing differences and completely integrating it into all levels of the organization, including the informal networks.

Cross-Culture Conflict

Cultural diversity can be a major source of conflicts arising from differences in: language, cultural education, nationality, and differences in practice (Okoro & Washington, 2012), these workplace conflicts are due to ineffective communication which affects employee performance and productivity. Therefore the strength of individual differences in heterogeneous group may also slow its performance (Bennett & Wright, 2010). Although cultural differences may often not be obvious, but they can be quite impactful by influencing the association of certain attitudes or attributes towards work to specific cultures (Stahl et al., 2010), and these associations can temporarily hurt team capabilities in the short term. This negative impact can disappear over time the more time a team spends together (Stahl et al., 2010), a manager should therefore develop the ability to keep a team together long enough to allow this process take place.

Multinational enterprises are mostly conglomerates of heterogeneous companies spread out around the world, and often attempts to establish a common organizational culture within the organization; however, the influence of national or regional culture cannot be avoided (Scheffknecht, 2011). This conflict between organizational culture and regional or national cultures can be resolved either by creating a universal approach to the

issue or to completely give in to the impact of diversity and not create a common standard (Das Neves & Mele, 2013). Ng, Dyne, and Ang (2009) suggested that organizations should have an approach for dealing with such conflicts, and stated that this approach should allow for the coexistence of different cultures while goals of common interests are adopted.

Managers should avoid misunderstandings among team members (Taras et al., 2011), the understanding of national values and culture are important for effective management of multicultural teams (Eskildsen et al., 2010). The research carried out on managers in 24 countries revealed that work ethics differed between countries and across cultures (Yuang et al., 2012). Aviega, Valverde, Jaselskis, and Strong (2011) stated that it is necessary to differentiate intercultural from intracultural differences. Management of multicultural teams should develop cultural competence which involves personal cultural capacity building (Bednarz et al., 2010); personal capacity building requires self-awareness, listening, learning, problem-solving, and thinking globally.

Cross Cultural Relationship Models

Cross cultural interactions within a multinational corporations (MNC) are often examined using cross cultural relationship models, especially where multiple stakeholders including partners, strategic alliances, vendors, employees, and managers are involved (Rozkwitalska, 2013). According to Rozkwitalska (2013, pp. 68-69), ten types of cross cultural interactions were analyzed using the cross cultural relationship model. These interactions includes: (a) multicultural and face-to-face virtual meetings, (b) business trips aboard, (c) interactions in multicultural teams, including virtual ones,

(d) office contacts with the MNCs which focused on email, fax, internet, (e) official duties carried out under the MNCs procedures, (f) subordinate-superior relationships, where one side is from a different national culture, (g) multicultural training, (h) office contacts with the MNCs external stakeholders, (i) participation in international career management training, and (j) cross cultural negotiations.

Cultural barriers are considered to include anything hindering cross cultural interactions (Rozkwitalska, 2013), the outcomes of these ten interactions above often revealed the existence of cultural barriers within the subsidiaries, typically in the areas of distances barriers, barriers caused by individuals, and organizational barriers. The cultural distances barrier of an individual's national culture are not often frequent or severe compared to the other two barriers (Rozkwitalska, 2013). The organizational barriers include issues associated with leadership style like approach to delegation, communication flow, and the attitudes exhibited towards women (Rozkwitalska, 2013), while the barriers generated by individuals includes behaviors both verbal and nonverbal, feedback approach, officialdom/bureaucracy, and barriers resulting from interpersonal relationships. Cross cultural relationship model have been considered to be effective in relationship management and communications between various nationalities with cultural differences within the multicultural work environment (Rozkwitalska, 2013).

Managerial Models of Multicultural Relationships

Today's global business environment presents different types of diversities and applying uniform managerial strategies for all instances, may not be successful (Raisio & Lundstrom, 2015). Therefore understanding the peculiarity of the particular business

environment of the host community is a key managerial competence (Brower & Mahajan, 2013). To effectively cope with diversity, scholars have prescribed different concepts and models of management including; the concept of cultural intelligence, described as an effective managerial competence required in a multicultural environment (Christiansen & Sezerel, 2013; Dunn, Lafferty, & Alford, 2012); knowledge transfer (Avolio, Walumbwa, & Weber, 2009; Björkman, Stahl, & Vaara, 2007); multiculturalism, and color blindness (Meeussen et al., 2014); Global localization (Appelbaum, Habashy, Malo, & Shafiq, 2012); Bird (2010), Caligiuri (2006), and Cotae (2010) suggested the adoption of intercultural competencies as a solution for effective multicultural management. On a global scale, both Hofstede (1984) and the GLOBE Project provided some framework for intercultural relationship management:

Hofstede's Cultural Dimensions to Multiculturalism. Hofstede pioneered the structured approach to managing multiculturalism, and advocated the important role culture plays especially as organizations become global. Hofstede formulated a basis for predicting human behavior based on their cultural dimensions, and postulated five cultural dimensions: Individualism-collectivism, power distance, uncertainty avoidance, masculinity-femininity, and long-term versus short-term orientation of thought (Hofstede, 1984). Hofstede's work was based on the survey conducted with the employees of IBM corporation with subsidiaries in 67 countries. Hofstede findings showed that national differences rather than occupational and employer differences, accounted more for dissimilar responses received.

Hofstede's ideas and theories were analyzed by other scholars and they considered it to be limited in some aspects. Kazeroony (2016) purported that Hofstede's cultural dimensions did not take into cognizance the peculiarity of developing countries or of certain geographical areas like sub-Saharan Africa. Kazeroony and Burr (2017), Oghojafor et al. (2013) argued that Hofstede adopted postcolonialism approach which only promoted the imposition of Western theories, models, and mindset that did not align with the prevailing managerial practice of African countries.

The GLOBE Project. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project involved 18,000 leaders in 62 countries, the project considered Hofstede's five cultural dimensions and reviewed this to nine parameters which they considered more universal across demography or culture (Javidan, Dorfman, De Luque, & House, 2006). The extended dimensions includes: performance orientation, assertiveness, future orientation, and humane orientation. Others were institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance.

The GLOBE project team, based on predetermined criteria, divided the world into clusters. The predetermined criteria used includes; cultural orientation, understanding of leadership, and business ideas, while the clusters are: Sub-Saharan Africa, Eastern Europe, Middle East, Confucian Asia, Southern Asia, Latin America, Nordic Europe, Anglo, Germanic Europe, and Latin Europe (Javidan et al., 2006). The essence of these classifications was to equip potential world leaders and managers with the required knowledge and information for multicultural ventures. However, Javidan et al., stated

that despite the division of the world into clusters, cultural similarities still exists across various cultures, and they recommended that leaders and managers should initiate relationships with the various stakeholders and multinational employees from the areas of similarity.

Overview of Nigerian Culture

The Nigerian culture is largely made up of the traditional beliefs of people passed down from one generation to another (Falola, 2008). Some of the cultures in Nigeria, like the style of fashion, are influenced by the western world (Falola, 2008). Nigeria is made up of 36 states, and the Federal Capital Territory (FCT)-Abuja. These areas are populated by three major ethnic groups, and about 250 other ethnic groups (USCIA, 2013). The three major ethnic groups are the Hausa-Fulani in the Northern part (29%), the Yoruba in the western part (21%) and the Igbos in the eastern part (18%) (USCIA, 2013). Nigeria is a very diverse country, with multiple ethnicities, religious practice, and languages. The exact number of major ethnic groups and languages spoken varies depending on the source; 371 different ethnicities (Online Nigeria, 2016), 250 (IndexMundi, 2016); and 350 (Umukoro, 2013). Similarly the number of different distinct languages and dialects in Nigeria varies from different sources; 521 (Online Nigeria, 2016), and 500 (IndexMundi, 2016). However we have three major ethnic groups and their languages; Hausa, Igbo, and Yoruba (USCIA, 2013), while most of the other languages are dialects.

According to Ayeomoni (2012), English is the official language of Nigeria, the people of Nigeria practice multiple religions with Christianity, Islam, and traditional

beliefs as the predominant ones. Although religious practice does not interfere with work, however, in some areas especially the core Muslim dominated areas in the north, businesses may have to conform to some basic Islamic norms like mode of dressing, and hours of doing business. Developing long lasting business relationships in the Nigerian business environment requires both formal and informal meetings often beyond professional discussions to include other social and personal issues (Spralls, Okonkwo & Akan, 2011). In Nigerian culture, trust is built over time based on relationships (Spralls et al., 2011; Zeffane, Tipu, & Ryan, 2011). This is in contrast to some other parts of the world like in the United States, where trusts are built based on consistent performance rather than just relationships (Lillis & Tian, 2010). Nigerians and Africans in general, do not keep to time and punctuality is often not observed when it comes to keeping appointments (Spralls et al., 2011). Due to the communal nature of the Nigerian culture, providing job opportunities to relatives and friends is encouraged (Imachukwu, 2014).

The Nigerian culture has been described as being patriarchal in nature (Ogunrin, Iyayi, & Eghafona, 2011), where men as head of the family play dominant role while the women do not provide much input in decision-making. Also some roles, positions of authority, and special skill jobs especially those relating to relating to mechanical, electrical, engineering, automobiles, and technician skills are considered not suitable for the women (Ogunrin et al., 2011). Typically, Nigerians respect constituted authority, superiors, and elders (Mbanaso & Crewe, 2011; Spralls et al., 2011). Recognition is accorded to personal achievements and people appreciates being addressed by their titles like *Doctor, Engineer, Barrister, Chief, your Excellency*, rather than by first names,

which is common in the western culture (Anchimbe, 2010). Generally, Nigerians are considered accommodating and hospitable people (Andrew & Ekpenyong, 2012), they derive pleasure in entertaining visitors, so refusing a gesture of hospitality may be considered as being disrespectful (Spralls et al., 2011; Andrew & Ekpenyong, 2012).

Communication is important in a multicultural environment (Ochieng & Price, 2010), specific meanings are attributable to certain nonverbal behaviors and body language; and these meanings could vary from one culture to another (Bednarz, Schim, & Doorenbos, 2010). According to Guo (2009), nonverbal communication includes body posture, eye movement, intonation, gestures, voice tone, and facial expressions.

Nigerians, like people from other countries of the world, have peculiar attitudes and means of communication including verbal and nonverbal language exhibited during communication. These include maintaining physical proximity and nodding of the head to signify agreement (Mehrabian, 2009), touching to emphasize a point or to draw attention of others (Spralls et al., 2011), and speaking in a loud tone. Folded arms in front of the chest may mean lack of confidence or some level of closeness, the use of the left hand during handshakes and other social gestures portray a sign of disrespect and are unacceptable (David, 2012).

In Nigeria, when communicating with a superior or older person in position of authority, people avoid maintaining direct or prolonged eye contact (David, 2012), because this could portray disrespectfulness, instead Nigerians often avoid eye contact by bending head down (Spralls et al., 2011). On the contrary, maintaining direct eye contact in some other parts of the world during communication, connotes interest while indirect

eye contact may mean nondisclosure or dishonesty (Guo, 2009). During verbal communications with Nigerians, it is important to understand the cultural meaning of certain words, because the meanings and perception of some words may differ between cultures (Ayeomoni, 2010). This may bring about misunderstandings at place of work.

Ethnicity

According to Adegbami and Uche (2015), Nigeria is a multiethnic country with unlimited human resources that could be harnessed to create opportunities and confront challenges. Meeussen, Otten, and Phalet (2014) posited that countries that are ethnically diverse have the advantage to tap into a robust array of human resources when compared to monoethnic countries. Rindap and Mari (2014) stated that Nigeria's multiethnicity spurned managerial bias especially in public sector, which resulted in organizational ineffectiveness and reduced productivity.

Kazeroony and Burr (2017) stated that the advent of ethnicity, globalization, racism, and culture created some challenges for the practice of management especially scientific management principles as originally proposed by Henri Fayol, Henry Ford, Max Weber, and Frederick Taylor. These principles did not apply universally (Kazeroony & Burr, 2017; Riggs, 2010), and their assertion was based on divergent sociocultural experiences between those inculcating the cultures of Western developed countries as opposed to those imbibing cultures of developing countries. A critical success factor for all organizations is to plan for ethnic differences and diversity (Cabrera & Unruh, 2013).

Challenges and Management of Multicultural Workforce

Cultural diversity is an increasingly important phenomenon which tends to affect not only social and political institutions but also corporate organizations, managing cultural diversity in organizations has become significantly important (Lozano & Escrich, 2017). Diversity management has been defined as the totality of an organization's people management practices in order to maximize potential advantages of diversity (Cox, 1993). It has also been viewed as organizational policies for recruiting and retaining talent from diverse backgrounds (Cox & Blake, 1991). Seymen (2006) defined cultural diversity management as "an organizational answer or reaction to the need for competitiveness and to the increasing variety of the workforce." Although many approaches have been proposed on how to deal with diversity in the workplace, the initiatives that have focused specifically on cultural diversity have included diversity committees, multicultural work groups, advocacy groups, language classes, intercultural training, and diversity workshops (Seymen, 2006). Chitakornkijasil (2010) posited that in a cross-cultural environment, encouraging cultural intelligence rather than cultural assimilation among team members is an important success factor. However, the specific management of cultural diversity depends on the individual organizational approach to diversity, which in turn could have consequences for members and the organization itself.

The attitudes and management styles adopted by managers in the management of diversified teams including cultural assumptions made, and methods of communication adopted, may affect the overall performance of the organization (Avery, McKay, Wilson, & Tondandel, 2007; Pitts, Hicklin, Hawes, & Melton, 2010). According to Wrench

(2005), management of culturally diverse workforce entails that individual employees' cultural differences must be recognized by managers; the organization must also put in place the required policies and procedures in order to create a more hospitable and productive work environment (Jamali, Abdallah, & Hmaidan, 2010). Segrestin (1992), posited that the first author to formulate a theory demonstrating the existence of a relationship between culture and the organization was Geert Hofstede by developing a model on the dimensions of national culture (Hofstede, 1996), paving the way for the development of other models. However, the influence of individuals' national cultural differences on his or her behavior within the work environment remains the central point of interest in cross-cultural management (Mateescu, 2017). In recent times, diversity management has become a unique field of scientific research and at organizational level, specialized Diversity and Inclusion (D & I) departments have been created to develop strategies in this field (Mor Barak, 2014).

Diversity Strategy and Perspectives

Different approaches to diversity have been adopted by organizations, the terms diversity strategy, diversity perspective, and diversity orientation are often used synonymously (Podsiadlowski et al., 2013). The strategic response to diversity by organizations can be considered as a continuum ranging from "not doing anything" to "having a full blown diversity strategy" that is integrated with the organization's overall corporate strategy. The authors acknowledged possible reactions to diversity including: to include or exclude, to deny, to assimilate, to suppress, to isolate, to tolerate, to build relationships, and to mutually adapt. Criteria of organizational approaches to diversity are

consequently whether to address or ignore diversity, whether to view diverse cultural backgrounds of the organization's employees as a challenge to deal with or an asset to make use of, and whether to be reactive, defensive, or proactive.

Podsiadlowski et al. (2013) also identified a conceptual framework consisting of five diversity perspectives including: reinforcing homogeneity, color-blind, fairness, access, and integration and learning. Reinforcing homogeneity perspective posits that diverse workforce should be avoided or even rejected by organizations; here organizations ignore and reject cultural diversity in favor of a homogeneous workforce. Both explicit and implicit methods are adopted to suppress cultural diversity including using preferred criteria for selection and promotion. Both color-blind and cultural fairness approaches are part of the discrimination-and-fairness perspective. The color-blind approach demands that people should be treated equally irrespective of their cultural backgrounds. Both color-blindness and fairness are against discrimination based on cultural background, with each presenting different reasons for pursuing equality. Color-blindness focuses on equal employment opportunities irrespective of individual cultural backgrounds, while fairness ensures equal and fair treatment, especially by providing support for minority groups and reducing social inequalities. The Access perspective views diversity as a business strategy that enables access to international markets and diverse customer base and which recognizes an organization's external environment. The integration and learning perspective is broader than others, it provides that everyone in the organization including employees and the organization itself can benefit from a diverse work environment. This perspective is considered the most strategic

In summary, all of these diversity perspectives fall within a continuum ranging from defensive to reactive to proactive. Defensive here depicts not acting or even resisting diversity, while reactive means meeting minimal expectations e.g. legal or contractual responsibilities. Proactive here implies realizing and accepting the advantages of diversity and encouraging diversity in the entire organization.

Culture and Leadership

In recent times increased awareness has been focused on the influence of issues like discrimination, gender, and culture on leadership. Thus effective leadership is a function of various other factors including management of diversity. Certain leadership behaviors like the use of superiority, power, and close supervision vary as a function of culture (Eagly & Chin, 2010; Van Emmerik, Euwema, & Wendt, 2008). According to Staples and Zhao (2006), individualism/collectivism dimensions of Hofstede's five value dimensions of national culture are also potentially relevant to the phenomenon of team performance (Hofstede et al., 2010). These dimensions are:

- Power distance index;
- Individualism;
- Masculinity;
- Uncertainty avoidance index; and
- Long-term orientation;

In a diverse workforce, people from different cultural or social groups must constantly interact with each other, in such dispensations, individual's different cultural identities and assumptions may have an impact on the leadership experience and success

rate (Ayman, 2004a). The global leadership and organizational behavior effectiveness (GLOBE) project, referred to as "the most ambitious study of global leadership", ranked 62 cultures using nine attributes, otherwise known as cultural dimensions, which includes: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, power distance, and uncertainty avoidance (Javidan et al., 2006). Within the nine cultural dimensions, each cluster of culture differs from one another, this accounts for many of the cultural differences in leadership.

The Tasks of Global Leaders

According to Javidan et al. (2006), the GLOBE research project findings are currently being used to provide a sound basis for conceptualizing worldwide leadership differences. Caligiuri (2006) posited that ten tasks or activities are common and unique among those in global leadership positions, they include:

1. Global leaders work with colleagues from other countries.
2. Global leaders interact with external clients from other countries.
3. Global leaders interact with internal clients from other countries.
4. Global leaders may need to speak in a language different from their mother tongues at work.
5. Global leaders may supervise employees from different nationalities.
6. Global leaders develop worldwide based strategic business plan for their units.
7. Global leaders manage budgets on a worldwide basis for their unit.

8. Global leaders negotiate with other countries or with people from other nationals.
9. Global leaders may manage foreign suppliers or vendors.
10. Global leaders manage risk on a worldwide basis for their units.

The Dimensions of Global Leadership

Bird et al. (2010) identified six core dimensions of global leadership to include cross-cultural relationship skills, traits and values, cognitive orientation, global business expertise, global organizing expertise, and visioning. Conceptually, these dimensions can further be divided between those directly related to intercultural interaction competences at personal and group levels, and those that involve macro, global business knowledge and skills (Bird et al., 2010). The major dimension of global leadership involves the mastery of intercultural competences, the ability to adjust to the social, and general cultural dimensions of the new culture in the host country (Bird et al., 2010).

Cultural Intelligence and Intercultural Competence

According to Ang and Van Dyne (2008), cultural intelligence (CQ) refers to the enhanced effectiveness in relating with both those from foreign cultures and those from different cultures within same culture (Connerley & Pedersen, 2005). CQ can be used as a tool to help individuals meet the challenges of managing both globalization and workforce diversity. Ang and Van Dyne (2008) identified self-monitoring, holding no ethnocentric attitudes, and being open to experience as being among those specific traits and competencies associated with CQ.

According to Bird et al. (2010), intercultural competencies (IC), can broadly be defined as the ability to function effectively in another culture, it is often described as involving effective, cognitive, and behavioral perspectives. IC can be organized usefully using three broad dimensions of perception management, relationship management, and self-management factors (Bird et al., 2010). The development of positive relationships is considered a critical aspect of effective intercultural job performance (Bird et al., 2010).

Grisham and Walker (2008) introduced the cross-cultural leadership intelligence (XLQ) model, described as a metaphor representing the steering wheel with the wheel itself representing culture; the trust aspect represents the hub, while the four concepts of transformation, communication, power, and empathy represent the spoke of the wheel. Without the effective use and coordination of the wheel (culture) with other component parts of the wheel, the wheel will be ineffective. Conflict management is considered the lubricant of the wheel (Grisham & Walker, 2008), conflict itself can serve the dual purpose of both creativity stimulant and also agent of friction, which can prevent the wheel from functioning.

Intercultural Management Competences

Gru-ovnik and Jelovac (2014) identified cultural factors as one of the key barriers to consider in international business, these could even be crucial for the survival of the multinationals. The authors stated that the business world is based not only on hard factors (like economic and financial factors) but also depends on soft factors (like culture, the quality of human and social relations); Cultural issues including interaction and inter-human relationships can decisively influence the success or otherwise of

international projects, the successful companies will only be those that adapt to the cultural environment in which they operate. The effective management of cultural diversity in organizations requires extensive dialogue and the willingness to learn and understand others culture (Ortlieb & Sieben, 2013). According to Mele´ and Sa´nchez (2013), managing cultural diversity in organizations presents both an ethical challenge and legal imperative that requires managers and students of business to learn about other cultures and traditions, it is essential for them to reflect on the best ways to deal with this diversity (Lozano & Escrich, 2017).

Management must be aware of cultural differences, as well as possess the knowledge and requisite skills to overcome cultural barriers and communicate successfully (Hofstede, 2005). Both the culture and the economy are connected in several ways. Culture permeates all the facets of the organizational life and it is important for executive management to understand the cultural differences in own organization, indeed other organizations and the national culture as well. Globalization and modern technology has brought about borderless environment and increased interweaving of cultures. It is widely accepted in the field of management and academic, the statement that one of the key factors that causes business or international project failure is intercultural conflict. Gru-ovnik and Jelovac (2014) noted the positive correlation between intercultural management competences and the effectiveness of companies in the global economy; and posits that the main task of managers is to pay attention to the factors and circumstances that are likely to bring about intercultural conflicts and mitigate against such factors.

Intercultural and Internal Communication Management

Internal communication is considered as the exchange of information between employees and teams in the workplace in order to gain understanding (Veri et al., 2012). This communication sometimes takes place across cultures and national borders (Beckers & Bast, 2014; Cuypers et al., 2015). Intercultural communication has become a challenge to multicultural organizations as companies now struggle to standardize their methods of communication due to cultural differences within organizations (Beckers & Bast, 2014; Cuypers et al., 2014).

According to Hill (2014), effective communication and the ability to adapt to foreign cultures determines the success of an organization within a given market. Veri, Veri, and Sriramesh (2012) identified four categories or groups of communication skills which organizations should take note of. These skills includes: (a) workplace communication focusing on employee communication skills, (b) management communication focusing on managers' communication skills, (c) corporate communication representing formal communication, and (d) organizational communication, which addresses the philosophical and theoretical oriented issues.

Multilingual Strategy. Louhiala-Salminen and Kankaanranta (2012) proposed a multilingual approach as an intercultural internal communication corporate strategy, intercultural communication is stated to be a sociocultural process used to demonstrate a cultural dimension of communication (Baker, 2015). A multilingual corporate language strategy involves the use of two or more languages for corporate communication across all the offices or subsidiaries of a MNC (Louhiala-Salminen & Kankaanranta, 2012;

Welch & Welch, 2015). This strategy is used when an organization is present in many locations across different countries where one language is not dominant (Louhiala-Salminen & Kankaanranta, 2012; Welch & Welch, 2015).

Cultural Exchange Programs

According to Mbemba (2014), cultural exchange include programs developed to assist people become interculturally competent through the use of repeated interactions. Other names or models synonymous with cultural exchange programs includes: cultural awareness consortia, cross-cultural partnerships, multicultural partnerships, diverse peer interactions, and diversity partnerships (Norviliene, 2012). Historically, cultural exchange programs originated from students from two schools who met, interacted, and continued relating with each other via letters and a few other visits (Wilby, Taylor, Khalifa, & Jorgenson, 2015). The development in communication technologies resulted in increased number of individuals/groups that now participate in cultural exchange programs (Wilby et al., 2015).

Cultural exchange programs provides individuals the opportunity to interact with others from different countries and exposes them to different cultural nuances like cultural dances, foods/cuisines, artifacts, different histories and foreign language (Chen, 2015). Some employers promote the participation of their employees in intercultural activities as a means of developing employees; professional competence, intercultural understanding, to satisfy a particular recreational desire, and to expand their knowledge about different cultures (Pajtinka, 2014; Zhao, Coombs, & Hong, 2014). Other reasons

includes: to promote interfaith dialogue/understanding, spiritual Pluralism, inclusivity, justice, fairness, and peace (Chen, 2015; Mbemba, 2014).

Cultural Frame Switching

Cultural frame switching is sometimes employed by employees in multicultural workplace (Dehghani et al., 2012; Schwartz et al., 2014; van Oudenhoven & Benet-Martínez, 2015). Frame switching occurs when a different cognitive and behavior frames are used by a person in a multicultural environment to switch to different cultural identities (van Oudenhoven & Benet-Martínez, 2015). The different frames may include the person's own cultural identity as one frame, and a more global multicultural identity as a second frame (Dehghani et al., 2012; Schwartz et al., 2014; van Oudenhoven & Benet-Martínez, 2015).

The degree and ability to which the concept of cultural frame switching can be applied by individuals depends on: individual's intercultural competence, the value placed on one's own cultural heritage within the workplace, and the individual's desire to maintain relations with other groups (Schwartz et al., 2014). According to Van Oudenhoven and Benet-Martínez (2015), the specific personality factors that can be identified with an individual includes: (a) empathy, (b) respect, (c) interest in local culture, (d) flexibility, (e) tolerance, (f) technical skill, (g) open-mindedness, (h) self-confidence, (i) sociability, (j) positive self-image, and (k) initiative.

Cultural Adjustment

Three independent dimensions are used to measure the degree of cross culture adjustment: (a) work adjustment, (b) interaction adjustment, and (c) general adjustment

(Al-Rajhi et al., 2013; Gudykunst, et al., 2005). Work adjustment focuses on the individual's adjustment to a new job including new tasks, roles and work environment (Al-Rajhi et al., 2013). Interaction adjustment focuses on both work and non-work interactions adjustments by an individual, while general adjustment is employed to indicate adjustment factors in new working cultures focusing on how an individual adapts to living in a foreign country including: housing, food, healthcare, and cost of living (Al-Rajhi et al., 2013).

Black's model was developed in 1988 as a cultural adjustment model used for a new or different working culture, but focused on the impact which an individual's psychological *comfort and familiarity* has in a new host country (Gudykunst, et al., 2005). Using Black's model of adjustment, Al-Rajhi et al. conducted survey based on Saudi Arabia work environment, and they discovered that the outcome were in line with other survey outcomes carried out in other countries using this same cultural adjustments model. In summary, their results revealed that cultural adjustment factors in the three categories of work adjustment, interaction adjustment, and general adjustment are largely the same for an individual adjusting to the Arab Middle East culture as well as with those adjusting to other country cultures (Al-Rajhi et al., 2013).

The Emergence of a Third Culture

Rodriguez (2005) posited that the process of developing relationships involving communications and exchange amongst managers and leaders from different national cultures, foster the redefinition of exchange relationships and the emergence of a third culture which is created in the process of various interactions and relationships.

International strategic alliances are characterized by the presence of at least two interacting cultures and successful alliances depend on the creation of coherent and unitary culture that combines elements of the different cultures (Rodriguez, 2005). This emerging third culture requires renegotiation and synthesis of vital components of the original independent cultures, thus it is often more inclusive than the original component cultures.

Emotional Intelligence

Emotional intelligence (EI) is considered as one of the most important attributes for successful leaders (Reilly & Karounos, 2009), an organization is effective if it is able to identify and match leadership behavior with appropriate cultural expectations for different cultural situations. Reilly and Karounos (2009) examined EI leadership skills across different cultures and established a linkage amongst them. The authors identified five EI components required of an effective leader to include: self-awareness, self-regulation, motivation, empathy, and social skill. Thus achieving organizational success requires systematically studying and understanding the host cultural environment, global leaders should therefore align their leadership styles with the different cultural situations the face.

The Concept of Power, Tolerance and Respect

Ghorashi and Sabelis (2013) stated the importance of unravelling and re-examining power structures in the management of diversity in an organization, especially since power structures are capable of producing inequalities in organizations, even when inclusion of all is assumed (Van Laer & Janssens, 2011); The authors suggested that

power analysis should form part of an integral approach to diversity management in organizations; they posit that minimizing cultural discrimination by altering the power equation is a necessary step towards achieving organizational CC. This may include: the sharing of power with minorities, the inclusion of minorities in decision-making process, formulating multicultural programs and practices that are accorded the same level of value and priorities as other programs in the organization (Ghorashi & Sabelis, 2013).

Korol (2017) identified tolerance as essential, especially in societies where people have profoundly divergent lifestyles; the definitions of tolerance are diverse; tolerance means the willingness to accept anything, including attitudes, opinions, or behaviors, that otherwise would not have been acceptable to a person or social groups. Tolerance has been discovered to be both a multidimensional and context dependent construct (Butrus & Witenberg, 2013), it is considered a multifaceted comprising feelings, beliefs, behaviors in relation to others with different perspectives. Lozano and Escrich (2017), considered ~~÷toleranceøø~~ and ~~÷respectøø~~ as two broad perspectives to managing the challenges of cultural diversity in organizations. The concept of respect is based on the recognition for equal human dignity, it is more inclusive and broader than that of tolerance; a person can tolerate something, but may not necessarily respect that which is tolerated. Ortlieb and Sieben (2013) considered ~~÷toleranceøø~~ and ~~÷respectøø~~ as the two broad perspectives for managing the challenges posed by cultural diversity in organizations.

The KSAOs Concept

The development of global leaders involves the integration of knowledge, skills, abilities, and other personality characteristics (KSAOs). Within the global leadership development context, individuals' KSAOs can determine the extent of effectiveness of a training and development activities. Rotational programs are some of the means to develop global leaders, designed to give high potential individuals the necessary exposure by allowing them to work in more than one foreign countries (Caligiuri, 2006). Developmental interventions should also consider those KSAOs necessary for individuals to succeed and also benefit from the intervention.

Among the KSAOs, knowledge has been described as the most mutable (Caligiuri, 2006), it includes culture-general knowledge, which is defined as the knowledge of societal-level values and norms. Skills are defined in the context of KSAO as "practiced acts", both skills and abilities are considered mutable, it includes intercultural interaction skills like foreign negotiation skills, or cross-national conflict resolution skills. These skills can improve over time as one learns from the various cultural interactions (Caligiuri, 2006).

Other personality characteristics included the expectations of humans to behave in certain ways, within a particular situation, in order to accomplish certain goals; five factors, named "the Big Five", have been proposed as the taxonomy for classifying personal characteristics (Caligiuri, 2006). These factors have been found to be consistent across time, contexts, and cultures, they include: extroversion, agreeableness, conscientiousness, emotional stability, and openness or intellect. These factors are also

considered as critical success factors for people who live and work internationally (Caligiuri, 2006). Personality characteristics requires individuals to be open and receptive to learning new cultures, initiate contacts with host nationals, to handle the peculiar stress associated with the environment of the host national. George, Yussuff, and Cornelius (2017) posited that management practice in Africa has some characteristics like teamwork and respect for relationships, however disconnection exist in the successful application of theories and models of Western origin in the African society (Oghojafor, Idowu, & George, 2012).

The Concept of Virtual Teams

According to Bergiel, Bergiel, and Balsmeier (2008), virtual team can be described as a group of people working interdependently with a shared purpose. Unlike traditional face-to-face team, virtual teams are special type of working groups. They work across space, time, temporal and organization boundaries through the use of technological means (Balsmeier, 2008; Ellwart et al., 2015; Gatlin-Watts et al., 2007; Lu et al., 2006; and Staples & Zhao, 2006).

Colfax, Santos and Diego (2009) described virtual leadership as the act of leading others in a non-physical environment, they introduced the term *ögreenö* to describe virtuality which depicts the reduction of global organization's traditional reliance on extensive travels including the relocation of experts or team members. According to Gatlin-Watts et al. (2007), some of the virtual teaming instruments that can be used include; web-based education and training programs, electronic learning systems (e-learning systems), with various features like discussion boards, virtual classrooms, and

digital drop boxes. The authors posited that we have every reason to anticipate the increase use of virtual teaming in business especially as the cost of bandwidth declines.

Siebdrat, Hoegl, and Ernst (2009) presented the *Do's and Don'ts* of managing dispersion including: not to underestimate the significance of small distance; and the promotion of self-leadership across the team. The authors stated that virtual team managers, need to pay special attention to task-related processes that would utilize the specialized knowledge and expertise of group members. The importance of task-related processes were identified to include providing face-to-face meetings of dispersed team members, and the fostering of a *global culture*. The authors concluded that the advantages of virtual teams far outweigh the inherent disadvantages.

The Impact of Trust

We have a direct relationship between trust and intellectual capital, trust provides opportunity for renewing intellectual capital, trust also enhances organizational competitiveness while intellectual capital enhances trust building in work relationships (Ikonen, 2012). Thus trust has been described as both cultural and dynamic involving issues like perception, familiarity, communication, and reputation. Honesty and competency are ranked as the most important characteristics of effective leaders and followers (Agho, 2009).

Ayman and Korabik (2010) noted that increase in leaders' cultural awareness, especially regarding norms of conduct, should enhance the level of trust in leader-subordinate relationships. Pittinsky (2010) identified national diversity as a complex form of diversity among employees and introduced the concept of a two-dimensional model of

intergroup leadership. Pittinsky further argued that leadership involves bringing together both diverse individuals and the subgroups which these individuals belong to.

According to Lu Mai et al. (2006), virtual teams face communication challenges that can lead to conflict escalation amongst the team. Staples and Zhao (2006), recommended that an early face-to-face kick off meeting should be held amongst team members to assist build social bonds and relationships. Colfax et al. (2009) asserted that for an effective virtual team to be achieved, the first and most important factor is to establish and maintain trust.

Gap in the Literature

The purpose of this qualitative exploratory single case study was to explore the challenges and management of multicultural workforce organizations in Nigeria using a Nigerian insurance company as my unit of analysis. Previous studies are available, that are similar to my study, such as those that provided a general overview of culture and diversity perspectives at workplace like Imachukwu (2014), Mateescu (2017), and Okoro and Washington (2012). I also discovered some studies that focused on managing a culturally diverse workforce from organizational perspectives, such as Meeussen et al. (2014), Podsiadlowski (2012), and Seymen (2006). In addition, few researches focused on diversity management in Nigeria from organizational and national perspectives, such as Akobo (2016), and George et al. (2017).

My study was aimed at filling the gap in literature from previous studies including adding to the body of knowledge in this field of study, and it is considered as unique. I could not find any study on multicultural workforce that focused on a Nigerian insurance

company or any other company within the Nigerian financial services sector. The closest was the study by Akobo (2016) which focused on the review of diversity management in Nigeria from the organizational and national perspective. My qualitative case study of an insurance organization in Nigerian assisted me in gaining deep insights into this area of study. This study could provide relevant knowledge to the board and management of the insurance organization used as my unit of analysis, other corporate organizations including government ministries, departments, and agencies in Nigeria, and to future researchers that may want to explore this field of study further.

Summary

In this chapter, I presented the literature search strategy, theoretical foundation/conceptual framework, literature review, and the summary and transition. I presented and discussed both the social learning theory and CC as the theoretical foundation and conceptual framework for my study respectively. Next was the presentation of an indepth and exhaustive literature review of my topic including similar topics in my area of study; Hofstede (1984) and the GLOBE Project's pioneering work on culture were presented. Also included in the literature was an overview of the Nigerian culture, the pros and cons of cultural diversity, the challenges of having a multicultural workforce, and the management of multicultural organization. Finally, I discussed the possible gap in literature.

Cultural diversity issues in the workplace was traced back to the 1980s, and over the last three decades the impact of cultural diversity at the organizational, national, and international levels has been of growing interest (Palthe, 2014). Hofstede (1984)

postulated five cultural dimensions and formulated a basis for predicting human behavior based on these dimensions. The GLOBE project, considered as the most ambitious study of global leadership, developed Hofstede five cultural dimensions into nine, and stated that the cultural differences in leadership are accounted for by these nine cultural dimensions. Workplace productivity could be affected by workers attitudes, and workers attitudes could be influenced either positively or negatively by cultural factors (Stahl et al., 2010). Due to the different viewpoints about the pros and cons of diversity in an organization, special skills are needed by organizational management to manage cultural diversity (Mazur, 2010). However, individual organizational strategic response to diversity management can be considered as a continuum ranging from *not doing anything* to *having in place a full blown diversity strategy* (Podsiadlowski et al., 2013).

In Chapter 3, a detailed discussion of the methodology of the study is presented; the justification for selecting a case study design including the alignment of the design with the problem statement, the purpose statement, and the research question. The results of the study are presented in Chapter 4 including data collection, data analysis, participant demography, and data presentation, while Chapter 5 contains the presentation and discussion of the findings, including interpretation of data, study limitations, implications of the study, conclusion, and recommendations with areas for future research.

Chapter 3: Research Methodology

The purpose of this qualitative exploratory single case study was to explore the challenges of cultural differences in the workplace that may result in decreased company profitability in order to understand how these can be managed. Data was generated from 10 qualified participants, and I used face-to-face semistructured open ended interviews. The participants included 10 employees of a multicultural insurance organization in Nigeria, at grade level manager and above, and who managed a multicultural team within their organization. This chapter includes a description of the research method and design that was used, the rationale for choosing the design, the description of my role as the researcher, the target population and the sample size. The chapter continues with explanation of the data collection process, data analysis methods, and the instrumentation used. Finally, I addressed the issues of trustworthiness including ethical considerations.

Research Design and Rationale

The overarching research question for this qualitative exploratory single case study was: What are the perceptions of managers about the challenges of misunderstandings, workplace inefficiency, and overall company profitability related to cultural differences in the workplace, and how can these be managed? My research was designed to explore the challenges and management of multicultural workforce organization in Nigeria, using a Nigerian multicultural insurance organization as my case study. The research method adopted was qualitative, however, I considered the different research methods including qualitative, quantitative, and mixed methods (Marshall & Rossman, 2011).

Qualitative research is appropriate when seeking to establish meanings behind experiences, thoughts or behaviors and it is grounded in the constructivist philosophical approach (Bloomberg & Volpe, 2016; Covell, Sidani, & Ritchie, 2012). Quantitative research methods are used more often when the research involves the use of a large sample size with limited responses generated (Bloomberg & Volpe, 2016). The qualitative method seeks to create understanding about why things happen in certain ways and typically focuses on achieving depth as opposed to breadth (a goal of quantitative methods), while mixed method combines strengths of both qualitative and quantitative methods.

I adopted the qualitative research method. Qualitative study can take different forms including ethnography, narrative, grounded theory, phenomenology, and case study (Bloomberg & Volpe, 2016; Yin, 2014). Ethnography seeks to observe, understand, and document social life including the culture for a specific group, and this involves spending extensive amount of time with the participants in a natural setting (Bloomberg & Volpe, 2016). This method was inappropriate for my study because of the amount of time and travel cost that would be involved. Phenomenology has been described as a philosophical approach to the study of lived experience of the participants which allows for deeper examination of meaning and it involves both descriptive and interpretive process (Vagle, 2014). This approach was not considered for my study because it could be unduly subjective in that it permits the researcher to interpret the meaning of the lived experiences of the participants. Similarly, I did not choose narrative or grounded theory because they were both not considered to meet the aim of my study; while the narrative

approach is predominantly a story telling of the experiences of the participants of the phenomenon being studied, the grounded theory approach is used to discover a new theory (Bloomberg & Volpe, 2016).

I used the qualitative exploratory single case study design, with interviews as my primary source of data collection. A multicultural insurance company in Nigeria was my case study. According to Yin (2014), a case study provides the basis to explore a problem with the aim of providing understanding of the relational phenomenon. The case study design draws from various sources of data and focuses on participant accounts, issues, themes, and patterns (Bloomberg & Volpe, 2016). As a research method, the case study has been used in different situations and fields of study to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena. The single case can represent a significant contribution to knowledge and theory (Yin, 2014). The case study was suitable for my study because the method aligned well with both the purpose of my study and my research question (see Bloomberg & Volpe, 2016) and it also helps provide answer to the question of how.

According to Patton (2015), there is no perfect research design; rather, there are trade-offs and deciding which design to implement involves choosing between depth and breadth. No formula exists for the choice of a research design (Yin, 2014). However, the choice of a qualitative case study method largely depends on the extent to which the research question seeks to explain the how or why of a social phenomenon.

Role of the Researcher

According to Bloomberg and Volpe (2016), in a qualitative study, the researcher is considered to be the primary instrument for data collection and analysis. Bloomberg and Volpe further summarized the role of the qualitative researcher to include:

- Participate actively in the research,
- Understand or discover the meaning of participants experience,
- Adopt a flexible disposition,
- Be open to change,
- Reflect on one's personal perspectives, and
- To bring own personal experiences and values to bear on the study.

The qualitative researcher has the obligation to demonstrate trustworthiness and credibility of the research methodologies adopted. I adopted the reflective practice with the aid of reflective journal, this enabled me to evaluate my strengths and weaknesses, especially the potential effects on the study, of my personal biases and subjectivity (see Janesick, 2011). Schoorman (2014) posited that the researcher's role in a multicultural study should go beyond issues of methodology to include giving adequate attention to the participants' wellbeing, since participants are the main beneficiaries. As the researcher, I am expected to be respectful to the participants, acknowledge the participant as a partner in this study, and to ensure that the entire process of the study is participatory (Schoorman, 2014). I adhered to all these expectations.

As the researcher, my role included to conduct an in-depth, semistructured interviews with the participants, who are the management staff of the chosen

multinational insurance company (MIC). In doing this, I adopted an *etic* or outsider's view point which enabled me to understand the experiences of the participants (Bloomberg & Volpe, 2016). The researcher is expected to listen actively during the interviews, seeking for clarifications and probing further where necessary (Bevan, 2014). As a qualitative researcher, I am expected to be open minded, and to set aside my personal knowledge, experiences and biases about the research subject, in order to gain a new insight or perspectives and without influencing the research or/and participants, this is known as bracketing technique (Bevan, 2014; Bloomberg & Volpe, 2016). I used the bracketing technique, which is also a way of addressing the potential risk of being bias.

Personal bias is considered a challenge in qualitative inquiry because the researcher is the primary instrument for data collection and analyses (Nichols, 2015); I did not have direct working relationship with the participants and the organization of study used, my interest in using MIC as my case study and partner organization was not related to any previous connection. The interview consisted of a few questions designed to encourage the participants' full participation, effective listening skills was employed during the interview process which helped to ensure better responses from the participants (Rubin & Rubin, 2012). I was open and transparent and gave the participants the assurance that they were expected to express themselves freely without any fear of retribution; if however, the participants felt otherwise, they were entitled to report directly to the IRB of Walden University. At the end of each interview, I openly expressed my sincere gratitude and appreciation to all participants for participating in this study.

Methodology

This methods section presents an overview of the methodological approach adopted for this study. The section describes the data collection process for this study.

Participant Selection Logic

The participant selection logic provides a justification for the selection of the participants and the sampling procedure adopted with demonstration that the sample size is adequate for the purposes of drawing recommendations based upon the findings of the study.

Population. According to Frankfort-Nachmias, Nachmias, and DeWaard (2015), a population can be defined as the set of all units (like people, cities, and countries). It is the responsibility of the researcher to decide on the parameter to use in determining the population of study and the unit of analysis, and this can be defined using some specific sets of criteria like the content, extent, and time (Frankfort-Nachmias et al., 2015). Yin (2014) considered a case or a unit of analysis, to include; an event, an individual, or an entity. The unit of analysis of this study was a multicultural insurance company in Nigeria. Multicultural practitioners consists of those who intentionally promote cultural diversity in developing working relationships within an organization (Roy, 2015). The choice of the unit of analysis, like other aspects of the research design, can change as a result of findings during the process of data collection (Yin, 2014).

Sampling strategy. Purposive sampling was used to select the participants from the population of study, and this sampling strategy is peculiar with qualitative researchers (Patton, 2015). Purposeful sampling infers that the researcher has a prior knowledge of

the population under study, it involves the selection of individuals most suitable to respond to the research question (Patton, 2015). Purposive sampling entails the selection of participants who are directly involved in the phenomenon of study (Bloomberg & Volpe, 2012; Fugard & Potts, 2015; Robinson, 2014).

This type of sampling is useful for qualitative inquiries, especially because of its nonrandom characteristic (Maxwell, 2013). In addition, both the snowball and the criterion sampling technique was used to select the participants. The snowball technique was adopted when it was observed that the initial purposive sampling did not generate the required number of participants for the study.

Snowball sampling is a type of purposive sampling which requires that the participants for a study are referred to the researcher by fellow participants or someone who has knowledge about the research (Patton, 2015). In a snowball sampling technique, already selected participants will recommend other potential participants that also meets the qualifying criteria to the researcher (Merriam & Tisdell, 2015). While criterion sampling strategy requires that participants should meet certain criteria before inclusion in the study (Palinks et al., 2013).

Selecting Participants-Criteria and Process. Since my study was conducted to explore the challenges and management of multicultural workforce organization in Nigeria, my population of study was drawn from a multicultural insurance company in Nigeria. The sample size consisted of those in management roles, drawn across three geographical locations of the companies in: Lagos, Abuja, and Port Harcourt cities. The criteria for inclusion was based on those in middle management or supervisory level and

above; this consisted of those managers who lead multicultural teams, having one level of managers below and one level of managers above them in the organizational structure.

After obtaining the appropriate permission from the organization of study to access its staff, the process for recruiting participants involved contacting the identified participants using various means including phone calls, emails, and face-to-face meetings where applicable. However, telephone and email were the primary methods used to make the initial contacts with the participants. The purpose for making the initial contacts with the participants included to introduce the study to them, to determine the participants suitability in line with the research criteria, and finally to request them to participate in the research. I used the snowball sampling technique to obtain referrals from those who were willing to participate so as to have my required sample size. After the initial contact was made, I sent out an informed consent forms to all the identified participants, and once they gave their consents I then scheduled the face-to-face semistructured interviews with them using open-ended questionnaires.

Sample size. In a case study design, the actual number of participants varies from one individual or a single case to multiple individuals or several cases (Eriksson & Kovalainen, 2015; Yin, 2014). The sample size for this inquiry ranged from 8 to 10 (or until saturation was reached), a sample size of eight is often considered sufficient for saturation to be achieved in qualitative research (Thomas & Esper, 2010). The actual sample size used for this study was 10, considering the limited scope of this research in terms of unit of analysis, the sample size used was considered adequate. Patton (2015),

however, posited that the actual sample size can be flexible and this can change from the size at inception of the study.

Data saturation. Data saturation has been described as the collection of data in a study until the data becomes redundant (O’Reilly & Parker, 2012), data is said to be saturated when the researcher is no longer able to obtain any new information (O’Reilly & Parker, 2012). Fusch and Ness (2015) posited that, in qualitative studies, saturation occurs when the study was replicable and when no new codes, themes, and data are being added by additional interviews. One indicator that was used to test for saturation was the frequency of repeating the information gathered from the participants, saturation was achieved once the desired frequency of occurrence of identical response was manifested, this occurred from responses after the 6th participant.

Instrumentation

Observation and interview are the two mostly used standard methods for achieving data collection, and according to Patton (2015), research is done in an *interview society*. I used interview as my primary source of data collection using the open-ended semistructured interview technique via face-to-face. Participants were limited to those in management roles in the organization of study.

The interview protocol used consisted of questions that were derived from my research questions and literature review. These are listed in Appendix A and it was validated by a field study. The first 4 questions were used to determine participants’ demographic data like ages, gender, and position within the organization. Questions 5, 6, and 7 examined the nature and characteristics of multicultural workforce within the

organization, questions 8 and 9 focused on issues of conceptual framework, while questions 10 to 12 covered the management of multicultural workforce.

Each interview was scheduled at the participant's convenience. I documented the interview session with the aid of electronic handheld recorder and a smartphone telephone device, I did not use a recording software program. Similar instruments have been used and tested in previous relatively similar studies, I believe this approach was appropriate for my study. The transcription and interpretation of the participant's responses was done by me after each interview.

Field Study. A field study or test was conducted using the support of three subject matter experts to assist review the interview guide. The experts included two from the academic world, knowledgeable in research and my area of study, and a practicing insurance professional at management grade level. Following the review, my interview questions were adjusted as follows:

- The number of questions increased from an initial number of 12 to 13.
- An additional demography question No.4 was introduced capturing location of participants, original question Nos.4, and 8 were reviewed and they are now Nos.5, and 10 respectively, while original question Nos. 5, 6, 9, and 10 were completely removed. New questions No. 6, 7, 8, and 11 were introduced. The questions that were removed included those that were considered: too large in scope, general in nature, stated in a formatting manner depicting a Yes or No answer, and one that was not too relevant to the study. The four new questions introduced consisted of two

that were narrower in nature to the area of study, while the other two focused on cultural tolerance and performance at workplace.

- The questions were reviewed to ensure that only How and Why questions dominated the questionnaire, consistent with qualitative research.
- The questions were reviewed to ensure that it captured elements of the research question and key components of the literature review.
- The review by the experts helped ensure quality of the guide and that it contained appropriate questions that were consistent with acceptable research standards.

Procedures for Recruitment, Participation, and Data Collection

Data Collection. Interview was the primary source of data collection. All the interviewing process took place in a serene natural setting within the head office of the organization of study. For convenience, the participants were allowed to choose the suitable location and time for the research interview.

After obtaining the Walden University's IRB's approval (approval number: 10-03-19-0561692), I sent a formal letter to the organization of study, the multicultural insurance company, addressed to the managing director/chief executive officer, requesting their approval to use their organization as my research site and partner organization. In the letter, I introduced myself, my study, and requested for the e-mail addresses/contacts of 10 qualifying staff as potential participants in line with my recruitment criteria. The management of the company approved my request via a letter

dated 11th October, 2019, and subsequently supplied me with the names, emails, and phone numbers of 10 potential participants.

Following the receipt of the participants' details, I contacted the participants via email, and telephone calls. Prior to the interview, I sent a brief self-introduction letter to the participants stating; summary, purpose, and significance of the study. Transcribing and editing the notes taken during the interview was done as quickly as possible after the interview, so as to avoid unnecessary loss of content and ambiguity (see Rubin & Rubin, 2012). I adopted member checking technique to help review/ authenticate both my transcription and interpretation of participants' responses.

Duration of data collection. Each of the interview with participant lasted for about 30 to 45 minutes. None of the interview lasted beyond the originally anticipated maximum duration of 60 minutes, therefore none of the interview ran out of time. In addition, and for the convenience of the participants, they were allowed to choose the suitable location and time for the research interview.

Data Recording. According to Patton (2015) the use of a tape recorder during interview is indispensable. I made use of both electronic and paper-hand written recording devices but more of the former, with the permission of the participants, data was collected electronically with the aid of a smart phone and electronic recording device, while actual note taking/field note was minimized so as to enable me concentrate on the interview proper and for effective observation. This procedure not only allowed for accurate transcription of the interview, but also gave the participants reasonable comfort that their responses will be captured accurately (see Rubin & Rubin, 2012).

Participants' Follow-up plan and Exiting the Study. The follow up plan for recruiting participants included identifying the required participants via referrals using the snowball process. As part of completing the interview process and exiting the study, participants were requested to review their individual interview transcripts, that is, to carry out a member checking for accuracy and proper interpretation. Member checking process happened after the interpretation of the participants' responses, I shared these interpreted responses with the participants for validation purposes. Member checking allows for reliability and validity (Harvey, 2015; Koelsch, 2013). In addition, a thank you letter was sent to the participants, with a promise that after the publication of this study, participants will be given a two to three-page summary of the research outcomes with an access link to the complete study document.

Data Analysis Plan

My data were sorted using combinations of both hand-coding (manual) and NVivo 12 computer based software, but more of the former because I believe this will give me the opportunity to be 'hands on' and participate more actively. NVivo 12, developed by QSR International, is a simple, efficient, and user-friendly software application system used to sort and analyze a large amount of data (QSR International, 2018); NVivo 12 functionality includes information organization via codes, cases, files, and themes, it also has the capability of a multi lingual functionality. The use of the right software can aid the quality of coding and it helps to analyze, shape, manage data, and it is easy to use.

Qualitative analysis transforms data into findings and no formula exists for this transformation, rather we have guidance but no recipe (Patton, 2015). Miles et al. (2014) outlined three aspects for data analysis including; data condensation (or reduction), data display, and conclusion drawing/verification. Yin (2014) identified four general strategies for analyzing case studies including; relying on theoretical propositions, working data from the ground up, developing a case description, and examining rival explanations. Any of these strategies can be applied in conjunction with the following five specific techniques for analyzing case studies: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis (Yin, 2014). Yin further stated that any of the available case study data analysis strategies can be used or combined in analyzing case studies.

My analysis was based on the interview data collected from all the participants, which represented the different perspectives of the individual managers regarding their multicultural management competencies. The approach by Miles et al. (2014) was adopted, my analysis commenced by reducing the data in an organized manner in order to identify, as quickly as possible, relevant concepts, phrases, statements, patterns, themes, events, and interrelationships (see Rubin & Rubin, 2012). This was done by selecting the required information from the interview data base; the data was selected in such a way as to avoid ambiguity, aid understanding of the research problem, and ease of analysis. The data was stored separately for each participant with individual descriptive coding and without divulging his or her identity. Initial coding commenced using my transcribed data responses which was organized according to the interview questions, this was then

reviewed line by line, and divided into meaningful analytical units or segments. Each identified segment was coded with a unique descriptive words or category names to differentiate it from other segments. This process was repeated until all my data was completely segmented and coded.

Next, I displayed the reduced data with codes into tables, this assisted me to discover patterns, interrelationships, interesting phrases or statements, trends and themes. All these enabled me make necessary comparisons and contrasts of the different responses. At this stage the initial codes were reviewed to identify themes, and the resultant themes were further categorized based on the research question. I did not make use of the services of qualified independent coders.

Finally, I drew conclusions from the data analyzed, with the aid of data tables created from the respondents' information. This required that I repeatedly revisit the original data for confirmation, and where necessary, I had to engage the participants post-interview. The concluded study was stored using two electronic devices; the Universal Serial Bus (USB) flash drive, and an external hard disk, which will be kept in a fire proof safe for 5 years in line with best practice recommendation in research (Bloomberg & Volpe, 2012).

Issues of Trustworthiness

During or after a research, qualitative researchers usually encounter some challenges or limitations which often poses challenges to test the validity and quality of work done. Patton (2015) described trustworthiness of a research study as being balanced and fair, while taking into consideration multiple perspectives and interests. According to

Patton (2015), other terms associated with the quality of qualitative inquiry includes: probably true, reliable, valid, dependable, reasonable, confirmable, credible, trustworthy, useful, compelling, significant, and empowering.

The validity of a research design can either be internal validity or external validity; internal validity is associated with the control component of the research design, while external validity is associated with the generalization component of the design (Frankfort-Nachmias et al., 2015). Some useful validity tests that can be used for a qualitative study include triangulation, member checking, peer debriefing, and collaboration (Marshall & Rossman, 2011). The test for trustworthiness of this study revolved around credibility, transferability, dependability, confirmability, and ethical procedures adopted.

Credibility

Both credibility and confirmability deals with the degree of accuracy and truthfulness while presenting the participants views and the research findings by the researcher, and without the influence of the researcher's subjectivity or bias (Bloomberg & Volpe, 2016; Koelsch, 2013; Yin, 2014). For a qualitative study credibility can be determined by using any of the following (Bloomberg & Volpe, 2016): (a) prolong interaction or observation with a participant, (b) debriefing or peer review, (c) triangulation, (d) member checking, (e) clarifying researcher bias, (f) thick, rich description, and (g) external audits. Credibility for this study was determined using member checking and triangulation.

First, I conducted face-to-face semistructured interviews with 10 employees of the multicultural insurance organization, all in managerial level. Second, my interview sessions were designed to be engaging; within the duration of each interview, I received full participation from all my participants, responses were given to all my interview questions, and I ensured that neither the participants nor I veered off the subject of discussion. Third, the process of member checking and triangulation was conducted after the interview.

In member checking, a written interpretation of what the participant shared during the interview including a copy of the transcribed interview responses was sent to each participant via email for validation (see Harvey, 2015). Member checking process gave the participants the opportunity to check the accuracy and credibility of my understanding and interpretation of the information gathered from them. This process allowed me to make amends, where necessary, provided further clarifications where required, and it also enabled me determine saturation for my study.

In triangulation, I employed data triangulation across the different sources of data recording including the field notes developed after the interview. Note taking/field note, although minimal, was done during the interview, I ensured that this did not prevent me from maintaining adequate focus on the interviewees. It was important to clean up any notes taken during the course of the interview as quickly as possible (see Rubin & Rubin, 2012). I cross checked participants responses on the same issue throughout the duration of the interview in order to determine consistency of information. Since consistency of

information was achieved across these various sources of information, I can comfortably say that triangulation was adequately supported by the interview responses.

Transferability

Transferability refers to the degree to which the findings or content of a study can be used by other researchers in context or in other situations or with other participants (Bloomberg & Volpe, 2016; Denzin, 2012), transferability is the prerogative of the reader to decide. It is the responsibility of the researcher to determine whether the study results can be generalized to other settings or cases (Marshall & Rossman, 2015), ensuring that the descriptions of my study and results are rich and thick will assist others to determine the transferability of my study. Comprehensive details of my selected research approach, including the design, and method used were provided, this will assist both current and future researchers to have a clear understanding of how my study evolved. In addition, the details of my study was presented in such a way that will enable transferability of the study to other organizations outside my case study/partner organization-the MIC.

Dependability

Dependability requires the researcher to use methods that are consistent and reliable over a period of time and across methods, the methods should be capable of being tracked to interpret the data (Bloomberg & Volpe, 2016). The strategy for dependability of a research study include the use of audit trail and member checking (Bloomberg & Volpe, 2016; Koelsch, 2013). Dependability of a research depends on its validity (Koelsch, 2013), and one strategy for assuring validity in research is by using the technique of member checking.

Member checking typically occurs after the interview and its transcription, the researcher provides the participant with a synthesis of the accounts of the interview, and then requests the participant for any additional information or confirmation that the researcher's reflection or interpretation of the interview is accurate (Koelsch, 2013). A strategy for member checking and data saturation includes: (a) the review and interpretation of the interview transcripts, (b) writing out the research question followed by equivalent clear synthesis, (c) providing a copy of the synthesis to the participant, (d) seek the participant's confirmation that the synthesis is a true representative of what the participant meant in the interview or if additional information is needed, and (e) continue the process of member checking until no new information is available (Koelsch, 2013). Other ways of achieving dependability in qualitative inquiries includes through audit trails and reflexivity (see Houghton et al., 2013).

For my study I adopted a combination of steps and strategies to ensure the dependability of my research. These steps and strategies included detailed explanation of my methodology, stating clearly the study's assumptions, scope, and delimitations. Other steps adopted included saving data for reanalysis, maintaining accurate records including digital recordings of my interview data, keeping required audit trail, member checking, and triangulation of data sources.

Confirmability

According to Bloomberg and Volpe (2016) confirmability measures the degree to which the finding of the research is a true reflection of the study conducted and not from the researcher's bias or subjectivity. It implies that the findings of the study are true and

accurate reflection of the study conducted. Some of the strategies that can be adopted to achieve confirmability includes audit trail, triangulation, member checking, and journaling (Bloomberg & Volpe, 2016; Koelsch, 2013). I made use of both member checking and triangulation strategies, as previously explained above, in order to ensure that confirmability was achieved for my study.

Ethical Procedures

Ethical considerations have been described as the most important considerations in carrying out a research involving human beings (Bloomberg & Volpe, 2016). Some of the ethical issues that may affect a study includes; participants confidentiality (Merriam & Tisdell, 2015), researcher bias, bullying or badgering (Smit & Scherman, 2016), transparency and trust (Yardley, Watts, Pearson, & Richardson, 2014), obtaining relevant authorities approval (Huang et al., 2014). In order to mitigate ethical concerns affecting my study, I took the following steps:

For my research I followed the ethical procedures and criteria set by Walden University's Institutional Review Board (IRB) as regards data collection, I obtained the appropriate approvals from the IRB before commencing my data collection. After obtaining the IRB's approval, I approached my research unit/partner organization and obtained their approval to use the multicultural insurance organization, as both my unit of analysis and partner organization. I subsequently obtained the list of prospective participants from the partner organization, I contacted each of them via e-mail and phone calls, introducing my research to them, stating the purpose of the study, and seeking their permission to be interviewed for the purposes of this study. I enclosed IRB approved

informed consent letter, which was sent to each participant for their execution prior to the interview. I also ensured that the consent form contained the standard relevant information (see Marshall & Rossman, 2011). I gave the participants the opportunity to review the form, ask questions and address any concerns. I did not offer participants any incentives for partaking in this study, and they were informed accordingly prior to the interview.

I obtained prior permission before entry to research sites, and participants were assured of privacy and protection of data and identification during and after the interview. Measures adopted to guarantee confidentiality and privacy included the use of identifiers like P1, P2 to P10 to represent the participants in place of real names of participants, I personally carried out the transcription to avoid third party or hired transcriber's voice recognition, I also ensured that one participant information was not transferred to another participant. Participants were informed of their rights to remain or exit from the research process at any time, even after the commencement of the interview, this right was incorporated in the informed consent form, and reiterated at the commencement of each interview. I ensured that the interviews were conducted professionally in a friendly, relaxed atmosphere, I ensured that none of the questions were derogatory or offensive, participants were informed that the interview proceedings will be recorded. In addition, I notified participants of the member checking process and informed them that they will be given the opportunity to proof read both the transcribed interview and my interpreted version, so as to avoid the incident of misrepresenting or misquoting them, they all participated in this process of member checking.

All the data collected have been kept in safe custody and I will not share same with any third party without first obtaining the written permission of the participant. All physical hard copy data collected, including recordings and transcribed materials, for this study are kept in safe custody of a private security vault company in Lagos, Nigeria, while the soft copies or data in electronic files are password protected and are not accessible to unauthorized third party. The data from this study will be kept secured for a period of 5 years after graduation, as required by best practice. After the mandatory five years post-graduation, I will destroy all the data, all the paper documents will be retrieved and shredded, all the tapes/electronic files will be ripped apart, and all the files stored on my computer will be deleted. I took reasonable steps to ensure that other relevant ethical issues, both anticipated and otherwise, were identified and reasonably addressed in line with acceptable standard.

Summary and Transition

In this chapter, I presented detail of the research methodology, design, and analysis for this study, this research was designed in line with a qualitative approach. The chapter covered a description of the research method and design that was used, the rationale for choosing the design, the description of my role as the researcher, the target population and the sample size. The chapter continues with explanation of the data collection process, data analysis methods, the instrumentation used, and finally I addressed the issues of trustworthiness including ethical considerations.

The research method adopted was qualitative, but I also considered the different research methods including- qualitative, quantitative, and mixed methods (Marshall &

Rossman, 2011). A multicultural insurance company in Nigeria was my unit of analysis and partner organization. Although a sample size of eight is often considered sufficient for saturation to be achieved in qualitative research (Thomas & Esper, 2010), my actual sample size was 10 consisting of those in management roles in the organization of study.

Purposive sampling strategy including snowball and the criterion sampling techniques were used to select the participants from the population of study, and this sampling strategy is peculiar with qualitative researchers (Patton, 2015). I made use of open-ended, semistructured, and face-to-face interview technique as my primary source of data collection. A field study was conducted to validate the interview protocol, I adopted the bracketing technique to avoid the potential risk of being biased.

Data collection was done largely with the use of electronic recording devices and to a lesser extent paper-hand written recording device. My data were sorted using combinations of hand-coding (manual) and NVivo 12 computer based software, but more of the former. The approach by Miles et al. (2014) was adopted for my data analysis which commenced with the reduction of the data in an organized manner in order to identify relevant phrases, statements, patterns, and themes (see Rubin & Rubin, 2012). Next, I displayed the reduced data with codes into tables, and finally, conclusions were drawn from the data analyzed.

The test for trustworthiness of this study was achieved using credibility, transferability, dependability, confirmability, and ethical procedures. Member checking, triangulation, accurate presentation of the details of my study, detailed explanation of my methodology, maintaining accurate records including digital recordings of my interview

data, and strict adherence to the criteria set by Walden University's Institutional Review Board (IRB), were some of the strategies I adopted. The data from this study will be kept secured for a period of at least 5 years after graduation, as required by best practice, afterwards, it will be destroyed accordingly.

Chapter 4 contains the results of the study including the report of the data collection, data analysis, participant demography, and the 6 emergent themes with 5 subthemes from the study. In Chapter 5, the findings including the interpretation of data, limitations of the study, and implications of the study, the conclusion and recommendations with areas for future research are also presented and discussed.

Chapter 4: Results

The purpose of this qualitative exploratory single case study was to explore the issues related to cultural differences in the workplace, and often resulting in workplace inefficiency and decreased company profitability, and how these can be managed. The data collection process, which commenced after receiving IRB approval, was driven by a prepared interview protocol that had 13 semistructured questions (Appendix A). The interview protocol was inspired by both the theoretical foundation and the conceptual framework, as well as my research question.

The interview process enabled exploration of the purpose of the qualitative exploratory single case study and the findings from the data collection assisted in providing answer to the research question. The overarching research question was: What are the perceptions of managers about the challenges of misunderstandings, workplace inefficiency, and company profitability, related to cultural differences in the workplace, and how can these be managed? This chapter covers discussions on research setting, demographics, data collection, data analysis, evidence of trustworthiness, and the study results. The chapter concludes with a summary and transition to Chapter 5.

Research Setting

The unit of study for this research was one of the leading multicultural insurance companies in Nigeria, with a central head office in Lagos and branches in the three major cities of Nigeria namely, Lagos, Abuja and Port Harcourt cities. This company for the purpose of my study is referred to as a multicultural insurance company (MIC).

Major policy decisions and approvals of MIC are usually made top down, from the central head office of the MIC in Lagos, while smaller decisions of operational and administrative in nature are made at the regional and branch offices level. Following the IRB's approval to commence my research, I wrote a letter of expression of interest to participate to the MIC, requesting their approval as my research unit and partner organization. I first received MIC's approval, and thereafter a list with contacts of qualified potential participants for the interview. I subsequently contacted the potential participants via emails, and following their consent to participate, I then conducted face-to-face semistructured interviews with 10 qualified participants, all managing a multicultural team. Participants were above the age of 18 years and occupied a minimum position of supervisor/manager at the partner organization, in line with my minimum requirement for participation.

The interviews were held within a span of a 2-week period in the offices of the participants and at a pre-agreed time. Six of the interviews were held in the morning hours, two were held in the afternoon and two in the evening after official work hours. Although no interview was held on the weekend, two of the participants had first indicated a weekend date as preferable but which did not occur, so I rescheduled for the next working day.

The timing and settings for all the interviews aligned with the participants' preferences, therefore ensuring participants' comfort and minimal distractions. All the interviews lasted between 15 minutes and 25 minutes, representing the shortest and longest duration respectively. However, this duration excluded the introductory and

housekeeping aspects of the meeting, which typically lasted for about 5 minutes. Before the interviews commenced, all the participants confirmed that they received both the personalized introductory letter and the informed consent form which they executed immediately prior to the commencement of the interview. I restated the research topic, purpose of the interview, and the expected role of the participants.

The participants were also informed that the interview process was to be recorded. They were notified that a transcribed version of their responses would be sent to them for member checking, prior to examination and analysis of the data, for them to confirm that the transcriptions are true representation of what they said during the interview. In addition, I informed them about the storage of the interview data, for a minimum of 5 years post interview which was in line with the requirements of Walden University's IRB, after which the data would be destroyed without recourse to them. The interview protocol was a guide which not only ensured that consistency was maintained but also assisted me to ensure that the participants and I focused on the research topic, during the interview sessions.

Demographics

The participants for my study consisted of 10 qualified employees from the multicultural insurance organization at manager grade level and above. The criteria for inclusion as earlier defined was those above the age of 18 years, must be at minimum grade level of supervisor/manager, must be managing multicultural team, and working in a multicultural organization. A total of initial 10 potential participants were requested to participate out of which 8 accepted, while 2 declined. I subsequently recruited additional

two participants using the snowball technique. The interviews were held at the offices of the participant and the interview process spanned a 2-week period.

After obtaining both the Walden University's IRB's approval (approval number: 10-03-19-0561692), and that of my research/partner organization - the multicultural insurance company. The management of the company subsequently assigned the responsibility of providing the names, emails, and contact phone numbers of 10 qualifying employees to his personal assistance/head of human resources, I received this information 3 days after receiving the approval of the organization to use their company as my unit of analysis and partner organization.

On receipt of the e-mail and contacts of the qualifying potential participants, I sent an introductory letter by email to each of the 10 potential participants informing them of what my study was about and what their expected role would be including their rights. A consent form was also attached to the email, for their review, and execution if they accept to participate in the interview process. I subsequently followed up with each of them by phone calls to obtain their responses. The letters sent and responses received gave me the assurance that participants were fully aware of and consented to both my request and to their responsibility as participants in my study. Table 1 below shows the demographics of the 10 participants of my study.

Demographic Information

The interview questions for this study (see Appendix A) consisted of 13 questions out of which the first 4 questions provided demographic information. This is presented in Table 1 below:

Table 1

Summary Demography of Participants

NUMBER OF PARTICIPANTS	GENDER DISTRIBUTION	AGE GROUP	POSSITION
10	Male (8). Female (2).	35-64	Management Level

The responses received from the demographic inquiry revealed that 80% of the participants were male while 20% female. 70% were in the age group bracket of 45-54 years, while 20% fell within age group 55-64 years and 10% were in the age group bracket 35-44 years, no one was in the age group 18-24, and 25-34 years. 50% of the participants were at senior manager grade level position, while 30% and 20% were at middle manager and executive management positions, respectively.

Data Collection

Upon receipt of the list and contact information of the 10 prospective participants, I sent out introductory letter via email to each of them, with an informed consent form attached to the email. The introductory letter included information about what my study entails, what their expected role would be including their rights, and a request for them to execute the attached consent form if they accept to participate in the study. I subsequently followed up with each of them by phone calls to obtain their responses, and 8 out of the initial 10 employees that were approached accepted to participate. Snowball sampling strategy was then used to recruit another 2 participants, to replace the 2 that were unavailable. The letters sent, the responses received, and the endorsement of the

consent form indicated that all the participants were fully aware of and consented to both my request and to their responsibility as participants in my study.

The proposed total number of participants for my study was between 8-10 employees. The data collection method was via a face-to-face, semistructured and open ended interview format. Although my minimum desired number of participants was 8, I conducted interviews with 10 qualifying individuals, and I observed that the participant responses became repetitive after the eight interviews.

Before starting each of the face-to-face interviews, I verbally introduced myself, my research topic, and stated the purpose of the interview, the expected role of the participant, the confidentiality of the interview, and their rights to stop or discontinue at any point even after commencing the interview. I informed them that the interview process will be recorded, and assured them that before using the data, a transcribed version of the interview will be sent to them first, for their review/editing and possible confirmation that it represents what they said at the interview session. In addition, I notified the participants that the data would be securely preserved for minimum of 5 years post interview, after which they would be destroyed without recourse to the participants. The interview protocol was used throughout each of the interview process, and this served as a guide that assisted me to focus and stay on track throughout the interviews. All the 10 interviews were concluded within a space of 2 weeks, and they were all held in the offices of the participants.

All the interview sessions were recorded electronically using my smartphone and an audio recorder. I minimized the use of manual recording, via note taking, to only

capturing salient points including potential codes and themes. This enabled me to show adequate interest, maintain eye contact with the interviewees, and observe nonverbal cues exhibited by the participants in the course of the interviews. Throughout the duration of the interviews, my phone was disabled from receiving incoming calls and messages; this was to avoid any distractions and not to truncate or corrupt the recording. I discovered that the participants were very cooperative and forthcoming with their responses. Some of the participants also narrated examples from their previous work experience to the questions.

Data Analysis

My data analysis involved combinations of both manual (hand-coding) with NVivo computer based software, but I predominantly made use of the manual hand-coding which gave me the opportunity to be *hands on* and participate more actively in the analysis process. My approach was the combination of the three aspects of data analysis outlined by Miles et al. (2014) and the four general strategies for analyzing case studies as identified by Yin (2014). The three aspects for data analysis include data condensation (or reduction), data display, and conclusion drawing/verification, while the identified four general strategies for analyzing case studies include relying on theoretical propositions, working data from the ground up, developing a case description, and examining rival explanations.

According to Merriam and Tisdell (2015), data analysis involves the transformation of raw data into meaningful and manageable pieces of knowledge through reduction, filtration, thematic identification, and effective communication of the findings,

while noting any discrepant data. Maxwell (2013) advised that qualitative researchers should not wait till the end of data collection before commencing the process of data analysis. Consequently, my data transcription began at the end of the first interview day, and continued until the last interview was transcribed. Rubin & Rubin (2012), advised that transcribing and editing the notes taken during the interview should be done as quickly as possible after the interview, so as to avoid unnecessary loss of content and ambiguity.

I manually transcribed verbatim all the interviews from my digital audio recorder and smartphone first using A4 sized papers, I then typed them out using Microsoft word document on my lap top, thereafter I saved each transcription on my system hard disk and in a flash drive. I immersed myself in the data which enabled me to get a sense of participants' underlying and salient emotions, as well as to identify relevant thoughts and themes. Next, I listened to the recording of each interview several times and compared this with the notes that I took during each interview and the corresponding transcript, in order to ensure that the responses of the participants were accurately captured. I then started to review each transcript to develop my own interpretation of the individual participant's response for the purposes of member checking. An interpretive reading of transcript or data involves constructing a different version of the original data, representing what the researcher thinks the original data means or what the researcher thinks he or she can deduce from the data, including challenges and assumptions about the phenomena being studied, that may have been taken for granted (Bloomberg & Volpe, 2016). After the transcription, I sent to each participant a copy of the questions

with their individual transcript and my interpretation of their responses for member checking. I gave each participant three days to respond, I also followed up with phone calls to confirm the receipt of the document and solicit for their early response.

Upon completing the transcription and member checking process, I commenced my analysis. My analysis was based on the interview data collected from all the participants, which represents the different perspectives of the individual managers regarding their multicultural management competencies. I commenced my analysis using the approach by Miles et al. (2014); first with data reduction, by reducing the data in an organized manner in order to identify, as quickly as possible, relevant concepts, phrases, statements, patterns, themes, events, and interrelationships (see Rubin & Rubin, 2012). This was done by selecting the required information from the interview data base, the data was stored separately for each participant with individual descriptive coding and without divulging his or her identity. I used participant numbers P1, P2, P3 to P10, for each transcription and recording to provide anonymity for each participant. I started my initial coding using my transcribed data which was organized according to the interview questions. I read carefully, line by line, my transcribed data, identifying and dividing them into meaningful analytical segments/units, each identified segment was then coded separately using a unique descriptive words or category names to differentiate it from other segments. I repeated this process until all my data were completely segmented and coded accordingly. It should be noted that I used an open-coded process rather than predetermined codes and rather than looking for predetermined codes, the codes came out, almost seamlessly from the data review. I also made use of both descriptive coding

and in vivo coding methods (Miles et al., 2014), descriptive coding involves summarizing a passage of data by assigning words and short phrases to them, while in vivo coding is a method that is used to highlight the exact words from the data (Miles et al., 2014).

The second step was data display, using formats such as tables and figures. Yin (2016) advocated that the use of computer software such as NVivo 12 was helpful to sort, code, and generate themes to produce structured, organized, and understandable results. All the reduced data with codes that I developed were displayed in a table which assisted me to determine interrelationships, interesting phrases/statements, patterns, trends and themes, including making comparisons and contrasts of the different responses. I reviewed the initial codes to identify themes, and themes emerged from blocks of similar codes (see Miles et al., 2014). The resultant themes were then further categorized based on the conceptual framework, research question and/or research problem. Finally, I carried out the third step which was drawing conclusion from the data analyzed, through the process of rereading and rewriting the data in order to discover units of meaning within the participants' experiences. I stored all this information/data using electronic devices, the Universal Serial Bus (USB) and external hard disk, which will be preserved safely for 5 years in line with best practice recommendation in research (Bloomberg & Volpe, 2012).

Evidence of Trustworthiness

From the beginning of data collection and throughout the process of analysis, I exercised adequate care to ensure that the trustworthiness of the study was achieved. To create trustworthiness from data collected, several measures should take place

(Bloomberg & Volpe, 2012; Vagle, 2014); I conducted the data collection process with strict compliance to the ethical standards set by the Walden University's Institutional Review Board (IRB).

Credibility

The credibility of the study was established by adopting the following four measures: data triangulation, member checking, researcher reflexivity, and attentive listening. First, by the triangulation of my data sources including the transcripts of the face-to-face semistructured interviews with 10 employees of MIC, the different experiences of the participants, and the notes that I took during and after each interview. The notes helped me to determine the accuracy of the data. Second, member checking was carried out where participants had the opportunity to review the transcribed data, and to make necessary corrections. Two of the participants made minor changes mostly additions to their transcripts, these changes were reflected in the final transcripts. It was only after the process of member checking that the data was considered viable for use in the study.

Credibility was also validated by means of researcher reflexivity, also known as bracketing (see Janesick, 2011). I maintained self-awareness and self-reflection throughout the interview process, I was able to refrain myself from allowing any personal bias regarding the topic of study to come to bear by continued self-reflection. I practiced reflexivity by maintaining a journal in which my reflections are recorded regularly. Although, it may not be possible to be 100% objective throughout a research, it is

imperative that researchers are mindful of their predisposed biases and make reasonable efforts to address them (see Janesick, 2011).

Attentive listening skill was also used to assure credibility. Throughout the interview process, I made sure I spoke less but rather I listened more to the respondents. I was patient, and I ensured that respondents were not interrupted while they spoke.

Transferability

Transferability has been described as the degree to which the findings of a study can be used in other situations or with other participants (Bloomberg & Volpe, 2012). To ensure transferability, I provided in Chapter 3, comprehensive details of my selected research methodology and design strategies including participant recruitment and the processes undertaken to gain access to the organization of study. The use of both purposive and snowball sampling strategy, the variation of the sample which included multicultural practitioners, and the rich descriptions of participants' statements, also provided additional comfort for transferability. Other researchers would have a clear idea of how the study evolved and how the conclusions were arrived at.

Dependability

In considering the issue of dependability, the researcher is required to use methods that are consistent and reliable over a period of time and across methods; the use of audit trail of procedures and processes and member checking, are some of the dependability strategies of a research study (Bloomberg & Volpe, 2012; Koelsch, 2013). The validity of a research also affects the dependability, and member checking technique is one strategy for assuring validity in research (Koelsch, 2013).

The dependability of this study was achieved by carrying out member checking after my transcription of the interview responses. Dependability was also assured through the use of triangulation, reflexivity and by aligning both interview and research questions. In addition, in my study and through my audit trail, the various decisions and rationale for those decisions were explained, for example I provided the reason for making use of snowball strategy to recruit and replace the 2 participants that were unavailable. I clearly described my role as the researcher in Chapter 3. Many of the findings of this current study are supported by existing literature thus further confirming dependability. Also, I have made provisions to keep in good order, accurate records and digital recordings of my study which will enable my research to be recreated or confirmed if necessary.

Confirmability

Confirmability is the extent to which the findings of the study are true and accurate reflection of the inquiry carried out, and not from researcher bias or subjectivity (Bloomberg & Volpe, 2012). Some of the strategies for confirmability includes audit trail, triangulation, member checking, and journaling (Bloomberg & Volpe, 2012; Koelsch, 2013). I used the member checking technique to demonstrate reflexivity, and I keep an audit trail of my process and procedures.

Study Results

The data presentation is based on participant responses to each interview question, and this is presented thematically. I manually compiled the research data; defined, arranged, and organized data in common themes that emerged (see Giorgi, 2012). The themes emanated from codes derived from the participants' responses to the interview

questions. Nonrecurring codes or themes are captured and presented as discrepant information.

The emergent themes assisted in answering the overarching research question of: What are the perceptions of managers about the challenges of misunderstandings, workplace inefficiency, and company profitability, related to cultural differences in the workplace, and how can these be managed?

I grouped words relating to each theme together. Appendix B shows the six emerging themes with the associated codes, and the predominant interview question(s) that generated them. Tables 2 to 7 show the individual emergent themes with their associated codes resulting from the member checking interpretations.

The findings for this chapter are organized by the six emergent themes of cultural differences, cultural conflicts, cultural conflicts and productivity, cultural competence, cultural attributes/perspectives, and management: multicultural and performance. The theme of management: multicultural and performance has 5 subthemes including organizational practice and culture, communications and relationship, cultural learning and integration, socialization, and cross-cultural performance management. The themes are presented in the segments below.

Emergent Theme 1: Cultural Differences

This theme emerged majorly from responses to Interview Question 5 (IQ.5): What types or form or aspects of cultural differences are exhibited by staff in the workplace? Participants responses revealed the multifaceted nature and form which cultural

differences can be exhibited in the workplace. The predominant words/phrases used are presented in Table 2.

Table 2

Emergent Theme Cultural Differences

EMERGENT THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Differences	<ul style="list-style-type: none"> - Mixed culture / Backgrounds - Cultural affiliations/alignment - Language - Belief - Dressing - Manner of speech - Talents - Respect - Food 	IQ.5

Table 2 presents the cultural difference emergent theme. From this theme, the mixed culture/tribe/ background and cultural affiliation/alignment were both used to describe the types of cultures available in Nigeria and present in the organization of study. Participants mentioned mostly the three major tribes/dialects in Nigeria namely: Ibo, Hausa, and Yoruba. Other tribes mentioned included South-south, Deltan, Edo, and Niger Delta.

P2 stated that "People aligned with others of same culture (cultural affiliate)". P6 stated, "For example, in my department we have different people from different cultures". The cultures mentioned included Yorubas, Ibos, Hausas, and South-South, while the three major tribes were Hausa, Ibo, and Yoruba. P8 noted, "We have mixed

culture, we have people from Yoruba, we have Ibo, and we have people from the North. Cultural differences cannot be removed from the organization.

Language, manner of speech, dressing, food, respect, belief, and talent were the most mentioned forms of cultural differentiations exhibited at work. Of the 10 participants interviewed, 90% ($N=9$) noted language, 80% ($N=8$) mentioned dressing, 60% ($N=6$) mentioned manner of speech/or and respect, while food and belief were mentioned by 50% ($N=5$) of the respondents, and 20% ($N=2$) mentioned talent.

P1 stated, "We have different languages although speaking them is not allowed but language is the major difference, another difference is the material/ attire and dressing."

P9 said, "In summary it's shown in: respect, the way they talk, and the food they eat."

P10 said, "Generally the official language is English but they like communicating more in Yoruba Language."

Emergent Theme 2: Cultural Conflicts

This theme emerged majorly from responses to Interview Question 6 (IQ.6): What factors or circumstances do you think could bring about conflict due to cultural differences at workplace? Table 3 shows the predominant words/phrases used by participants or derived from their responses to the above IQ. 6. The issues of tribalism/racism, lack of respect, and differences in belief including political affiliation, religious belief, and social affiliation, were the major responses given by participants.

Table 3

Emergent Theme Cultural Conflicts

EMERGENT THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Conflicts	<ul style="list-style-type: none"> - Tribalism/Racism - Manner of approach -Language / Dialect - Not showing empathy - Character/Lack of respect - Lack of understanding -Differences in belief -Being cheated/denial of benefits & entitlements - Political affiliation - Religious belief - Social affiliation 	IQ.6

P2 said "the basic factor is when it's obvious that some people are being cheated based on where they come from and for reasons not based on merit/performance. Factors like denying them certain benefits or entitlements like promotion or postings or trainings etc. just because you are not from a particular region. These could cause conflicts". P4 mentioned that "there are many factors that could create conflict like, political affiliation can create conflict, religious belief can create conflict even within people of same cultural background. Also even social affiliation can create conflict between them". P6 stated "Yorubas are particular/lay emphasis on respect and with due respect to other tribes like Ibo, they don't really show respect like the Yoruba tribe, but however we tolerate each other. So anybody that don't really understand or respect that position, it may bring conflict".

Emergent Theme 3: Cultural Conflicts and Productivity

Table 4

Emergent Theme Cultural Conflicts and Productivity

EMERGENT THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Conflicts and Productivity	<ul style="list-style-type: none"> - Communication and difference in languages - Integration of different cultures - Demoralization/emotional state - Lack of effective relationship - Lack of Incentive to work - Drop in output/productivity - Drop in profit level - Act against company's norms/rules/regulations - Not inclusive - Denial/non-participation in task - Lack of, on the job teaching/coaching - Not eager/Willing to help persons of other culture - Felling of Dislike/not wanted - Forming Clicks, Gossips - Hatred and Diabolical means 	IQ.7, IQ.8

This theme emerged majorly from responses to IQ.7, and to some degree IQ.8.

IQ.7: How does conflict due to cultural differences at work affect performance and productivity? IQ.8: How do you balance being sensitive/tolerant of others culture with

being effective at work? For example, balancing coworkers act of socializing and discussing family events at work, with achieving work related goals?

The predominant words/phrases derived from participants responses to the above questions are presented in Table 4 above. Also, there was another revelation in response to Question 13 by P2. All the participants agreed that cultural conflicts will affect the organization negatively in different ways, which would eventually result in drop in productivity and profitability of the organization. The following are some of the participants' comments supporting this theme.

P1 stated communication and difference in languages due to different cultures can affect productivity, also integration of different cultures may also be a problem and thereby affect productivity. P2, in responding to the IQ.13: What would you like to share regarding this topic that has not been covered? P2 gave the following responses, 'if not properly managed it can bring down the profit level of a company. It can degenerate to gossip, it can degenerate to hatred, and it can degenerate to some people trying some diabolical things just to ensure that they are on the top or their own people are on the top. It can also lead to cliques in the office, people begin to form cliques or groups which may be to the detriment of the growth of the company'.

P10 mentioned that if you want to do naming ceremony (Socializing), the whole branch will be happy with you. They will associate with you; you fix a time, and after close of work everybody will attend with you, identify with you, and it ends there. However, this should not be a subject for discussion at work the following day because the work will suffer.

Emergent Theme 4: Cultural Competence

This theme emerged mainly from responses to IQ 9: *Cultural competence* can be described as the ability to effectively interact with people of different cultures and socioeconomic backgrounds. It includes the variety of traits or characteristics like patience, empathy, curiosity, and flexibility demonstrated in the process of interacting and learning about people or ethnic groups. How would you rate your own cultural competence on a scale of 1 to 5, with 1 representing the least competent and 5 representing extremely competent? Why?

Table 5

Emergent Theme Cultural Competence

EMERGENT THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Competence	<ul style="list-style-type: none"> -Ratings: 3.5, 4, 4.5, 5 - Interact and learn from others - Socializing - Being part of it - Company's Mission/Goals - Company culture/core values - Empathy - Patience -Free/Relate with others - See others as humans - Culture learning -Cultural adaptation - Living together -Study and know people: strengths/weaknesses - Tolerance - Manner of Approach - Experience & Practice 	IQ.9

Table 5 above presents the cultural competence theme with some of the words/phrases that made up the theme. The IQ 9 and participant's responses elicited different perspectives and also reinforces/compliments other emergent themes. In addition it addressed the issue of conceptual framework and theoretical foundation of the study.

All the participants rated themselves above average, from a ranking of 1 to 5, the ratings ranged from 3.5 to 5, representing minimum and maximum ratings respectively. Out of the 10 respondents, 50% ($N=5$) rated themselves 4 ranking, 20% ($N=2$) rated 3.5 and 5 rankings respectively, while the remaining 10% ($N=1$) rated 4.5. This shows that the participants have reasonable degree of cultural competence awareness and practice, and also believes in this theme. Different reasons were given by participants for their individual rankings, all these reasons formed the components of the emergent theme. The following summary from participants' comments supports this theme.

Participants stated that people should be studied very well to know their strengths, weaknesses, and level of tolerance, and that the ultimate aim is to live in peace. A practical example was given by a participant of being able to manage a staff from different cultural background, and subsequently became close with the staff. Participants further noted that employees should show empathy, because without show of empathy towards others it will be difficult to work together.

Emergent Theme 5: Cultural Attitudes & Perspectives

This theme emerged mainly from responses to interview question 10, IQ10: What kind of attitude or perspective do you think staff should exhibit in order to effectively

manage cultural conflicts or misunderstandings that may arise with other coworkers? The responses from participants generated the following words/phrases presented in table 6 below, and which formed part of the emergent theme.

Table 6

Emergent Theme Cultural Attitudes & Perspectives

EMERGENT THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Attitudes & Perspectives	<ul style="list-style-type: none"> - Patient - Empathy - Tolerance - Sensitive - Neutral - Respect - Wisdom - Listening - Dialogue - Reduce Racism - Friendly - Team Work 	IQ.10

From this emergent theme, almost all the participants mentioned all the associated codes. Patient, empathy, tolerance, and respect emerged as the most frequently mentioned attitudes and perspectives they wish members of staff should display at work. While others identified with these attributes and the rest of the other attributes including learning, team work, friendly, wisdom, dialogue, and reducing racism at work.

P2 stated 'I think principally they should be tolerant of other people's cultures; it's important for you to tolerate one another because there are differences in different cultures. You don't have to stick to your own culture but you have to assimilate other people's culture. They call it acculturation - it allows you to learn from other cultures.'

According to P8, people should be patient, exercise little patient in order to solve so many issues, because of the cultural differences. If you are not patient you may not even be able to get the right from the wrong. Also, people should apply wisdom in dealing with others, if there is no wisdom, you cannot do anything. P9 stated the first thing is to learn to ask question, listen to people, and look at their plight. So the best thing is when you notice or hear something, you should call the person concerned, and inform the person of what you heard, and the person will explain.

Emergent Theme 6: Management- Multicultural and Performance

This theme emerged mainly from responses to interview question IQ.8, IQ.9, IQ.10, IQ.11, and IQ.12. It has 5 sub-themes presented in table 7 below, and this theme also brings together components from all the other 5 previous themes.

Table 7

Emergent Theme Management; Multicultural and Performance

EMERGENT THEME	SUBTHEMES	INTERVIEW QUESTIONS (IQ)
Management: Multicultural and Performance	<ul style="list-style-type: none"> - Organizational Practices & Culture - Communication & Relationships - Cultural Learning & Integration - Socialization - Cross-Culture Performance Measurement 	IQ.8, IQ.9, IQ.10, IQ.11, IQ.12

Subtheme 6a: Organizational Practices & Culture: From the responses from participants, the following associated codes or words/phrases constituting the subtheme emerged.

Table 8

Emergent Subtheme: Organizational Practices & Culture

SUBTHEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Organizational Practices & Culture	<ul style="list-style-type: none"> -Policies and Practices - Organizational goals - Norms: Culture / Values - Lingua Franca / Official Language - Equal Treatment and Fair hearing - Team work - Motivation - Job Rotation 	IQ.8, IQ.9, IQ.10, IQ.11, IQ.12

This subtheme emanated from participants responses to various interview questions, and most of them resonated with this subtheme using different words/phrases, however 50% of participants used the word/phrase organizational culture or policy. It was revealed that despite having different languages from different cultures, English was the official language in the organization. The summary outcome from this subtheme was that management should have organizational policy/culture in place that should apply to everyone across board. The following are some of the comments of participants supporting this subtheme.

P4, stated that, the company sees every staff as part of the system and deals with them according to the issues coming out from them or from their work. The policies of

the company are encumbered into a staff handbook which states how the affairs of staff are to be handled. The handbook addresses every issue, it is not cultural based, and it is not discriminatory.

P7 asserted that, "Put our differences aside; our cultural differences, our languages etc.; thank God we have lingua franca that we can communicate with and understand." In summary when you are at work put your cultural differences aside, face the official work. Also we have the official language and the norms of doing things which should be followed. P9 stated that organizations should have fair hearing, in any organization there should be standard, not minding whether you are Yoruba or Ibo or Hausa, there should be standard, and the standard should not be compromised.

Subtheme 6b: Communications & Relationships: The following six associated codes emerged for this subtheme.

Table 9

Emergent Subtheme Communications & Relationships

SUB THEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Communications & Relationships	<ul style="list-style-type: none"> - Relate and Interact - Acceptance - Appreciation -Communication - Getting help/Counseling - Create a Channel 	1Q.8, IQ.9, IQ.10, IQ.11, IQ.12

The subtheme communications & relationships emanated from different interview questions. This subtheme also compliments the subthemes socialization and cultural

learning & integration. 60% of participants identified with this subtheme directly. The following are some of the participants' comments supporting this subtheme.

P1 revealed that the organization requires staff members to maintain cordial relationship with other members of staff from different culture. In addition, the same laid down process should be used by the organization for all members, and the organization should disseminate information more. P5, "we do interact but we don't allow that to affect our performance as it relates to our job; if we have persons that have issues, the best we can do is to counsel that person and then make sure the person is in the right state of mind so that the person can concentrate on the job." P6, "you need to relate and know each other very well, share others feelings and culture to some extent. Relationship matters, you have to be closer to each other with open mind. So when the other person sees you to be open, sincere and tolerate, things will work well."

Subtheme 6c: Cultural Learning & Integration: The five associated codes or words/phrases to this subtheme are presented in table 10 below.

Table 10

Emergent Subtheme Cultural Learning & Integration

SUBTHEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cultural Learning & Integration	<ul style="list-style-type: none"> - Cultural learning - Cultural Integration - Under Sturdy Others - Education - Mentor and Mentee 	1Q.8, 1Q.9, 1Q.10, 1Q.11, 1Q.12

70% of the participants mentioned this subtheme using different words/phrases, and the summary is that managing a multicultural organization requires understanding

people from other cultures. This subtheme also compliments the theme of cultural competence. The following comments from participants lend credence to this subtheme of social learning and integration.

P2, you don't have to stick to your own culture alone but you have to assimilate other people's culture. Apart from accommodating them, you are also learning. P5 requested that people should be patient enough to study other people's culture, and learn from them, so that we can live together.

P3 presented mentee/mentorship, "presently the way we go about it has been, appointing mentors for the staff, if you have taken somebody as a mentee, the person as the mentee, is supposed to follow the footsteps of you the mentor. Where you have one or two issues you can always discuss it with your mentor, you can take it up on the mentorship grounds and solve lots of problems through that. When this does not give the best result, you still have the admin which is open to every staff to make complaints.

Subtheme 6d: Socialization: A total of seven associated codes, phrases/words emanated from this subtheme and are presented below.

Table 11

Emergent Subtheme Socialization

SUBTHEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Socialization	<ul style="list-style-type: none"> - Social gathering - Social Forum - Cultural Forum - TGIF - Quarterly Forum - End of year Party - Cultural Display - Cultural Day 	1Q.8, IQ.9, IQ.10, IQ.11, IQ.12

All the participants identified with this subtheme, most of the participants used the word "social" (60%). The others (40%) used words like staff gathering, staff forum, and end of year party to depict socialization. One major comment that stood out was the call for cultural day celebration, where different cultures will be displayed including talents, and may be attach a prize to this event for best performing cultures.

The summary of participants' responses is that socialization is key to the effective management of a multicultural organization. Management should deliberately create avenues for staff socialization. The following comments supports this subtheme.

P1, "We have time for social gathering where we could interact and people can bring up their social issues and other people can contribute (social forum)". P9, "another area where somebody from another tribe might feel that I am at home is when you socialize with him. So you have to make sure that you are balancing the social activities with the official work by socializing with them, showing empathy, and let them know that you are always with them, without minding the tribe".

P6, "they should create an environment/channel to address such issues and also a forum to socialize, by socializing we know and understand ourselves better, like TGIF, quarterly forum etc. Every organization should create a cultural forum, every company does end of year, but the company can still go further and include cultural display in their program. If that is done, there are some cultures/things not known to others that will be showcased or the company can initiate a cultural day for people to showcase their culture, and may be attach a prize to it".

Subtheme 6e: Cross-Culture Performance Measurement. The table below presents the subtheme with the associated codes and interview questions that generated them.

Table 12

Emergent Subtheme: Cross-Cultural Performance Measurement

SUBTHEME	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
Cross-Culture Performance Measurement	<ul style="list-style-type: none"> - Uniform Measurement Standard - Merit - Not Culture Based - Experience and Expertise - Professionalism - Achievement over time - Depends on Motivation - Ability to work as a team - Appraisal and Bonus System - Targets and Output - Work Environment: Peace and staff co-existence 	1Q.8, 1Q.9, 1Q.10, 1Q.11, 1Q.12

All the participants used words/phrases that pointed at this subtheme. Generally, it was the opinion of all participants that in managing multicultural organization, performance should be measured via a uniform standard of measurement irrespective of your cultural background, and that there should be no form of discrimination in terms of reward for performance. Other indices mentioned include job rotation, staff motivation,

and conducive work environment. The following are some of the supporting comments from participants.

P5, "Basically job rotation; we can use Job rotation, am looking at the perspectives that somebody that comes from Lagos can be transferred to Warri to go and work in the branch there. The company has branches all over the country. By the time you send them to different parts of the country and they come back, they will learn from that culture."

P7, "I don't think there should be a different standard of measurement; here we use the same standard irrespective of the area which you are from. The same standard is being used for everybody here. We should use uniform standard across board for everyone."

P8, "My advice is that, for every organization that wants to be successful and achieve a good result, there should be motivation. Motivation will go a long way in order for the employee to get what he or she wants. It makes employees achieve the company's goal irrespective of cultural differences."

Summary of Emergent Themes

The purpose of my study was to explore the challenges of misunderstandings and workplace inefficiency related to cultural differences, and often resulting in decreased company profitability, and how these can be managed. The emergent themes from my study revealed that cultural differences at workplace do exist and, this influenced interrelationships amongst people of divergent cultures. These could bring about

The themes cultural differences, cultural competence, cultural attitudes and perspectives, and management: multicultural and performance, had inputs from all the participants. The two themes of cultural conflicts and cultural conflicts & productivity had inputs from 9 and 8 participants respectively. The remaining 2 participants believed that there were no obvious cultural conflicts within the multicultural insurance organization, and therefore could not provide direct inputs in this regards.

Appendix C shows a summary of the impacts of the emergent themes on the three key stakeholders-individual, organization, and society, and the resultant implications to the stakeholders. The themes cultural differences, cultural conflicts, cultural competence, and cultural attitudes and perspectives are shown to have direct impact on the individual, the organization, and the society. The themes cultural conflicts and productivity and management- multicultural and performance, directly affects the individual and organization.

Summary

The purpose of this study was to explore the challenges of misunderstandings and workplace inefficiency related to cultural differences, and often resulting in decreased company profitability, and how these can be managed. In this Chapter 4, the results of the study was presented in which six themes and five subthemes emerged. The chapter contained the demographics, research setting, data collection, data analysis, evidence of trustworthiness, and the description of the main themes. The data used for my analysis was generated from the interview responses of 10 participants, all managers from the

multicultural insurance company studied, and they all met the qualifying criteria for participation. The themes generated provided insights, individually and collectively, to my research question and were also related to my conceptual framework.

In Chapter 5, I provided the interpretation and analysis of my findings, including the interpretation of data, limitations of the study, and implications of the study for positive social change. The conclusion and recommendations with areas for future research are also presented and discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative exploratory single case study was to explore the issues of cultural differences which often results in decreased company profitability due to the challenges of misunderstandings and workplace inefficiency, and how these can be managed.

My unit of analysis and partner organization was a multicultural insurance company in Nigeria, MIC. My investigation was conducted using the qualitative method with an exploratory case study design. Semistructured open ended interviews were used to gather data from 10 qualified participants, all managers of the MIC. Eleven themes emerged consisting of six main themes and five subthemes.

The main themes were: cultural differences, cultural conflicts, cultural conflicts and productivity, cultural competence, cultural attitudes & perspectives, and management: multicultural and performance. The subthemes derived from the theme management were: multicultural and performance; organizational practices & culture, communication & relationships, cultural learning & integration, socialization, and cross-culture performance measurement. This section contains the interpretations of the findings in relation to published literature and the frameworks that supported this study, limitations of the study, my recommendation for practice and future research, and implications for positive social change and practice.

Interpretation of Findings

The interpretations of my findings are presented thematically to align with the format adopted in Chapter 4. The central research question I sought to answer was: What

are the perceptions of managers about the challenges of misunderstandings, workplace inefficiency, and company profitability, related to cultural differences in the workplace, and how can these be managed? In this section, both the study's research question and my interpretation of the emergent themes generated from my data are presented and discussed.

Emergent Theme 1: Cultural Differences

According to Adegbami and Uche (2015), Nigeria is a multiethnic country. Culture represents certain factors like knowledge, customs, beliefs, language, religion, and any other habits acquired from being part of a group (Murmu, 2014; Noma & Crossman, 2012; Odrakiewicz & Zator-Peljan, 2012). Typically, individuals share national or ethnic culture resulting from their values developed from personal experiences, education, religion, and family (Unggul, 2017).

Findings from my study agreed with the above assertions. All the participants acknowledged the presence of cultural differences or diversity within the organization and they identified various ways in which this was exhibited in the work place including language, dressing, food, respect, belief, and talent. Others included religious belief, political affiliation, and social affiliation.

The study results are consistent with Mateescu (2017) and Mor Barak (2014) who identified several headings in which the definitions of cultural diversity can be categorized including religion, life style, sexual orientation, political orientation, education, language, work experience, attitudes, feelings, beliefs, perceptions, assumptions, and values. The results are also consistent with extant literature, the

research revealed that Nigeria is a multiethnic country (Adegbami & Uche, 2015). We have three major ethnic groups and their languages including Hausa, Igbo, and Yoruba. This theme provided some clues to answer the study's central research question. Data from my study agrees with Stahl et al., (2010) who postulated that although cultural differences may often not be obvious, but they can be quite impactful towards work and influenced specific cultural behaviors.

Emergent Theme 2: Cultural Conflicts

This theme shed light on the central research question. Okoro & Washington (2012) stated that cultural diversity can be a major source of conflicts arising from differences in language, cultural education, nationality, and differences in practice. Responses from my research participants revealed that cultural conflicts could manifest in several ways resulting from tribalism/racism, manner of approach, language / dialect, not showing empathy, lack of respect, lack of understanding, differences in belief, feelings of being cheated, political affiliation, religious belief, and social affiliation. Gru-ovnik and Jelovac (2014) posited that the main task of managers is to pay attention to and mitigate against the factors and circumstances that are likely to bring about intercultural conflicts.

The study results resonated with existing literature on the advent of ethnicity, globalization, racism, and culture as creating some challenges for the practice of management (Kazeroony & Burr, 2017). My study confirms the statement that a leadership style which displays favoritism toward a group of employees results not only in divided followership but also multiple outcomes (Sharma, Schuster, Ba, & Singh,

2016). My study results revealed that managers should avoid misunderstandings among team members (Taras et al., 2011) and that the understanding of national values and culture are important for effective management of multicultural teams (Eskildsen et al., 2010).

Emergent Theme 3: Cultural Conflicts and Productivity

This theme also provided insights to the research question of my study. Stevenson (2014) opined that diversity when not harnessed properly, could negatively affect employees' commitment and productivity. Rindap and Mari (2014) stated that Nigeria's multiethnicity spurred managerial bias, especially in public sector, which resulted in organizational ineffectiveness and reduced productivity. Cultural barriers are considered to include anything hindering cross cultural interactions like issues associated with leadership style, communication flow, behaviors both verbal and nonverbal, feedback approach, officialdom/bureaucracy, and barriers resulting from interpersonal relationships (Rozkwitalska, 2013).

My study confirmed these assertions and the findings from my study also agrees with Okoro and Washington (2012) assertion that Cultural diversity can be a major source of conflicts arising from differences in: language, cultural education, nationality, and differences in practice. It also resonates with the statement that an organization is playing with disaster if it does not pull all its employees in the same direction (Abdullah & Marican, 2017). Participant 1 posited that communication, difference in languages, and integration of different cultures may pose a problem and can affect productivity, participant 2 stated that if not properly managed, cultural conflicts can degenerate to

gossip, hatred, and clicks, which can bring down the profit level of a company.

Participant 5 opined that cultural conflicts makes you feel that you are not wanted

because you are from a different culture and this makes you

separated/isolated/demoralized, while Participant 6 believed that cultural conflicts will

make you not to be able to relate with others of different culture effectively and

invariably it will affect the flow of work or performances.

Emergent Theme 4: Cultural Competence

Cultural competence for the purpose of this study was described as the ability to effectively interact with people of different cultures and socio-economic backgrounds. It includes variety of traits or characteristics like patience, empathy, curiosity, and flexibility demonstrated in the process of interacting and learning about people or other ethnic groups. Cultural competence implies the ability to know and effectively interact with people of different cultures, value their perspectives, and create good relationships (Benahnia, 2015).

The study result was consistent with extant literature, the result revealed that all the participants identified with the key attributes of cultural competence, and they also emphasized the need to have high level of cultural competence. Participants were asked to quantify their cultural competency on a scale of 1 to 5, with 1 being the least competent and 5 being the most competent. All the participants rated themselves above 3, and this reflected the level of awareness and importance they all attached to this competency. Some of the practices/attributes mentioned by participants included; ability

to study and understand people, ability to interact and relate with others, and the importance of learning from other cultures.

Emergent Theme 5: Cultural Attitudes & Perspectives

The responses from participants generated the following words/phrases which formed part of this emergent theme: patient, empathy, tolerance, sensitive, neutral, respect, wisdom, listening, dialogue, reduce racism, friendly, and team work. This revelation is consistent with extant literature that; Nigerians respect constituted authority, superiors, and elders (Mbanaso & Crewe, 2011; Spralls et al., 2011), and people appreciate being addressed by their titles like *Doctor, Engineer, Barrister, Chief, Your Excellency*, rather than by first names (Anchimbe, 2010). Also, Nigerians are considered accommodating and hospitable people who derive pleasure in entertaining visitors (Andrew & Ekpenyong, 2012).

The responses from the participants also reiterated this. Almost all the participants mentioned the need to be patient and tolerant of others. Participants 2, 4, and 6 stated that it is important to be tolerant of other people's cultures, while participants 3, 5, and 8 mentioned that patience is very key and that people should be patient and tolerant of others of different culture. Korol (2017) identified tolerance as essential in societies where people have strong divergent lifestyles including attitudes, opinions, or behaviors. Lozano and Escrich (2017) posited that *tolerance* and *respect* are the two broad perspectives to managing the challenges of cultural diversity in the organization.

Emergent Theme 6: Management- Multicultural and Performance

This theme brings together components from all the other 5 themes discussed earlier, and it has 5 subthemes: a) organizational practices & culture, b) communication & relationships, c) cultural learning & integration, d) socialization, and e) cross-culture performance measurement.

Cultural barriers are considered to include anything hindering cross cultural interactions (Rozkwitalska, 2013). The organizational barriers include issues associated with leadership style like approach to delegation, communication flow, and the attitudes exhibited towards women. Participants responses indicated that a well-documented organizational policy, practice and culture was required, this should be codified in form of staff hand book, it should be non-discriminatory and should capture issues related to; policies & practices, organizational goals, culture & Values, official language, equal treatment & fair play, team work, motivation, and job rotation.

The study result revealed that a well-documented and communicated organizational policy and practice is key to managing diversity and performance related issues. Management must be aware of cultural differences, as well as possess the knowledge and right skills to overcome cultural barriers and communicate successfully (Hofstede, 2005). Organizational goals, equal treatment, and having official language in place dominated participants responses, only one participant (P5) mentioned the issue of job rotation in terms of geographical movement of staff from one cultural area to another to enable them learn from different cultures. However, this is consistent with extant literature, Caligiuri (2006), stated that rotational programs allowing employees to work in

more than one foreign country are some of the means to develop global leaders, and give them the necessary exposure.

Communication is important in a multicultural environment (Ochieng & Price, 2010), and the development of positive relationships is considered a critical aspect of effective intercultural job performance (Bird et al., 2010). Intercultural communication has become a challenge to multicultural organizations as companies now struggle to standardize their methods of communication due to cultural differences within organizations (Beckers & Bast, 2014; Cuypers et al., 2014). The findings from my research are consistent with extant literature, my study result revealed that communication and creating relationships are necessary for intercultural performance management. Language was cited by most of the participants as part of communication that was critical to managing culturally diverse teams. According to Garayeva (2015), cross-cultural communicative competence is important as a means of interaction between people. Participants stated that communication and relationships should include effective interaction, acceptance of others of different culture, show of appreciation, seeking help and counseling when necessary.

The effective management of cultural diversity in organizations requires extensive dialogue and the willingness to learn and understand others culture (Ortlieb & Sieben, 2013). According to Mele´ and Sa´nchez (2013), managing cultural diversity in organizations requires managers and students of business to learn about other cultures and traditions (Lozano & Escrich, 2017). Participants' responses are consistent with the above literature, the study revealed that socializing and interaction especially, amongst

people of different cultural backgrounds will help in intercultural co-existence and performance management. Some of the activities for social and cultural integration stated by participants included social gathering, social forum, cultural forum, TGIF (Thank God It's Friday), quarterly forum, end of year Party, cultural display, cultural day. However, the study results also showed that the time spent on socializing and the manner of socializing should be such that it should not interfere with the normal operations of the company.

Managing cultural diversity in organizations has become significantly important (Lozano & Escrich, 2017), a critical success factor for all organizations is to plan for ethnic differences and diversity (Cabrera & Unruh, 2013). The study result revealed that uniform performance measurement should be adopted by the organization across cultural backgrounds. Performance should not be determined on cultural basis but rather performance measurement and management should be based on actual productivity and contribution of individual staff members to the organizational goal.

Conceptual Framework

The results of my study were interpreted through the lens of the conceptual framework and theoretical foundation of the study. Cultural competence (CC) was my conceptual framework while the social learning theory was adopted as my theoretical foundation. CC involves the awareness and knowledge of the existence of different types of cultures, including the different values like personal traits, language, standard of dressing, behavioral differences, and interpersonal values, attached to different cultural dimensions (Piotrowski & Stark, 2013). It implies the ability to know others, effectively

interact with people of different cultures, value their perspectives, and create good relationships, it is essential for individuals in order to effectively operate within an intercultural environment (Benahnia, 2015). The thrust of the social learning theory hinges on some classes of factors including behavior, and expectancies within the work environment. The desired behaviors are represented by employee positive attitude, tolerance, productivity and organization profitability. The generalized expectancy is that employees work performance and organization's profitability may be dependent upon individual employee successful acceptance of multiple cultures or cultural diversity at work like specific behaviors, attitudes, and beliefs of other employees.

The propositions of the theoretical foundation of social learning theory, and the CC conceptual framework were both confirmed by the themes that emerged from my study and the responses from the participants. The study result revealed the need to be tolerant, patient, show empathy, interact with people, study people of other culture, and also learn from them. Some of the dominant words/phrases used by participants included; interaction, socializing, empathy, patience, culture learning, cultural adaptation, living together, study and know people, tolerance, and manner of approach. The various responses from participants, especially regarding CC, confirmed that cultural awareness through interaction amongst people of different cultures is central in reducing the level of misunderstandings in a multicultural environment.

Limitations of the Study

In Chapter 1, I itemized some anticipated limitations including a geographical factor that is distance from the research location, loss of personal interactions or intimacy

where a non-face-to-face interviews are held with the participants, researcher's personal biases, and limited research skill. Reviewing my research process, none of these limitations occurred. The interviews were held at the head office of the study organization, and all interviews were held face-to-face with the participants. However, there are limitations or challenges that are worth noting, most of which were not anticipated prior to commencing the study.

Half of the participants had to be followed up closely with reminders before the actual interviews took place, this caused some delays and posed additional stress for the researcher. The demography was a bit tilted towards male, 80% of respondents were males while 20% were females. Also executive management accounted for just 20% of the respondents while 80% represented non-executive management. Even though all the participants met the qualifying criteria, a more balanced demography of participants might have yielded a different result. Another limitation was in the process of selecting the participants through the support of the head of human resources of the partner organization who provided the initial list of potential participants. This process could have had the potential of compromising on the issues of voluntary participation, confidentiality and protection of participants' identity.

The research protocol adopted was limited to qualitative interviews. Interviews with participants took place within limited time frame and were based on their individual schedules. While qualitative interviews typically brings out full reflections of participants experiences, the answers of the participants could have been impacted by other factors like work pressures, the time of day, other work related or personal events. Lastly, there

could be the possibility of my personal bias affecting the interpretation and presentation of the study results, especially, based on my worldview, and understanding, and interpretations of participants responses. However, I believe that the process of member checking adopted to review the transcribed version of the interview responses mitigated this limitation. During the member checking process, there were no significant alteration of participants' original statements and my transcribed version.

Recommendations

My study methodology was a qualitative exploratory single case study design, using a multicultural insurance company in Nigeria as my case study. Qualitative studies have its own limitations including the issue of generalization, since qualitative study focuses more on the depth unlike quantitative which focuses more on the breadth of the study. My recommendations for future research will emanate from the research methodology, the limitations, and the study results.

For future research, a quantitative method could be adopted using the same insurance organization, or any other insurance company. A quantitative study that focuses on the emergent themes from my study may provide a different perspective to the research findings. The second opportunity for future research is that a different insurance company or a non-insurance organization can be used as a case study. A third opportunity is in the demography of my study. A future research could be conducted using a balanced demography of male/female, or/and those in executive management cadre of an organization. Fourth, a future research could be conducted using a public/government owned establishments or a non-governmental/non-profit organization rather than a private

corporate entity. A fifth opportunity is in the area of using multiple case studies involving two or more companies as the research/partner organizations. Lastly, future research could be conducted using a different theoretical foundation and conceptual framework, but still focusing on either the same organization or a different organization.

Implications

Managing cultural diversity in organizations requires managers and students of business to learn about other cultures, traditions, and to reflect on the best ways to deal with this diversity (Lozano & Escrich, 2017). Nigeria is regarded as the most diversified and populous African nation with an estimated population of 183 million individuals, 36 states, 774 local government areas (National Population Commission, 2017), 371 different ethnicities, and 521 distinct languages and dialects (Online Nigeria, 2016). From these statistics, the peculiarity of the Nigerian diversity makes the issue of exploring the challenges and management of multicultural workforce organization in Nigeria an important study.

Implication for Social Change

There are at least four implications for social change that have emerged; the findings from my study highlighted different ways cultural differences could be displayed by individuals, what could possibly trigger conflicts resulting from cultural differences, the type of traits required to be able to co-exist amongst people of different cultures, and a variety of ways in which people of different cultures can be managed. The literature review provided useful research resources on the issues of understanding the concept of culture, different cultural perspectives, cultural competence, and the management of

multicultural teams. The 10 research participants provided different perspectives on the area of study mostly based on their personal experiences managing multicultural teams in an organization.

The results of this study highlighted specific differences in cultures exhibited mostly through language, dressing, and food. Conflicts due to cultural differences could arise from tribalism, manner of approach, differences in belief, and lack of understanding. At the individual level, the study result identified desired cultural attitudes and perspectives expected from individuals to include; patient, empathy, tolerance, being sensitive, respect, dialogue, and friendliness. At the organizational level, the study revealed that conflicts and relationships in a multicultural environment could be managed through communication & relationships, cultural learning & integration, and by socialization. At the society level, the findings of this study may contribute to positive social change through awareness of the existence of different cultures, the desired cultural attributes, what could trigger conflicts due to cultural differences, and the ways of managing cultural differences or conflicts in the society.

Theoretical and Empirical Implication

Some similar studies to my research were available, like that of Akobo (2016), George, Yussuff, and Cornelius (2017), Imachukwu (2014), Mateescu (2017), and Meeussen, Otten, and Phalet (2014). However, none of these studies focused on exploring the challenges and management of multicultural workforce organization in Nigeria, and there was also no study that focused on a Nigerian insurance company as a unit of analysis. In my study, I used the social learning theory as my theoretical

foundation and the cultural competence framework as my conceptual framework to explore further the issues of challenges and management of multicultural workforce organization.

My study reduces the gap in knowledge by increasing the understanding of the challenges of multicultural workforce organization in Nigeria and how these can be managed. The implications from this research highlight the need for organizations to create enabling environment that would encourage understanding and co-existence amongst employees from different cultural affiliations. Also is the need to put in place effective multicultural and performance management strategy.

Implications for Practice

Increase in employee turnover and significant reduction in individuals' and organizations' performances have been identified as some of the consequences of not managing diversity (Chandrakumara et al., 2010; Patrick & Kumar, 2012; Van Dijk, 2012). In order to minimize costs and maximize benefits of diversity, leaders face the challenge of managing their diverse workforces (Meeussen, Otten, & Phalet, 2014). The findings from this study revealed that cultural conflicts arising from differences in culture could affect productivity as a result of factors like communication/integration of different cultures, demoralization of employees, staff not willing to help other staff from other culture, lack of effective relationships, and lack of Incentive to work.

Participants identified various ways to manage multicultural and performance related challenges to include organizational practices & culture, communication & relationships, cultural learning and integration. Others include socialization and cross-

culture performance measurement. In a multicultural workforce organization, there is need to create the awareness of different cultures, provide necessary training for employees that will specifically address the different cultural traits and behaviors of teammates, and encourage team work (Olsen & Martin, 2012).

From my study findings, firstly I recommend that job rotation on geographical basis should be introduced. Secondly, I recommend that cultural forum should be introduced where cultural displays of talents and peculiar strengths of each culture are displayed. Thirdly, I recommend that a channel should be created for effective communication, getting help/Counseling, and mentor/mentee relationship building. Fourthly, I recommend that employees should avoid those traits that could cause cultural conflicts and affect productivity, but rather they should imbibe those desired cultural attitudes/perspectives. Finally, I recommend that uniform standard for performance measurement should be adopted, and this should not be culturally based but rather it should be based on merit, experience, expertise and actual job performance.

Conclusions

My research focused on the challenges of misunderstandings and workplace inefficiency related to cultural differences, and often resulting in decreased company profitability, and how these can be managed; I used a multicultural insurance company in Nigeria as my unit of analysis. The 10 participants used for the study were employees of the organization in grade level manager and above. The social learning theory and the cultural competence approach was my theoretical foundation and conceptual framework respectively that guided my study and the analysis of the data emanating from the study.

A total of 6 themes and 5 subthemes emerged from my study which together provided insights to answer the study's research question. Findings from the study revealed that cultural differences in a multicultural workforce organization can cause conflicts and misunderstandings which can lead to workplace inefficiency and reduced productivity; this findings buttressed extant literature reviewed in Chapter 2.

Findings from the study further confirmed extant literature that the attitudes and management styles adopted by managers in the management of diversified teams may affect the overall performance of the organization (Avery et al., 2007; Pitts et al., 2010). These attitudes and management styles include cultural assumptions made, and methods of communication adopted by the organization. The strategic response to diversity by organizations can be considered as a continuum ranging from "not doing anything" to "having a full blown diversity strategy" that is integrated with the organization's overall corporate strategy (Podsiadlowski et al., 2013).

Recommendations from my study included, that management should put in place an effective multicultural and performance management system. This should cover key areas like organizational practices & culture, communication & relationships, cultural learning & integration, socialization, and cross-culture performance measurement. My study aims at contributing to positive social change through the provision of additional information on how to manage multicultural workforce for improved overall organization's performance.

References

- Abdullah, A., & Marican, S. (2017). Relationship between leadership perception and engagement in workplace deviant behavior. *Malaysian Journal of Social Administration, 11*(1), 131-150. Retrieved from <https://ejournal.um.edu.my/index.php/MJSA>
- Adegbami, A., & Uche, C. I. N. (2015). Ethnicity and ethnic politics: An impediment to political development in Nigeria. *Public Administration Research, 4*(1), 59-67. doi:10.5539/par.v4n1p59
- Agho, A. O. (2009). Perspectives of senior-level executives on effective followership and leadership. *Journal of Leadership & Organizational Studies, 16*(2), 159-166. doi:10.1177/1548051809335360
- Ainsworth, J. (2013). Business languages for intercultural and international business communication: A Canadian case study. *Business Communication Quarterly, 76*, 28-50. doi:10.1177/1080569912471186
- Akobo, L. A. (2016). A review of diversity management in Nigeria: Organizational and national perspective. *Journal of African Studies and Development, 8*(3), 21-34. doi:10.5897/JASD2015.0381
- Al-Rajhi, I., Bartlett, D., & Altman, Y. (2013). The development of an Arabic cross cultural adjustment scale. *Cross-Cultural Management, 20*, 449-463. doi:10.1108/CCM-12-2011-0120

- Anchimbe, E. (2010). On not calling people by their names: Pragmatic undertone of sociocultural relationships in a postcolony. *Journal of Pragmatics*, 43, 1472-1483. doi:10.1016/j.pragma.2010.10.013
- Andrew, E., & Ekpenyong, I. (2012). Promoting culture and tourism in Nigeria through Calabar festival and carnival, Calabar. *Mediterranean Journal of Social Sciences*, 3, 287-294. doi:10.5901/mjss.2012.v3n3p287
- Ang, S., & Van Dyne, L. (Eds.). (2008). *Handbook of cultural intelligence: Theory, measurement, and applications*. Armonk, NY: M. E. Sharpe.
- Angeline, T. (2011). Managing Generational Diversity at the Workplace: Expectations and Perceptions of Different Generation of Employees. *African Journal of Business Management*, 5(2), PP249-255. doi:10.5897/AJBM10.335
- Angouri, J., & Miglbauer, M. (2014). And then we summarize in English for the others: The lived experience of the multilingual workplace. *Multilingua*, 33, 147-172. doi:10.1515/multi-2014-0007e
- Appelbaum, S. H., Habashy, S., Malo, J. L., & Shafiq, H. (2012). Back to the future: Revisiting Kotter's 1996 change model. *Journal of Management Development*, 31, 764-782. doi:10.1108/02621711211253231
- Asafa, J. (2015). The triple causes of African underdevelopment: Colonial capitalism, State terrorism and racism. *International Journal of Sociology and Anthropology*, 7, 75-91. doi:10.5897/IJSA2014.0572

- Avery, D. R., McKay, P. F., Wilson, D. C., & Tondandel, S. (2007). Unequal attendance: The relationships between race, organizational diversity cues, and absenteeism. *Personnel Psychology, 60*, 875-902. doi:10.1111/j.1744-6570.2007.00094.x
- Aviega, F., Valverde, O., Jaselskis, E., & Strong, K. (2011). Integration-communications training for improving productivity and conflict resolution strategies among culture and language diverse construction sites. *International Journal of Human Resources Development and Management, 11*(1), 16-37. doi:10.1504/IJHRDM.2011.041113
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology, 60*, 421-449. doi:10.1146/annurev.psych.60.110707.163621
- Ayeomoni, M. O. (2012). The languages in Nigerian socio-political domains: Features and functions. *English Language Teaching, 5*(10), 12-19. doi:10.5539/elt.v5n10p12
- Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist, 65*(3), 157-170. doi: 10.1037/a0018806
- Baker, W. (2015). Research into practice: Cultural and intercultural awareness. *Language Teaching, 48*, 130-141. doi:10.1017/S0261444814000287
- Bandura, A., & Walters, R. H. (1977). *Social learning theory*. Retrieved from http://www.esludwig.com/uploads/2/6/1/0/26105457/bandura_sociallearningtheory.

- Beckers, A., & Bsat, M. (2014). An analysis of intercultural business communication. *Journal of Business Behavioral Sciences*, 26(3), 143-153. Retrieved from <https://eds-a-ebSCOhost-com.ezp.waldenuLibrary.org/eds/pdfviewer/pdfviewer?vid=1&sid=d5be3487-0663-4034-975b-c935000da3dd%40sdc-v-sessmgr03>
- Bevan, M. (2014). A method of phenomenological interviewing. *Qualitative Health Research*, 24, 136-144. doi:10.1177/1049732313519710
- Bednarz, H., Schim, S., & Doorenbos, A. (2010). Cultural diversity in nursing education: Perils, pitfalls, and pearls. *Journal of Nursing Education*, 749, 253-260. doi:10.3928/01484834-20100115-02
- Benahnia, A. (2015). Enriching educational policy makers & educators' intercultural competence via global conferences: An example of a SOE Global Conference in India. *Economic and Social Development: Book of Proceedings*, 2-9. Retrieved from <http://academicguides.waldenu.edu/library/EBSCO>
- Bennett, H., & Wright, N. S. (2010). Female Emirati graduates and the multicultural, mixed gender workplace. *Team Performance Management*, 16(5/6), 267-288. doi:10.1108/13527591011071340
- Bergiel, B. J., Bergiel, E. B., & Balsmeier, P. W. (2008). Nature of virtual teams: A summary of their advantages and disadvantages. *Management Research News*, 31(2), 996110. doi:10.1108/01409170810846821

- Bevan, M. (2014). A method of phenomenological interviewing. *Qualitative Health Research, 24*, 136-144. doi:10.1177/1049732313519710
- Bhawuk, D. P. S., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations, 16* (4), 413-436. [https://doi.org/10.1016/0147-1767\(92\)90031-O](https://doi.org/10.1016/0147-1767(92)90031-O)
- Bird, A., Mendenhall, M., Stevens, M. J., & Oddou, G. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology, 25*(8), 810–828. doi:0.1108/02683941011089107
- Björkman, I., Stahl, G. K., & Vaara, E. (2007) Cultural differences and capability transfer in cross-border acquisitions: The mediating roles of capability complementarity, absorptive capacity, and social integration. *Journal of International Business Studies, 38*, 658-672. doi:10.1057/palgrave.jibs.8400287
- Bloomberg, L., & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end* (3rd ed.). Thousand Oaks, California: Sage.
- Brower, J., & Mahajan, V. (2013). Driven to be good: A stakeholder perspective on the drivers of corporate social performance. *Journal of Business Ethics, 117*, 313-331. doi:10.1007/s10551-012-1523-z
- Butrus, N., & Witenberg, R. T. (2013). Some personality predictors of tolerance to human diversity: The roles of openness, agreeableness and empathy. *Australian Psychologist, 48*(4), 290-298. <https://doi.org/10.1111/j.1742-9544.2012.00081.x>

- Cabrera, A., & Unruh, G. (2013). Think global, act local? Think again. *People and Strategy*, 36, 5-6. Retrieved from <https://www.hrps.org>
- Cadeddu, F. (2015). A call to action: John Courtney Murray, S. J., and the renewal of American democracy. *The Catholic Historical Review*, 101(3), 530-553.
doi:10.1353/cat.2015.0114
- Caligiuri, P. (2006). Developing global leaders. *Human Resource Management Review*, 16(2), 219–228. doi:10.1016/j.hrmr.2006.03.009
- Chandrakumara, A., Glynn, J., Gunathilake, H., & Senevirathne, S. (2010). Cultural values and demographic correlates of citizenship performance. *International Employment Relations Review*, 16(1), 28-52. 25p. 5 Charts. Database: Business Source Complete. Retrieved from
<https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=59509822&site=eds-live&scope=site>
- Chen, A., Lu, Y., & Wang, B. (2017). Customers' purchase decision-making process in social commerce: A social learning perspective. *International Journal of Information Management*, 37(6), 627-638. doi:10.1016/j.ijinfomgt.2017.05.001
- Chen, J. M., & Hamilton, D. L. (2015). Understanding diversity: The importance of social acceptance. *Personality and Social Psychology Bulletin*, 41, 586-598.
doi:10.1177/0146167215573495
- Chin, J. L. (2010). Introduction to the Special issue on diversity and leadership. *American Psychologist*, 65(3), 150-156. doi:10.1037/a0018716

- Chitakornkijasil, P. (2010). Intercultural communication challenges and multinational organization communication. *International Journal of Organizational Innovation(online)*, 3(2), 6-20. Retrieved from <http://www.ijoi-online.org/>
- Choi, S., & Rainey, H. G. (2010). Managing diversity in U.S. federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. *Public Administration Review*, 70(1), 109-121. Retrieved from <http://www.proquest.com>
- Christiansen B., & Sezerel, H. (2013). Diversity management in transcultural organizations. *Global Business Perspectives*, 1, 1326143.
doi:10.1007/s40196013-0013-8
- Chrobot-Mason, D. (2012); Developing multicultural competence to improve cross-race work relationships. *The Psychologist-Manager Journal*, 15: 1996218,
doi:10.1080/10887156.2012.730440
- Chrobot-Mason, D. & Leslie, J. B. (2012). The role of multicultural competence and emotional intelligence in managing diversity. *Psychologist-Manager Journal*, 15(4), 219-236. doi:10.1080/10887156.2012.730442
- Clark, J. M., Quast, L. N., Jang, S., Wohkittel, J., Center, B., Edwards, K.,í
Bovornusvakool, W. (2016), GLOBE study culture clusters: Can they be found in importance ratings of managerial competencies?, *European Journal of Training and Development*, Vol. 40 Iss 7 pp. 534 - 553
<http://www.emeraldinsight.com.ezproxy.derby.ac.uk/doi/pdfplus/10.1108/EJTD-03-2016-0016>

- Colfax, R. S., Santos, A. T., & Diego, J. (2009). Virtual leadership: A green possibility in critical times but can it really work. *Journal of International Business Research*, 2(8), 133-139. Retrieved from Business Source Complete database.
- Connerley, M. L., & Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage.
- Cotae, F.-F. (2010). Looking at the link between leadership, organizational learning and the internationalization sigmoid. *Global Management Journal*, 2(1), 5618.
Retrieved from
<https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=51300689&site=eds-live&scope=site>
- Covell, C., Sidani, S., & Ritchie, J. (2012). Does the sequence of data collection influence participants' responses to closed and open-ended questions: A methodological study. *International Journal of Nursing Studies*, 49, 664-671.
doi:10.1016/j.jinurstu.2011.12.002
- Cox, T. H. (1993). *Cultural diversity in organizations. Theory, research and practice*. San Francisco: Berrett-Koehler Publishers.
- Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Executive*, 5, 45656.
doi:10.5465/AME.1991.4274465
- Crittenden, W. F. (n.d). A social learning theory of cross-functional case education. *Journal of Business Research*, 58(7), 960-966. <https://eds-a-ebscohost->

com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=65362335-0884-4f63-

9042-

5fca679a5eec%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2Nvc

GU9c2l0ZQ%3d%3d#AN=000230102100013&db=edswss

Cuypers, I., Ertug, G., & Hennart, J. (2015). The effects of linguistic distance and lingua franca proficiency on the stake taken by acquirers in cross-border acquisitions.

Journal of International Business Studies, 46, 429-442. Retrieved from

www.jibs.net

DøAndrea, M., & Daniels, J. (1991). Exploring the different levels of multicultural

counseling training in counselor education. *Journal of Counseling and*

Development, 70, 78-85. doi:10.1002/j.1556-6676.1991.tb01565.x.

Das Neves, J. C., & Melé, D. (2013). Managing ethically cultural diversity: Learning

from Thomas Aquinas. *Journal of Business Ethics*, 116(4), 769-780.

doi:10.1007/s10551-013-1820-1

David, F. R. (2012). *Strategic management: A competitive advantage approach, concepts*

and cases (14th ed.). Portland, OR: Prentice Hall.

Dehghani, M., Khooshabeh, P., Huang, L., Nazarian, A., & Gratch, J. (2012, August).

Using accent to induce cultural frame-switching. *Proceedings of Cognitive*

Science 2012. Sapporo, Japan. Retrieved from

<http://cognitivesciencesociety.org/conference2012/index.html>

DelGuzzi, A. (2011). *Culture of Hispanic managers in the American workplace* (Doctoral

dissertation). (UMI No. 3454716)

- Denzin, N. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80-88.
doi:10.1177/15586898112437186
- Doz, Y. (2011). Qualitative research for international business. *Journal of International Business Studies*, 42(5), 582-590. doi:10.1057/jibs.2011.18
- Dunn, T. E., Lafferty, C. L., & Alford, K. L. (2012). Global leadership: A new framework for a changing world. *S.A.M. Advanced Management Journal*, 77, 4-14. Retrieved from <http://www.worldcat.org/title/sam-advanced-managementjournal/oclc/1607578>
- Du Plessis, Y., & Barkhuizen, N. (2014). Intrinsic motivation a key enabler of African managers' cultural intelligence. *Journal of Psychology in Africa*, 24:3, 252-256.
<https://eds-a-ebSCOhost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=4a7b1a1d-7d59-4469-80f4-02938135aaf3%40sessionmgr4008&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=000349471800006&db=edswss>
- Eagly, A. H., & Chin, J. L. (2010). Diversity and leadership in a changing world. *American Psychologist*, 65(3), 216-224.
doi:<http://dx.doi.org.ezp.waldenulibrary.org/10.1037/a0018957>
- Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research*. Los Angeles, CA: Sage.

- Eskildsen, J., Kristensen, K., & Antvor, H. (2010). The relationship between job satisfaction and national culture. *The Total Quality Management Journal*, 22, 369-378. doi:10.1108/17542731011053299
- European Commission (2014). *Overview of diversity management implementation and impact amongst diversity charter signatories in the European Union*, http://ec.europa.eu/justice/discrimination/files/diversity_report2014_en.pdf,
- European Commission (2012). *Realising the business benefits with European diversity charters. Managing diversity at work*, http://ec.europa.eu/justice/discrimination/files/managing_diversity_atwork_en.p
- Falola, T. (2008). *The power of African cultures*. Rochester, NY: University of Rochester Press.
- Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2015). *Research methods in the social sciences* (8th ed.). Worth Publishers. New York, NY.
- Ford, R. L. (2007). Getting middle management involved in diversity. *Public Relations Tactics*, 14(6), 6.
- Foster, B. G., Jackson, G., Cross, W. E., Jackson, B., & Hardiman, R. (n.d). Workforce diversity and business. *Training & Development Journal*, 42(4), 38. <https://eds-b-ebscohost-com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?vid=1&sid=e393cb72-fa3e-486d-b0e4-f7d02c517104%40sessionmgr102>

- Fox, F. F. (2003). Reducing intercultural friction through fiction: Virtual cultural learning. *International Journal of Intercultural Relations*, 27, 99- 123.
doi:10.1016/S0147-1767(02)00064-0
- Fugard, A., & Potts, H. (2015). Supporting thinking on sample sizes for thematic analysis: A quantitative tool. *International Journal of Social Research Methodology*, 18, 669-684. doi:10.1080/13645579.2015.1005453
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20, 1408-1416. Retrieved from <https://nsuworks.nova.edu/tqr>
- Gabrielsson, M., Seristo, H., & Darling, J. (2009). Developing the global management team: A new paradigm of key leadership perspectives. *Team Performance Management*, 15(7/8), 308–325. doi:10.1108/13527590911002104
- Gackowski, T. (2014). What power resides in the mass media? Typology of media power ó a proposal. *Politicke Vedy*, 4, 109-141. Retrieved from <http://academicguides.waldenu.edu/library/GoogleScholar>
- Garayeva, A. K. (2015). Teaching history of the English language: Some socio-cultural aspects and features of competence-based approach. *Journal of Sustainable Development*, 8(5), 225-231. Retrieved from <http://www.proquest.com>
- Gatlin-Watts, R., Carson, M., Horton, J., Maxwell, L., & Maltby, N. (2007). A guide to global virtual teaming. *Team Performance Management*, 13(1/2), 47652.
doi:10.1108/13527590710736725

- George, O., Yussuff, K. M., & Cornelius, N. (2017). The good, the bad, and the ugly in the melting pot: The challenges of Nigerianising diversity management. *Equality, Diversity and Inclusion: An International Journal*, 36, 238-254.
doi:10.1108/EDI10-2015-0088
- Ghorashi, H., & Sabelis, I. (2013). Juggling difference and sameness: Rethinking strategies for diversity in organizations. *Scandinavian Journal of Management*, issue 29, 78-86. doi:10.1016/j.scaman.2012.11.002
- Gill, M. J. (2014). The possibilities of phenomenology for organizational research. *Organizational Research Methods*, 17, 118-137. doi:10.1177/1094428113518348
- Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal of Phenomenological Psychology*, 43(1), 3-12. doi:10.1163/156916212X632934
- Greer, L. L., Homan, A. C., De Hoogh, A. H. B., & Den Hartog, D. N. (2012). Tainted visions: The effect of visionary leader behaviors and leader categorization tendencies on the financial performance of ethnically diverse teams. *Journal of Applied Psychology*, 97, 2036-213. doi:10.1037/a0025583
- Grisham, T., & Walker, D. H. T. (2008). Cross-cultural leadership. *International Journal of Managing Projects in Business*, 1(3), 439-445. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=70440752&site=eds-live&scope=site>
- Gru-ovnik, R., & Jelovac, D., (2014). The Impact of managerial multicultural competences on company's competitive advantage in global economy. *Innovative*

Issues and Approaches in Social Sciences, Vol. 7, No. 3, Sept 2014.

doi:<http://dx.doi.org/10.12959/issn.1855-0541.IIASS-2014-no3-art04>

Gudykunst, W., Lee, C., Nishida, T., & Ogawa, N. (2005). Theorizing about intercultural communication. In *Theorizing about intercultural communication* (pp. 3-32).

Thousand Oaks, CA: Sage Publications.

Guo, K. (2009). Effective communication in health care: Strategies to improve communication skills for managers. *The Business Review, Cambridge*, 12(2), 8-17. Retrieved from <http://www.jaabc.com/brc.html>

Hanna, R. C., Crittenden, V. L., & Crittenden, W. F. (2013). Social learning theory: A multicultural study of influences on ethical behavior. *Journal of Marketing Education*, 35(1), 18. doi:10.1177/0273475312474279

Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education*, 38, 23-38. doi:10.1080/1743727X.2014.914487

Haslam, S. A., Reicher, S. D., & Platow, M. J. (2011). *The new psychology of leadership: Identity, influence, and power*. Sussex, UK: Psychology Press.

Hill, C. (2014). *Global business today* (8th ed.). New York, NY: McGraw-Hill Irwin.

Hofstede, G. (1984). Cultural dimensions in management and planning. *Asia Pacific Journal of Management*, 1, 81-99. Retrieved from

<https://link.springer.com/journal/10490>

Hofstede, Geert and Geert Jan Hofstede (2005): *Cultures and Organizations: Software of the Mind*. New York, NY: McGraw- Hill, Two Penn Plaza.

- Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and organizations: Intercultural cooperation and its importance for survival* (3rd ed.). New York, NY: McGraw-Hill Publishing.
- Hong, H. J. (2010). Bicultural competence and its impact on team effectiveness. *International Journal of Cross Cultural Management*, 10(1), 93-120.
doi:10.1177/1470595809359582
- Hooker, J. (2003). *Working across-cultures*. Stanford, CA: Stanford Business Books.
- Hopen, D., (2010). The changing role and practices of successful leaders. *The Journal for Quality and Participation*, 33(1), 4–9. Retrieved from
<https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=51197863&site=eds-live&scope=site>
- Ikonen, M. (2012). Dynamics between trust in interpersonal work relations and intellectual capital. *Proceedings of the International conference on intellectual capital, knowledge management & organizational learning*, 335-341. Retrieved from the Walden database.
- Imachukwu, O. T. (2014). *Exploring Perspectives of Cultural Differences in the Workplace* (Doctoral dissertation). (UMI No. 3612897)
- Indexmundi.com. (2016). *Nigeria demographics profile 2016*. Retrieved January 19, 2017 from http://www.indexmundi.com/nigeria/demographics_profile.html
- Irving, J. A. (2010). Educating global leaders: Exploring intercultural competence in leadership education. *Journal of International Business and Cultural Studies*, 3, 1614. Retrieved from ABI Inform Complete database.

- Jamali, D., Abdallah, H., & Hmaidan, S. (2010). The challenge of moving beyond rhetoric: Paradoxes of diversity management in the Middle East. *Equality, Diversity and Inclusion: An International Journal*, 29(2), 167-185.
doi:10.1108/02610151011024484
- Janesick, V. J. (2011). *“Stretching” exercises for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Javidan, M., Dorfman, M., De Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross-cultural lessons in leadership from project globe. *Academy of Management Perspectives*, 20(1), 67-90. Retrieved from Business Source Complete database.
- Jinadu, Gloria Mead (2015) "Social development in Nigeria: A case Analysis", *The Journal of Sociology & Social Welfare*, 12(4), 10. Retrieved from: http://scholarworks.wmich.edu/jssw/vol12/iss4/10_
- Jonsen, K., Mazenvski, M., Schneider, S. C. (2011). Diversity and its not so diverse literature: An international perspective. *International Journal of Cross-Cultural Management*, II(I): 35-62.
- Kazeroony, H. H. (2016). *Sustainable management development in Africa: Building capabilities to serve African organizations* (H. H. Kazeroony, Y. Du Plessis, & B.B. Pupilampu, Eds.). New York, NY: Routledge.
- Kazeroony, H. H., & Burr, C. (2017). *Rejecting Postcolonial Framework in Researching Gender, Race, and Diversity in Organizations*. European Academy of Management (EURAM), Glasgow, Scotland.

- Kemparaj, U., & Chavan, S. (2013). Qualitative research: A brief description. *Indian Journal of Medical Sciences*, 67, 89-98. doi:10.4103/0019-5359.121127
- Kim, J., & Mclean, G.N. (2015), "An integrative framework for global leadership competency: levels and dimensions", *Human Resource Development International*, Vol. 18 No. 3, pp. 235-258. doi:10.1080/13678868.2014.1003721.
- Kim, Y. (2015). Finding a home beyond culture: The emergence of intercultural personhood in the globalizing world. *International Journal of Intercultural Relations*, 46, 3-12. doi:10.1016/j.ijintrel.2015.03.018
- Koehn, P. H., & Rosenau, J. N. (2002). Transnational competence in an emergent epoch. *International Studies Perspectives*, 3(2), 105-127. doi:10.1111/1528-3577.00084
- Koelsch, L. E. (2013). Reconceptualizing the member check interview. *International Journal of Qualitative Methods*, 12, 168-179. Retrieved from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/12327>
- Konrad, A. M. (2006). Leveraging workplace diversity in organizations. *Organization Management Journal*, 3(3), 164-189.
- Korol L. D., (2017). Is the association between multicultural personality and ethnic tolerance explained by cross-group friendship? *The Journal of General Psychology* Vol. 144, No.4, 264-282.
<https://doi.org/10.1080/00221309.2017.1374118>
- Kreitz, P. A. (2008). Best practices for managing organizational diversity. *The Journal of Academic Librarianship*, 34, 1016120.

- Lauring, J., & Klitmoller, A. (2015). Inclusive language use in multicultural business organizations: The effect on creativity and performance. *International Journal of Business Communication*, 50, 45-55. doi:10.1177/2329488415572779
- Leong, C. (2014). Social markers of acculturation: A new research framework on intercultural adaptation. *International Journal of Intercultural Relations*, 38, 120-132. doi:10.1016/j.ijintrel.2013.08.006
- Lewthwaite, S., & Nind, M. (2016). Teaching research methods in the social sciences: Expert perspectives on pedagogy and practice. *British Journal of Educational Studies*, 64, 413-430. doi:10.1080/00071005.2016.1197882
- Lillis, M., & Tian, R. (2010). Cultural issues in the business world: An anthropological perspective. *Journal of Social Sciences*, 6(1), 99-112.
doi:10.3844/jssp.2010.99.112
- Lindsay, G. M., & Schwind, J. K. (2016). Narrative inquiry: Experience matters. *Canadian Journal of Nursing Research*, 0(0), 1-7.
doi:10.1177/0844562116652230
- Ljubica, J., Dul i , fi., & Aust, I. (2016). Linking individual and organizational cultural competences: One step closer to multicultural organization. *Management: Journal Of Contemporary Management Issues*, 2151-82. <https://eds-a-ebSCOhost-com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?vid=6&sid=6a34b103-0007-41c1-ba75-2c4294dfa9b1%40sessionmgr4007>

- Loewenberger, P. A., Newton, M., & Wick, K. (2014). Developing creative leadership in a public sector organization. *International Journal of Public Sector Management*, 24, 190-200. doi:10.1108/IJPSM-11-2012-0152
- Louhiala-Salminen, L., & Kankaanranta, A. (2012). Language as an issue in international internal communication: English or local language? If English, what English? *Public Relations Review*, 38, 262-269. doi:10.1016/j.pubrev.2011.12.021
- Lozano, J. j., & Escrich, T. t. (2017). Cultural diversity in business: A critical reflection on the ideology of tolerance. *Journal Of Business Ethics*, 142(4), 679-696. doi:10.1007/s10551-016-3113-y
- Lu, M., Watson-Manheim, M. B., Chudoba, K. M., & Wynn, E. (2006). Virtuality and team performance: Understanding the impact of variety of practices. *Journal of Global Information Technology Management*, 9(1), 4623. Retrieved from ABI Inform database.
- Maleki, A., & De Jong, M. (2013), ðA proposal for clustering the dimensions of national cultureö, *Cross-Cultural Research*, Vol. 48 No. 2, pp. 107-143. <https://eds-b-ebSCOhost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=2a7d8b31-e2ee-4158-8430-43518852adc4%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=000333815300001&db=edswss>
- Malott, K. M., & Schaeffle, S. (2014). Addressing clientsøexperiences of racism: A model for clinical practice. *Journal of Counseling & Development*, 93, 361-369. doi:10.1002/jcad.12034

- Martin, G. C. (2014). The effects of cultural diversity in the workplace. *Journal of Diversity Management*, 9, 89-92. doi:10.19030/jdm.v9i2.8974
- Martin, J. (2015), Revisiting intercultural communication competence: Where to go from here. *International Journal of Intercultural Relations*.
doi:10.1016/j.jintrel.2015.03.008
- Martin, J., & Nakayama, T., (2015). Reconsidering intercultural (communication) 122 competence in the workplace: A dialectical approach. *Language and Intercultural Communication*, 15, 13-28. doi:10.1080/14708477.2014.985303
- Marshall, C., & Rossman, G. B. (2011). *Designing Qualitative Research* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Mateescu, V. M: Cultural diversity in the workplace ó discourse and perspectives. *On-line Journal Modelling the New Europe*, 24(2017).
doi:10.24193/OJMNE.2017.24.02
- Matteliano, M. A., & Stone, J. H. (2014). Cultural competence education in university rehabilitation programs. *Journal of Cultural Diversity*, 21(3), 112-118. Retrieved from <http://academicguides.waldenu.edu/library/ProQuest>
- Maxwell, J. A. (2013). *Qualitative Research Design* (3rd ed.). Thousand Oaks, CA: Sage.
- Mazur, B. (November 2010). Cultural diversity in organizational theory and practice. *Journal of Intercultural Management*, 2(2): 5-15.
- Mbanaso, M., & Crewe, S. (2011). Migration and elderly Africans in the United States. *Journal of Human Behavior in the Social Environment*, 21, 323-333.
doi:10.1080/10911359.2011.547749

- Mbemba, A. (2014). Challenges of teaching economics in international exchange programs. *International Journal of Economics and Finance*, 6(8), 68-77.
doi:10.5539/ijef.v6n8p68
- McMullen Bushman, C. P. (2017). The Importance of Cultural Competence in a Multicultural Community. *Legacy (National Association For Interpretation)*, 28(2), 6-8. <https://eds-b-ebshost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=8516e9c7-9876-4cd1-bf48-9867dde68abb%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=121940827&db=eue>
- Meeussen L., Otten S., & Phalet K. (2014); Managing diversity: How leadersø multiculturalism and colorblindness affect work group functioning, *Group Processes & Intergroup Relations*, 17(5) 6296644.
sagepub.co.uk/journalsPermissions.nav. doi:10.1177/1368430214525809
- Mehrabian, A. (2009). *Nonverbal communication*. New Brunswick, NJ: Aldine Transaction Publishers, Rutgers.
- Mele´, D., & Sa´nchez, C., (2013). Cultural diversity and universal ethics in a global world. *Journal of Business Ethics*, 116, 6816687.
- Mercadal, T. (2018). Organizational culture. *Salem Press Encyclopedia*. Retrieved from <https://search-ebshost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=ers&AN=94895786&site=eds-live&scope=site>

- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.
- Messick, D. M., & Bazerman, M. H. (2013). Ethical leadership and the psychology of decision making. *Sloan Management Review*, 37(2).
<https://eds-a-ebshost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=e1350c08-fe5b-4251-bb53-bcb484ae3cfb%40sessionmgr4010&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=edsgcl.18169832&db=edsgea>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A Methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications
- Mills, C. (2013). Developing pedagogies in pre-service teachers to cater for diversity: Challenges and ways forward in initial teacher education. *International Journal of Pedagogies & Learning*, 8(3), 219-228.
doi:10.5172/ijpl.2013.8.3.219
- Mor Barak, M.-E. (2014). *Managing diversity: Toward a globally inclusive workplace*, 3rd Edition, Sage, Los Angeles, LA.
- Moreland, R. L. (2013). Group composition and diversity. In J. Levine (Ed.), *Group processes* (pp. 116-32). New York, NY: Psychology Press.
- Murmu, M. (2014). Cultural diversity in global workforce: Issues and challenges. *Review of HRM*, 3, 67-72. Retrieved from <http://mdrfindia.org>

- Nair-Venugopal, S. (2015). Issues of language and competence in intercultural business contexts. *Language and Intercultural Communication*, 29-45.
doi:10.1080/14708477.2014.985304
- Nassar-McMillan, S. C. (2014). A framework for cultural competence, advocacy, and social justice: Applications for global multiculturalism and diversity. *International Journal for Educational and Vocational Guidance*, 14(1), 103-118. doi:10.1007/s10775-014-9265-3
- National Population Commission. (2017). *Nigeria's population now 182 million – NPC*. Retrieved from <http://www.population.gov.ng/>
- Nelson, B. (2014). The data on diversity. *Communications of the ACM*, 57(11), 86-95. doi:10.1145/2597886
- Ng, K., Dyne, L. V., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management Learning and Education*, 8, 511-526. Retrieved from <http://amle.aom.org/>
- Noma, H., & Crossman, J. (2012). Analogue and digital mindsets: Some implications for intercultural communication between western and eastern organizations. *Asian Academy of Management Journal*, 17, 115-129.
Retrieved from <http://web.usm.my/aamj/>
- Norviliene, A. (2012). Self-development of intercultural competence in academic exchange programmers: Students' attitude. *Social Sciences*, 75(1), 58-65.
doi:10.5755/j01.ss.75.1.1592

- Oakford, S. (2013, Nov 25). UNCTAD report: Jobless growth. The 21st century condition. *Global Information Network*. Retrieved from <http://www.proquest.com>
- Ochieng, E. G., & Price, D. A. (2010). Managing cross-cultural communication in multicultural construction project teams: The case of Kenya and UK. *International Journal of Project Management*, 28, 449-460.
doi:10.1016/j.ijproman.2009.08.001
- Odrakiewicz, P., & Zator-Peljan, J. (2012). Innovative methods of cultural, intercultural and managerial competences acquisition for the constantly changing global economy in a new paradigm shift. *Global Management Journal 1*, 127-137. Retrieved from <http://globalmj.eu/>
- Oghojafor, B. E. A., Alaneme, G. C., & Kuye, O. L. (2013). Indigenous management thoughts, concepts and practices: The case of the Igbos of Nigeria. *Australian 216 Journal of Business and Management Research*, 3(1), 8-15. Retrieved from <http://www.ajbmr.com>
- Oghojafor, B. E. A., Idowu, A., & George, O. J. (2012). Application of management theories and philosophies in Nigeria and their associated problems. *International Journal of Business and Social Science*, 3, 72-81. Retrieved from <http://www.ijbssnet.com>
- Oginde, David A. (2013). *Effects of ethnicity and intercultural competence on follower trust, leader-member exchange, and perceptions of*

- organizational justice* (Doctoral Dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3570904).
- Ogunrin, F., Iyayi, F., & Eghafona, K. (2011). Gender inequality and human resource management: A Nigerian perspective. *Global Journal of Social Sciences*, 10(1), 15-23. Retrieved from <http://www.globaljournalseries.com/index.php/gjss>
- Ogunrotifa, A. B. (2012). Federal civil service reform in Nigeria: The case of democratic centralism. *Radix International Journal of Research in Social Sciences*, 1, 1-45. Retrieved from <https://www.academia.edu>
- Omisore, B. O., & Okofu, B. I. (2014). Staff recruitment and selection process in the Nigerian public service: What is to be done? *International Journal of Human Resource Studies*, 4, 280-293. doi:10.5296/ijhrs.v4i3.6367
- Online Nigeria. (2016). *Nigerian languages*. Retrieved from <http://www.onlinenigeria.com/languages/languages.asp>
- Online Nigeria. (2016). *Tribes in Nigeria*. Retrieved from <http://www.onlinenigeria.com/tribes/>
- Okoro, E., & Washington, M. (2012). Workforce diversity and organizational communication: Analysis of human capital performance and productivity. *Journal of Diversity Management*, 7(1), 57-62. Retrieved from <http://journal.cluteonline.com/index.php/JDM/index>
- O'Reilly, M., & Parker, N. (2012). Unsatisfactory saturation: A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research*, 13, 190-197. doi:10.1177/1468794112446106

- Ortlieb, R., & Sieben, B. (2013). Diversity strategies and business logic: Why do companies employ ethnic minorities? *Group and Organization Management*, 38(4), 480-511.
- Pajtinka, E. (2014). Cultural diplomacy in theory and practice of contemporary international relations. *Politické Vedy*, 4, 95-108. Retrieved from <http://academicguides.waldenu.edu/library/EBSCO>
- Palinks, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5). doi:10.1007/s10488-013-0528-y
- Palthe, J. (2014). Cross-level cultural congruence: Implications for managing diversity in multinational corporations. *Journal of Diversity Management (Online)*, 9(1), 51-n/a. Retrieved from <http://www.proquest.com>
- Patrick, H. A., & Kumar, V. R. (2012). Managing workplace diversity. *Sage Open*, April 6 June, 2. doi:10.1177/2158244012444615
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Perspectives on Global Development Report (2017). Homepage. Retrieved July 18, 2017 from <http://www.oecd.org/dev/perspectives-on-global-development-22224475.htm>.

- Petrus, R., & Bocos, M. (2012). Teaching English through cultural lenses: A perspective on initial teacher training programs. *The Journal of Linguistic and Intercultural Education*, 5, 95-107, 215-218. Retrieved from <http://academicguides.waldenu.edu/library/ProQuest>
- Phipps, K. (2012). Spirituality and strategic leadership: The influence of spiritual beliefs on strategic decision making. *Journal of Business Ethics*, 106(2), 177-189. doi:10.1007/s10551-011-0988-5
- Pieterse, A., Van Knippenberg, D., & Van Dierendonck, D. (2013). Cultural diversity and team performance: The role of team member goal orientation. *Academy of Management Journal*, 56(3), 782-804.
- Piotrowski, N. A., & Stark, S. W. (2013). Cultural competence. *Salem Press Encyclopedia of Health*, <https://eds-b-ebshost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=14&sid=a95e3626-c8f5-4271-bc3b-8da907870483%40sessionmgr101&bdata=JnNpdGU9ZWRzLWxpdmUm c2NvcGU9c2l0ZQ%3d%3d#AN=93871874&db=ers>
- Pittinsky, T. L. (2010). A Two-Dimensional model of intergroup leadership: The case of national diversity. *American Psychologist*, 65(3), 194-200. Retrieved from the PsycARTICLES database. doi:10.1037/a0017329
- Pitts, D. W., Hicklin, A. K., Hawes, D. P., & Melton, E. (2010). What drives the implementation of diversity management programs? Evidence from public

- organizations. *Journal of Public Administration Research & Theory*, 20(4), 867-886. doi:10.1093/jopart/mup044
- Plaut, V. C., Garnett, F. G., Buffardi, L. E., & Sanchez-Burks, J. (2011). "What about me?" Perceptions of exclusion and Whites' reactions to multiculturalism. *Journal of Personality and Social Psychology*, 101, 337-353. doi:10.1037/a0022832
- Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C., & van der Zee, K. (2012). Managing a culturally diverse workforce: Diversity perspectives in organizations. *International Journal of Intercultural Relations*, 37, 159-175. doi:10.1016/j.ijintrel.2012.09.001
- QSR International. (2018). *NVIVO 12 just got even better*. Retrieved from <https://www.qsrinternational.com/nvivo/enabling-research/nvivo-12-update>
- Racolta-Paina, N.-D., Andries, A.-M. (2017). "New Perspectives on Family Friendly Policies from the Stakeholders' Point of View". *On-line Journal Modelling the New Europe*, 22: 57-84
- Raisio, H., & Lundstrom, N. (2015). Real leaders embracing the paradigm of complexity. *Emergence: Complexity and Organization*, 1, 1-6. doi:10.17357.583ff4f75416d52b11d1a684687091a9
- Reilly, A. H., & Karounos, T. J. (2009). Exploring the link between emotional intelligence and cross-cultural leadership effectiveness. *Journal of*

- International Business and Cultural Studies*, 1, 1-13. Retrieved from ABI Inform database.
- Resick, C. J., Hanges, P. J., Dickson, M. W., & Mitchelson, J. K. (2006). A cross-cultural examination of the endorsement of ethical leadership. *Journal of Business Ethics*, 63(4), 345-359. Retrieved from ABI Inform database.
- Rhodes, R. A. W. (2014). "Genre blurring" and public administration: what can we learn from ethnography? *Australian Journal of Public Administration*, 73, 317-330. doi:10.1111/1467-8500.12085
- Riggs, F. W. (2010). Trends in the comparative study of public administration. *International Review of Administrative Sciences*, 76, 750-760. doi:10.1177/00200852310386437
- Rindap, M. R., & Mari, I. M. A. (2014). Ethnic minorities and the Nigerian State. *An International Journal of Arts and Humanities*, 3, 89-101. doi:10.4314/ijah.v3i3.8
- Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11, 25-41. doi:10.1080/14780887.2013.801543
- Rodriguez, C. M. (2005). Emergence of a third culture: Shared leadership in international strategic alliances. *International Marketing Review*, 22(1), 67-95. Retrieved from ABI/Inform database.
- Roy, L. R. (2015). Salsa, soul, and spirit: Leadership for a multicultural age. *Educational Studies*, 51(4), 343-346. doi:10.1080/00131946.2015.1052441

- Rozkwitalska, M. (2013, August). *Effective cross-cultural relationships in multinational corporations*. Paper presented at the Third Annual International Conference on Business Strategy and Organizational Behavior. Singapore. doi:10.5176/2251-1970_BizStrategy13.06
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Scheffknecht, S. (2011). Multinational enterprisesô Organizational culture vs. national culture. *International Journal of Management Cases*, 13(13), 73-78. Retrieved from <https://search-ebSCOhost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=bth&AN=66508332&site=eds-live&scope=site>
- Schoorman, D. (2014). How should researchers act in the context of social injustice? Reflections on the role of the researcher as a social justice leader. In *International Handbook of Educational Leadership and Social (In) Justice*, 217-232. Springer Netherlands. doi:10.1007/978-94-007-6555-9_13
- Schwartz, S., Benet-Martinez, V., Knight, G., Unger, J., Zamboanga, B., Des Rosiers, S...
 . Szapocznik, J. (2014). Effects of language of assessment on the measurement of acculturation: Measurement equivalence and cultural frame switching. *Psychological Assessment*, 26(1), 100-114. doi:10.1037/a0034717
- Segrestin, D. (1992). *Sociologie de l'entreprise*, Armand Collin, Paris.

- Seymen, O. A. (2006). The cultural diversity phenomenon in organizations and different approaches for effective cultural diversity management: A literary review. *Cross Cultural Management: An International Journal*, 13, 296-315.
- Shelton, T. M. (2013). *My crucible: The intercultural performance* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3555196).
- Siebdrat, F., Hoegl, M., & Ernst, H. (2009). How to manage virtual teams. *MIT Sloan Management Review*, 50(4), 63-68. Retrieved from ABI Inform database.
- Slessor, G., Phillips, L. H., Ruffman, T., Bailey, P. E., & Insch, P. (2014). Exploring own-age biases in deception detection. *Cognition & Emotion*, 28(3), 493-506. doi:10.1080/02699931.2013.839438
- Spralls, S. A., Okonkwo, P., & Akan, O. H. (2011). A traveler to distant places should make no enemies: Toward understanding Nigerian negotiating style. *The Journal of Applied Business and Economics*, 12(3), 11-25. Retrieved from <http://www.nabusinesspress.com/jabeopen.html>
- Stahl, G., Makela, K., Zander, L., & Maznevski, M. (2010). A look at the bright side of multicultural team diversity. *Scandinavian Journal of Management*, 26, 439-447. doi:10.1016/j.scamam.2010.09.009
- Staples, D. S. & Zhao, L. (2006). The effects of cultural diversity in virtual teams versus face-to-face teams. *Group Decision and Negotiation*, 15(4), 389-406. Retrieved from ABI/Inform database.

- Stennis, K. B., Purnell, K., Perkins, E., & Fischle, H. (2015). Lessons learned: Conducting culturally competent research and providing interventions with Black churches. *Social Work & Christianity, 25*(3), 332-349.
Retrieved from <http://academicguides.waldenu.edu/library/ProQuest>
- Stevenson, W. (2014). *Operations management* (12th ed.). New York, NY: McGraw-Hill/Irwin.
- Sue, D.W. (1991). A conceptual model for cultural diversity training. *Journal of Counseling and Development, 70*, 99-105.
- Sue, D. W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist, 29*(6), 790-821. <https://doi-org.ezp.waldenulibrary.org/10.1177/0011000001296002>
- Sultana, M. A., Rashid, M. M., Mohiuddin, M., & Mazumder, M. N. H. (2013). Cross-cultural management and organizational performance: A content analysis perspective. *International Journal of Business and Management, 8*(8), 133-146.
- Taras, V., Steel, P., & Kirkman, B. (2011). Three decades of research on national culture in the workplace: Do the difference still make a difference? *Organizational Dynamics, 40*, 189-198. doi:10.1016/j.orgdyn.2011.04.006
- Thomas Ellwart, Christian Happ, Andrea Gurtner & Oliver Rack (2015). Managing information overload in virtual teams: Effects of a structured online team adaptation on cognition and performance, *European Journal*

of Work and Organizational Psychology, 24:5,812-826,

doi:10.1080/1359432X.2014.1000873

Thomas, R. W., & Esper, T. L. (2010). Exploring relational asymmetry in supply chains:

The retailer's perspective. *International Journal of Physical Distribution & Logistics Management*, 40(6), 475-494. doi:10.1108/09600031011062209

Trivett, V. (2011, June 27). 25 US mega corporations: Where they rank if they were

countries. *Business Insider*. Retrieved from <http://www.businessinsider.com/25-corporationsbigger-tan-countries-2011-6>

Umukoro, N. (2013). Poverty and social protection in Nigeria. *Journal of Development*

Societies, 29, 305-322. doi:10.1177/0169796X13494281

Unggul Purwohedhi. (2017). National and Organizational Culture, Performance

Evaluation and Trust: Evidence from Multinational Company Subsidiary in Indonesia. *Signifikan*, (2), 319. doi:10.15408/sjie.v6i2.4733

United States Central Intelligence Agency (USCIA). (2013). *World factbook*.

Retrieved from <https://www.cia.gov/library/publications/>

Vagle, M. (2014). *Crafting phenomenological research*. Walnut Creek, CA: Left Coast

Press

Van Dijk, H., van Engen, M. L., & van Knippenberg, D. (2012). Defying

conventional wisdom: A meta-analytical examination of the differences between demographic and job-related diversity relationships with performance. *Organizational Behavior and Human Decision Processes*,

119, 38653. doi:10.1016/j.obhdp.2012.06.003

- Van Emmerik, IJ. H., Euwema, M. C., & Wendt, H. (2008). Leadership behaviors around the world: The relative importance of gender versus cultural background. *International Journal of Cross-Cultural Management*, 8, 297-315. doi:10.1177/1470595808096671
- Van Knippenberg, D., van Ginkel, W. P., & Homan, A. (2013). Diversity mindsets and the performance of diverse teams. *Organizational Behavior and Human Decision Processes*, 112, 183-193. doi:10.1016/j.obhdp.2013.03.003
- Van Laer, K., & Janssens, M. (2011). Ethnic minority professionals' experience with subtle discrimination at the workplace. *Human Relations*, 64, 1203-1227.
- Van Oudenhoven, J., & Benet-Martinez, V. (2015). In search of a cultural home: From acculturation to frame-switching and intercultural competencies. *International Journal of Intercultural Relations*, 46, 47-54. doi:10.1016/j.ijintrel.2015.03.022
- Veri, A., Veri, D., & Sriramesh, K. (2012). Internal communication: Definition, parameters, and the future. *Public Relations Review*, 38, 223-230. doi:10.1016/j.pubrev.2011.12.019
- Vernon G. G (2016). *Multicultural Practitioners' Experiences in Nonschool Cultural Competence Education* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 10247122).

- Vogt, W. P., & Johnson, R. B. (2011). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences*. New York, NY: Sage
- Voyer, A. (2011). Disciplined to diversity: Learning the language of multiculturalism. *Ethics and Racial Studies*, 34, 1874-1893.
doi:10.1080/01419870.2011.552620
- Watson, J. R., Siska, P., & Wolfe, R. L. (2013). Assessing gains in language proficiency, cross-cultural competence, and regional awareness during study abroad: A preliminary study. *Foreign Language Annals*, 46(1), 62-79. doi:10.1111/flan.1201
- Welch, D., & Welch, L. (2015). Developing multilingual capacity: A challenge for multinational enterprise. *Journal of Management*.
doi:10.1177/0149206315594846
- Wells, C. (2013). Controlling good science: Language, national identity, and occupational control in scientific work. *Management Communication Quarterly*, 27, 319-345. doi:10.1177/089331891348540
- Wilby, K. J., Taylor, J., Khalifa, S. I., & Jorgenson, D. (2015). A course-based cross-cultural interaction among pharmacy students in Qatar and Canada. *American Journal of Pharmaceutical Education*, 79(2), 26. doi:0.5688/ajpe79226
- Wrench, J. (2005). Diversity management can be bad for you. *Race & Class*, 46(3), 73-84. doi:10.1177/0306396805050019
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

- Yuang, L., Spector, P., Sanchez, J., Allen, T., Poelmans, S., Cooper, C., & Woo, J. (2012). Individualism-collectivism as a moderator of the work demands ó strains relationships: A cross-level and cross-national examination. *Journal of International Business Studies*, 43, 424-443. doi:10.1057/jibs.2011.58
- Zeffane, R., Tipu, S. A., & Ryan, J. C. (2011). Communication, commitment & trust: Exploring the triad. *International Journal of Business and Management*, 6(6), 77-87. doi:10.5539/ijbm.v6n6p77
- Zhao, H., Coombs, S., & Hong, C. (2014). A tale of change: China's cultural initiatives for security and identity. *Seton Hall Journal of Diplomacy and International Relations*, 15(2), 51-63. Retrieved from <http://academicguides.waldenu.edu/library/GoogleScholar>

Appendix A: Interview Questionnaire

1. Please indicate your Gender
 - a. Female
 - b. Male
2. Please Indicate your age
 - a. 18-24
 - b. 25-34
 - c. 35-44
 - d. 45-54
 - e. 55-64
 - f. 65+
3. Describe your position within your organization
 - a. Supervisor
 - b. Middle Manager
 - c. Senior Manager
 - d. Executive Management
 - e. Director/owner
 - f. Other
4. Please indicate your location of operation:
 - a. Abuja
 - b. Lagos
 - c. Port Harcourt
5. What types or form or aspects of cultural differences are exhibited by staff in the workplace?
6. What factors or circumstances do you think could bring about conflict due to cultural differences at workplace?
7. How does conflict due to cultural differences at work affect performance and productivity?
8. How do you balance being sensitive/tolerant of others culture with being effective at work? For example, balancing coworkers act of socializing and discussing family events at work, with achieving work related goals?

9. Cultural competence can be described as the ability to effectively interact with people of different cultures and socio-economic backgrounds. It include the variety of traits or characteristics like patience, empathy, curiosity, and flexibility demonstrated in the process of interacting and learning about people or ethnic groups.

How would you rate your own cultural competence on a scale of 1 to 5, with 1 representing the least competent and 5 representing extremely competent? Why?

10. What kind of attitude or perspective do you think staff should exhibit in order to effectively manage cultural conflicts or misunderstandings that may arise with other coworkers?
11. What standard of measurement can be used to measure productivity in a cross culture teams?
12. What ways would you suggest to your organization to help manage the challenges of cultural conflicts, misunderstandings, and job related performance issues better?
13. What would you like to share regarding this topic that has not been covered?

Appendix B: Emergent Themes with Codes

	EMERGENT THEMES	ASSOCIATED CODES	INTERVIEW QUESTIONS (1Q)
1.	Cultural Differences	<ul style="list-style-type: none"> - Mixed Culture / Backgrounds - Cultural Affiliations/Alignment - Language - Manner of Speech - Dressing - Food - Respect - Belief - Talent 	1Q.5
2.	Cultural Conflicts	<ul style="list-style-type: none"> - Tribalism/Racism - Manner of Approach -Language / dialect - Not Showing Empathy - Character/Lack of Respect - Lack of understanding -Differences in belief -Being Cheated/Denial of Benefits & entitlements - Political affiliation - Religious belief - Social affiliation 	IQ.6,
3.	Cultural Conflicts and Productivity	<ul style="list-style-type: none"> - Communication and difference in languages - Integration of different cultures - Demoralization/emotional state - Lack of effective relationship 	IQ.7, IQ.8

		<ul style="list-style-type: none"> - Lack of Incentive to work - Drop in output/productivity - Drop in profit level - Act against company's norms/rules/regulations - Not inclusive - Denial/non-participation in task - Lack of, on the job teaching/coaching - Not eager/Willing to help persons of other culture - Felling of Dislike/not wanted - Forming Clicks, Gossips - Hatred and Diabolical means 	
4.	Cultural Competence	<ul style="list-style-type: none"> -Ratings: 3.5, 4, 4.5, 5 - Interact and learn from others - Socializing - Being part of it - Company's Mission/Goals - Company culture/core values - Empathy - Patience -Free/Relate with others 	IQ.9

		<ul style="list-style-type: none"> - See others as humans - Culture learning - Cultural adaptation - Living together - Study and know people: strengths/weaknesses - Tolerance - Manner of Approach - Experience & Practice 	
5.	Cultural Attitudes & Perspectives	<ul style="list-style-type: none"> - Patient - Empathy - Tolerance - Sensitive - Neutral - Respect - Wisdom - Listening - Dialogue - Reduce Racism - Friendly - Team Work 	IQ.10
6.	Management: Multicultural and Performance	<ul style="list-style-type: none"> - Organizational Practices & Culture - Communication & Relationships - Cultural Learning & Integration - Socialization - Cross-Culture Performance Measurement 	1Q.8, IQ.9, IQ.10, IQ.11, IQ.12
6a.	Organizational Practices & Culture	<ul style="list-style-type: none"> - Policies and Practices - Organizational goals - Norms: Culture / Values - Lingua Franca / Official Language - Equal Treatment and Fair hearing - Team work - Motivation 	

		- Job Rotation	
6b.	Communications & Relationships	- Relate and Interact - Acceptance - Appreciation - Communication - Getting help/Counseling - Create a Channel	
6c.	Cultural Learning & Integration	- Cultural learning - Cultural Integration - Under Sturdy Others - Education - Mentor and Mentee	
6d.	Socialization	- Social gathering - Social Forum - Cultural Forum - TGIF - Quarterly Forum - End of year Party - Cultural Display - Cultural Day	
6e.	Cross-Culture Performance Measurement	- Uniform Measurement Standard - Merit - Not Culture Based - Experience and Expertise - Professionalism - Achievement over time - Depends on Motivation - Ability to work as a team - Appraisal and Bonus System - Targets and Output - Work Environment:	

		Peace and staff co-existence	

Appendix C: Summary of Findings

Summary of Findings

THEMES	IMPACT LEVELS	IMPLICATIONS
Cultural Differences	Individual, Organization, and Society	Mixed Culture and Backgrounds; Cultural Affiliations/Alignment based on: Language, Dressing, Food, Respect, Belief and Talent
Cultural Conflicts	Individual, Organization, and Society	Conflicts and misunderstandings arising from; cultural differences, Religious belief, political, and Social affiliation. Other factors includes Not Showing Empathy, Lack of understanding, and Being Cheated.
Cultural Conflicts and Productivity	Individual, and Organization	Cultural conflicts affects productivity, conflicts arises predominantly from; communication, cultural Integration, Demoralization/emotional state of mind, Drop in output/profit, Act against company's regulations, Lack of, on the job coaching, Forming Clicks, Gossips, Hatred and Diabolical means.
Cultural Competence	Individual, Organization, and society	Cultural competence is key, and this can be displayed through Interaction, Socializing, show of Empathy, being Patient, tolerance, Living together, manner of approach. Cultural competence skills can be improved upon through cultural learning from others, Company's

		Mission/Goals/culture/core values, Cultural adaptation, Studying and knowing people: strengths and weaknesses, and through Experience & Practice.
Cultural Attitudes & Perspectives	Individual, Organization, and Society	The following are the preferred attitudes or characteristics that staff should display in a multicultural workforce environment; Patience, Empathy, Tolerance, Sensitive, Neutral, Respect, Wisdom, Listening, Dialogue, No Racism/tribalism, Friendly, and Team Work
Management: Multicultural and Performance	Individual, and Organization	Management practices should include: Organizational; policies, practices, goals, Culture and Values. Lingua Franca / Official Language, Equal Treatment and Fair hearing, Team work, Motivation, Job Rotation, Communication, Counseling, Cultural learning/ Integration, Mentor/Menteeship, Social/Cultural Forums, Uniform performance Measurement Standard based on Merit and Not Culture Based, and Work Environment: Peaceful and staff co-existence