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Walden University

College of Management and Technology

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DiAnna Olsen

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Walden University
2022

Abstract

Cross-Cultural Strategies for Leaders to Improve Organizational Performance

by

DiAnna Olsen

MA, Bethel University, 2013

BA, Bethel University, 2011

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

December 2022

Abstract

Some nonprofit leaders lack strategies to develop cross-cultural competency for improving organizations' performance. Cross-cultural competencies are needed to manage culturally diverse work teams effectively. Grounded in cultural competency theory, the purpose of this qualitative multiple-case study was to explore the strategies nonprofit leaders use to develop cross-cultural competency for improving organizations' performance. The participants were seven nonprofit leaders who successfully led teams cross-culturally in Mexico and the United States. Data were collected from semistructured interviews, direct observations, and organizational records. Thematic analysis was used to analyze the data. Five themes were identified: collective alliance strategy, co-decision-making strategy, cooperative goal focus strategy, collectivist culture strategy, and cultural inclusion strategy. A key recommendation for nonprofit leaders is to develop a higher cultural competency and metacognitive skills to improve their team performance and achieve their organization's goals. The implications for positive social change include the potential to help leaders facilitate a culturally diverse work environment in their organizations and enhance the lives of the people in the communities these nonprofit organizations serve.

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Dedication

First, I dedicate this study to God my father and guide. I could not have stayed faithful to this arduous journey without knowing in my core that I was following your will. Not knowing why or how you would use this in my life, you have begun to show me what is ahead and why you had me on this path.

Second. I dedicate this study to my husband and children who sacrificed so much while I pursued God's calling. My family stood faithfully beside me to support me, equip me and continue to encourage me. Thank you for not giving up on me.

Third, I dedicate this study to my friends in Mexico who have patiently worked with me for many years as I begin to finally understand what it means to have a collectivist mindset, and to have now developed one, to always put the agenda of what is best for the people as a collective whole in front of my own individual agenda.

Lastly, I dedicate this study to myself. It was not an easy journey and one that tested my very being as an individual, but I continued to believe in myself, having the confidence that I could come across the finish line, even through tears and trials in this process. Thank you for not giving up on yourself. I also dedicate this to the world as a woman who grew up in extreme poverty as a child and for years listened to the world that said education could never be available to someone like me. Education is for every woman, man, and child, and should be made available to every individual in the world. Education is what changes the very world we live in.

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Section 1: Foundation of the Study

Nonprofit organizations address a global, national, or local social problem. They need the ability to lead diverse work teams across global borders (Nodoushani et al., 2019). The leaders often have a passion for being a part of the larger vision and mission of the organization, and they have the responsibility of mobilizing these employed staff and volunteers, often from different countries and continents (Giorgi et al., 2017; Qi et al., 2018). These leaders need essential strategies to create highly effective cross-cultural teams. The purpose of this qualitative multiple case study is to explore the strategies that nonprofit leaders use to develop cross-cultural competency for improving organizations' performance.

Background of the Problem

With the rapid pace of technology, nonprofits are operating more globally than ever before, so leaders face navigating the complexities of multicultural teams and need to develop cultural competency. Many nonprofit organizations work internationally and have work teams composed of members representing diverse racial, cultural, ethnic, and national identities (Shavkun & Dybchinska, 2018). Leading cross-culturally has unique challenges. Eighty-six percent of leaders agree that they need to be more effective interculturally but only 7% consider themselves effective (Goryunova, 2020). The number of nonprofit organizations using multicultural teams to accomplish goals requires that these team members and leaders have skill sets and strategies that will allow them to be effective with cross-cultural competency. These metastrategies could include

sensemaking, problem-solving, negotiating, and conflict resolution. These strategies are metacognitive strategies which is a sub element of cultural intelligence.

Unique work teams present unique challenges. Individuals can experience confusion when working in a team that has different cultural norms, historical contexts, and ways of working, problem solving and resolving conflict and these differences cause confusion. These dynamics, combined with issues related to language and communication, create barriers to effectiveness for reasons that will be explored in the following sections (Charleston et al., 2018; Liu et al., 2018; Plessis, 2012)

Nonprofit leaders need to find ways to navigate these unique challenges and develop cultural competency to be more effective (Paiuc, 2021). Current research identifies strategies that nonprofit leaders need to develop cross-cultural competency to improve organizational performance (Gomez & Taylor, 2018; Groves et al., 2015; Überbacher et al., 2015). This study explored the need for leaders to be effective in utilizing metacognitive strategies to develop cross-cultural competency and improve organizational performance.

Problem Statement

United States nonprofits struggle to collaborate in global workplaces when working with multicultural teams, which disrupts organizational effectiveness (Ahmad & Saidalavi, 2019, p. 1). In a study concerning the effectiveness of global managers, 48% of the participants revealed that they were sometimes ineffective in achieving the organizational objectives due to factors including cross-cultural competency (Tuffour & Matey, 2019, p. 81). The general business problem is that some nonprofit leaders do not

achieve their organizations' mission because of failure to catalyze organizational collaboration. The specific business problem is that some nonprofit leaders lack strategies to develop cross-cultural competency for improving organizations' performance.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies that nonprofit leaders use to develop cross-cultural competency for improving organizations' performance. The targeted population consisted of United States and Mexican nonprofit leaders who use strategies to develop cross-cultural competency. The contributions to social change from this study may be that nonprofits will become more effective in collaborating cross-culturally and leveraging relationships with strategies for the achievement of goals and for achieving their organizations' missions for benefiting communities' needy citizens.

Nature of the Study

I used the qualitative method for this research study and not the quantitative method or the mixed method. Barrett and Twycross (2018) expressed that a qualitative interview is a method used to collect rich, descriptive, data and analyze phenomenon. The qualitative method was suitable for this study because the purpose of the study was to explore themes and strategies leaders use to develop cross-cultural competency. The quantitative method was not used to examine, and measure collected data using statistical analysis (Byiers et al., 2021; Cox & Nachman, 2020). The quantitative method would not have been suitable for this study as I did not collect data to analyze using statistical analysis, test a theory, hypothesis, or relationships between variables, but sought to verify

strategies and identify principal themes. Sahin and Öztürk (2019) posited that a mixed method is helpful when neither the quantitative nor qualitative approach is sufficient to answer the problem and so both methods are combined. The mixed method would not have been appropriate for this study as I am not utilizing both data and perceptions to effectively answer research questions that quantitative or qualitative would not answer sufficiently, as a mono-method.

I considered four qualitative designs: (a) the case study, (b) the phenomenological study, (c) the ethnography study, and (d) the narrative study. The research design for this study was a case study. The multiple case study was chosen to explore why and how these leaders use strategies and what strategies they use. Phenomenological researchers explore the participants' feelings and meanings from experiencing the phenomena (Rajhans et al., 2021). The phenomenological design would not be appropriate for my research as I did not intend to explore participants' feelings related to experiencing phenomena. Using an ethnographic design allows the researcher to explore the culture of groups and their behaviors based on that culture (Hartmann et al., 2020). The ethnographic design was not appropriate for this study because I was not studying one isolated culture and observing participants in that culture but rather the complexities of working cross-culturally with more than one culture and exploring strategies used to develop cross-cultural competency. The narrative design was not appropriate for my study because the purpose of this study was to explore the strategies nonprofit leaders use. I was not exploring the personal stories of the participants. Narrative inquiry assists the researcher in interpreting personal stories of the participants to analyze the lived

experience of the participants through their own lens, through their stories (Macqueen & Patterson, 2021). The narrative design was not appropriate for this study. Gillan et al. (2021) explained that narrative inquiry is about a person's experience. I was not analyzing the experience of the participants. I looked for strategies to emerge that participants use. I therefore used a multiple case study design for this study to explore the strategies utilized by participants to develop cross-cultural competency for improving organizations' performance.

Qualitative Research Question

What strategies do nonprofit leaders use to develop cross-cultural competency to improve organizational performance?

Interview Questions

1. Why do you use strategies to navigate these cross-cultural complexities and leverage relationships?
2. How have you developed strategies to navigate cross-cultural complexities and leverage relationships?
3. What strategies do you use to navigate cross-cultural complexities to improve your organization's performance?
4. What strategies do you use to leverage cross-cultural relationships?
5. How does collaboration and leveraging cross-cultural relationships benefit the overall goals of your organization?
6. What, if any, team-centric strategies do you use to negotiate, behave, or act differently in settings with diverse teams?

7. What strategies do you use to resolve conflicts and problems with groups of different cultural backgrounds?
8. What additional information would you like to share on your strategies for navigating cross-cultural complexities to improve performance that we have not already discussed?

Conceptual Framework

I used the cultural competency (CQ) conceptual framework for my study. Earley and Ang (2003) originally coined the term "cultural competency" as CQ. They initially created this theory to help business leaders be more effective in intercultural settings. Later, Ang et al. (2007) designed instruments to measure the levels of CQ, such as the 20-item Cultural Intelligence Scale (CQS). CQ develops leaders to become more effective with performance and organizational outcomes when working with culturally diverse teams (Giorgi et al., 2017; Groves et al., 2015).

There are four distinct factors in the CQ framework (Earley & Ang, 2003) and the cultural intelligence factors are as follows:

- Metacognition is the ability to understand cultural settings, to negotiate and problem-solve, and adjust one's own assumptions.
- Cognition is the knowing of national or cultural traditions and practices of other cultures.
- Motivation is when one has the desire to learn about people who are different from themselves and to have the desire to participate in unfamiliar settings.

- Behavior is the factor that one develops to adapt in different ways in different intercultural settings.

Cultural competency research has shown effective and impactful differences in multicultural settings. Earley and Ang (2007) posited that leaders who worked in multicultural settings were effective in navigating diverse work team complexities with the use of cultural intelligence. Leaders have the potential to be more effective when they behave adaptively (behavioral CQ), in their global environment and are motivated (motivational CQ) to understand more about their organizations' culturally diverse work team environment. However, leaders must also have the skillset and ability to develop competency of metacognition and cognition to be highly effective in developing cross-cultural competency. The development of cultural competency, and metacognition, assists leaders in using strategies to manage conflict in cross-cultural settings, make sense of cultural contexts, and solve problems within the team since diverse work teams experience contextual differences that cultural adaptation alone does not navigate (Groves et al., 2015).

As applied to this study, the CQ conceptual framework could help to facilitate and identify strategies to develop cross-cultural competency. In my literature review, I researched and analyzed what strategies nonprofit leaders use to develop cross-cultural competency to improve organizational performance. Giorgi et al. (2017) discussed how critical cultural competency is in successfully mobilizing groups of people towards common goals. The study was focused on the role of cultural competence in mobilizing social change, it highlights the problem when teams come together and there is not

enough time or money to help them all find common interests, or understandings of each other. Their research highlights metacognitive skills and the effectiveness of this skill in these groups to reach organizational goals and performance (Giorgi et al., 2017).

Operational Definitions

Cultural intelligence and cross-cultural competency: Cultural intelligence is an alternative term to cultural competency and is an intelligence that allows for an individual to be far more successful in interacting and working in cross-cultural teams and contexts by understanding the why and how of intercultural interactions (Earley, 2002). While cultural intelligence is a skill set team members and leaders can develop, cultural competency includes utilizing that intelligence effectively in intercultural settings (Charleston et al., 2018).

International bridge: The international bridge is located in Progreso, Texas and goes over the Rio Grande River connecting into a small village called Nuevo Progreso, Mexico and is only one of many to reach the northern regional cities in Mexico.

Assumptions, Limitations, and Delimitations

Assumptions

In this study, I made a few assumptions in the research. Hufford (1996) purported that research assumptions are believed to be true without a way to provide evidence or an argument. The first assumption was that the participants who were interviewed would have the knowledge and experience that is necessary to answer the research questions that I was asking. My research questions revolve around nonprofit leaders who work cross-culturally and use strategies to develop cross-cultural competency to be more

effective and improve performance. With the participants that were targeted to participate, this was a reasonable assumption.

The second assumption was that the participants would take the time to adequately answer each of the research questions. The natural setting of the interviews and finding a time that was convenient for them was a reasonable assumption that they would take their time and think through each question asked. The final assumption was that I had chosen a research method and design that would allow me to gather rich, descriptive, information that I needed and to reach data saturation.

Limitations

Limitations in research are situations or a weakness of the study that are out of the control of the researcher (Theofanidis & Fountouki, 2018). These researchers posited that limitations are a weakness in the study that are beyond the control of the researcher and are present in all research. One limitation of the study was the method of the study. Trafimow (2014) explained that quantitative researchers argue the validity of the findings in a qualitative study without statistical data; the fact that there was no null hypothesis to eliminate was one of the concerns. However, the method and design of the qualitative study did allow for a rich and thick detailed description of the phenomenon of these leaders where the quantitative method and design would not have been. It was important to explore strategies nonprofit leaders use to develop cross-cultural competency and improve performance required open ended questions and an opportunity for participants to share their experiences with the phenomenon.

The second limitation was the fact these qualitative interview questions were asking the participants to share their answers and strategies. Each research participant has their own subjective lens, rather than objective, with which they see the phenomenon in and answer the questions based on their own judgements (Trafimow, 2014). The researcher cannot control the complexities that each participant identifies and the potential subjective nature of these answers. A quantitative study may have been able to measure how many strategies a leader used or how often the same types of complexities were identified. However, the qualitative method allowed the participants to share their perspectives, which illuminated themes (strategies) that they each use. The study also sought data saturation. To ensure that I was not hearing any new information provided external validity and strategies that are generalizable over other nonprofit or for-profit businesses (Yin, 2018).

Delimitations

In this study, I explored strategies that nonprofit leaders use to develop cross-cultural competency. Theofanidis and Fountouki (2018) claimed that delimitations are in the control of the researcher. The first delimitation was the fact that I conducted the research on a border region of the United States and Mexico. However, this did not impact my study as the theory and its constructs pertain to nonprofit leaders who work cross-culturally, and this pertains to many organizations located in different geographical areas. The interpretations of the findings allowed for generalizability across other nonprofit organizations. The other delimitation of the study was that I chose to focus on

board level leaders who hold far more responsibility for the organization's performance in the community and to gain their perspective on their effectiveness.

Significance of the Study

The world in the 21st century has become more globalized than ever (Ahmad & Saidalavi, 2019). Strategically, competition requires organizations to work globally, and with diverse teams, to be innovative and create competitive advantage (Ghulam et al., 2017). The findings from the study are significant to business practice as global business leaders are required to leverage relationships across borders and to become more effective at navigating the complexities of these intercultural settings for improving performance (Liu et al., 2018). The ability to be effective is critical as they must navigate diverse cultures other than their own and cooperate and collaborate in cultures that are dimensionally and contextually, opposites (Chen et al., 2018; Liu et al., 2018; Plessis, 2012). The implications for positive social change are that this study's findings may help leaders navigate the complexities effectively, and functionally operate interculturally (Giorgi et al., 2017). If nonprofit organizations improve their performance and catalyze organizational collaboration, they can become more effective at achieving their missions. Organizations achieving their missions directly impacts the populations of people across the world that they are serving. The bottom line for organizations is directly impacting, enhancing, and changing lives.

A Review of the Professional and Academic Literature

Literature Review Opening Narrative

The first section of the literature review will discuss why leaders need strategies to lead cross-cultural teams. The section discusses how this applies to the business problem of this study that some nonprofit leaders do not achieve their organizations' mission because of failure to catalyze organizational collaboration. The section also discusses why it is so important in the 21st century. The second section will discuss the conceptual framework of cultural intelligence, cooperation, and competition theory and why I chose cultural intelligence theory over others. The third section will explore why there are unique challenges in the dynamics of these kinds of teams and why they struggle to be effective. The fourth section will explain the definitions of each meta-strategy of metacognition and how each strategy is related to the business problem. In conclusion, the literature review will discuss how this is related to my study.

The review of literature on this subject began with researching the conceptual theory of cultural intelligence. Following the review of the conceptual theory, I explored research studies that were related to why intercultural teams are unique and effective strategies that can be used in intercultural teams. I then began to search studies that specifically conducted research on one element of cultural intelligence, which is metacognition because I believe that metacognition plays a larger role in the success of the leader.

My literature review includes peer-reviewed research studies that were found in several databases and search engines including peer-reviewed articles, blogs,

dissertations, and business articles. The following databases, below, were used to search keywords and terms to find closely related research on the subject: Google scholar, the Walden University Thoreau database, SAGE Journals, Emerald Management, Emerald Insight, ABI/INFORM Collection, Business Source Complete, and Science Direct. A total of 93% peer-reviewed articles were reviewed of which 70% were published in the last 5 years. I utilized a set of keywords for searching for articles that are keywords in my theory along with all the elements and sub elements of CQ factors.

Application to the Applied Business Problem

The purpose of this qualitative multiple case study was to explore the strategies that nonprofit leaders use to develop cross-cultural competency for improving the organizations' performance. In the following literature review, I provide critical analysis and synthesis of the available literature and themes on cultural intelligence, cultural competency, intercultural team complexities, and the connected strategies used to effectively navigate the complexities of these intercultural teams.

Leaders Need Strategies to Lead Cross-Cultural Teams

Global Diversity. In the 21st century, organizational life has become far more diverse as teams work together, locally, and globally (Charleston et al., 2018; VanDierendonck et al., 2017). United States companies are hiring talent from around the globe and often have diverse work teams collaborating in another country or working together virtually (Nancy Chen et al., 2018). As business continues to compete globally, there is an ever-increasing need for a leader to develop cultural competency to retain good talent and be effective in navigating the complexities of these teams (Ahmad &

Saidalavi, 2019; Solomon & Steyn, 2017). It is critical these leaders learn to "communicate, negotiate, and collaborate, across cultures" (Mor et al., 2013, p. 453)

Innovation and creativity are what drive industry disruption and help to identify unique value of the business (Ahmetoglu et al., 2018; Bonsu & Twum-Danso, 2018; Latusek & Vlaar, 2018). To create this type of environment, teams need to be made up of different dimensions of diversity in terms of culture, age, gender, ethnicity and more (Goldberg et al., 2019). Organizations need to hire for innovation and creativity for competitive advantage, but they must also know how to lead these teams and retain good talent (Alon et al., 2018; Nodoushani et al., 2019).

To nurture diversity and retain talent, a leader must know how to create an organizational culture that is inclusive (Alexandra, 2021; Bernstein et al., 2020). Part of cultural competency is understanding how to create an inclusive workforce so that all team members feel a part of the local and global aspects of the organization. Due to the complexities of these teams though, leaders need effective strategies to navigate the challenges that are inherent in a diverse work team.

Leader Effectiveness to Accomplish Mission. A leader's main task is to be able to lead their teams in a way that achieves the organizational goals, or the desired outcomes of the organization. A leader must have the skillset to mobilize their teams (Shavkun & Dybchinska, 2018). In for profit and nonprofit enterprises, the challenge to mobilize people is the same. For profit leaders need to mobilize teams to achieve innovation and competitive advantage (Bilal et al., 2020). Nonprofit teams need to be

mobilized to compete for limited resources in terms of volunteers, resources, and contributions (Weblog, 2020).

Many leaders fail because the cultural value and worldview of each participant may become a barrier to effectively working together and accomplishing their organizational goals (Giorgi et al., 2017). The aspects of different cultures and norms that make a diverse team, innovative and creative, can also dismantle the team's ability to function. Each team member has a unique worldview and cultural lens that influences decision-making and problem-solving, and a leader must learn how to navigate these dynamics, effectively.

In the nonprofit world, with limited resources, a leader attempts to meet organizational goals which are often tied to a larger social change movement. Nonprofit leaders often solve problems that others in the world have, working to meet the needs of a particular group. When organizations solve these kinds of problems, it is a social movement. Organizations that work to solve local and global issues, need the capacity to work together and propel their teams into action (Giorgi et al., 2017). To propel them into action, a leader needs tools and strategies to effectively manage the challenging dynamics of these teams: diverse work team complexities. Before the discussion on these unique challenges of diverse work teams, and a definition of metacognitive strategies, we will evaluate cultural intelligence theory and the importance of using this conceptual framework for the business problem in this study.

Cultural Intelligence as a Theory

Cultural competency is a skill set that enables someone, through actions, to operate more effectively in cross-cultural interactions. When applied to business settings, the theory of cultural intelligence can impact effectiveness in intercultural settings (Thomas et al., 2015). The four elements of cultural intelligence are motivational, behavioral, cognitive, and metacognitive. Cultural intelligence was introduced by Earley (Earley & Mosakowski, 2004) as a means to operating more successfully cross-culturally. Earley coined the abbreviation CQ to represent cultural intelligence and therefore CQ is referenced throughout the study as an abbreviation for the term. The skillset of cultural intelligence assists an individual in becoming more culturally competent to function effectively in and with other cultures. The more culturally competent an individual is, the greater their ability to navigate complexities while working in diverse team groups and getting them to work together. Early and Ang (Soon et al., 2007) gave the acronym CQ to cultural intelligence, or cultural competency (Levy-Leboyer, 2004; Li, 2020). In the following section, CQ as a theory will be discussed and the four components of CQ will be explained. I will first discuss motivational and behavioral elements of CQ. After the motivational and behavioral components, the next section will discuss cognitive and metacognitive components. Metacognitive is the last element to be discussed and will be the primary focus of the literature review in this study. Building on foundational research, and covering research gaps, this study looked to emphasize the critical importance of metacognition. Metacognition is a higher-level ability that has the most effectiveness in

surmounting diverse work team complexities. Earley (2002) posited that the most effective individuals will utilize meta-strategies, derived from fueling metacognition.

Motivational CQ. One element of the CQ theory is the motivational component of cultural intelligence (Gooden et al., 2017; Schreuders-van den Bergh & Du Plessis, 2016). A person must be motivated to learn about other cultures and to attempt to understand other cultures. Without motivation, or drive, actions and behaviors will not occur. The level of motivational CQ will also determine the success of an individual navigating the complexities and uncertainties of these interactions, as an individual may need to practice and think through outcomes in advance (Schreuders-van den Bergh & Du Plessis, 2016). Motivation allows for a team member to keep adapting as they work through opposing value systems, behaviors, and unclear cultural contexts and norms.

Behavioral CQ. A second element of the CQ theory is the behavioral component of cultural intelligence. If an individual does not have the ability to adapt to their unknown and unfamiliar settings, they may act inappropriately in other cultural contexts (Liu et al., 2018). An individual must learn to behave differently in different cultural contexts and sometimes modify their behavior to match others around them. Gooden et al. (2017) found that there are interdependencies in the CQ elements. There is a direct impact on behavior by the other elements. The study, by Gooden, determined that components of CQ had a direct impact on the behavior of the participants. This means that it is very important to help individuals and teams hone their CQ skills in the areas of motivational, cognitive, and metacognitive because there is a greater statistical probability that they will then act and behave in ways that are culturally intelligent. The

ramifications for organizations are that teams will interact more successfully which turns into economic value for a firm. Teams performing at high levels, cooperating, and utilizing less time, perform in ways that equal bottom dollar profits for business or attainment of people and resources for nonprofits.

In terms of conflict, in behavioral CQ, team members behave several different ways towards other team members. Individuals may behave with smoothness, avoidance, compromise, force, or collaboration and these behaviors will determine if conflict amongst the team creates conflict that is constructive or destructive (Ahmad & Saidalavi, 2019). Constructive conflict creates creativity and innovation but destructive will break down team performance.

Chen et al. (2018) posited that behavioral strategies determine the probability of mutually beneficial outcomes among parties involved. These strategies send signals to the other team members about the probability of the relationship being cooperative and mutually benefiting the goals of the organization as well as individual benefits. If behavior signals a low probability of a mutually beneficial out come, teams begin to hoard information and knowledge, stop communicating and become highly ineffective.

Cognitive CQ. The third element of cultural intelligence, or cultural competency, is cognition. Cognition is the awareness of a culture, or the traditions of the main culture (Bernardo & Presbitero, 2018). As an example, an individual team member may understand that power distance in Mexico may be high, as some of the society is class based. They may also be aware that most Mexican nationals do not wear shorts, greet each other with a kiss on the cheek, and will ask how you are doing before moving into

questions and conversation. Groves et al. (2015) posited that cognition is related much closer to metacognition and the decision making, or critical thinking, process.

However, cultural knowledge alone does not provide all the strategies when individuals behave differently, communicate differently, solve conflict differently and the cultural context changes (Liu et al., 2018). Cognitive ability, alone, does not allow a team member to make sense of the situation, negotiate and problem solve, and adapt differently through the complexities. Multiple researchers argue that metacognition is required (Goryunova, 2020; Leung et al., 2013; Mor et al., 2013).

Metacognitive CQ. The fourth element of cultural competency (CQ), and the fundamental focus of this research study, is Metacognition. It is the focus of this study because it is asserted to have the most profound impact, and an antecedent, on navigating the complexities of intercultural settings (Li, 2020). Sieck et al. (2013) and Mor et al. (2013) posited that it is intentional thinking about your very own thinking.

Li (2020) defined metacognition as critically thinking about what you know once you have gathered the cultural, or cognitive, knowledge. There is an involvement with one's self-regulatory processes and being able to be intentional in strategic application and think out strategies in advance. Metacognition skill allows an individual to check their own assumptions and biases and make sense of an intercultural setting that is different than what they anticipated (Lorenz et al., 2018).

Van Dyne et al. (2012) argued it is the skillset that enables individuals to plan, be aware, and check their own assumptions. It is the ability to understand cognitively what one believes and what another person believes and to then test out in application to

determine what will work best. Groves et al. (2015) agreed with Van Dyne and posited that metacognition is the ability to assess your own assumptions and biases, during the interaction, and adjust these assumptions while navigating the unfamiliar cultural context.

Solomon and Steyn (2017) explained the differences in metacognition from other components. Metacognition, cognition, and motivation are all mental capabilities that are honed; skills that are learned to use and exercise. The behavioral component is actual, intentional, action that individuals take to behave appropriately or adapt in environments.

Charleston (2017), whose research was based on observed behaviors vs. self-reported surveys, argued that just knowing, having cognition, is not enough. Individuals also need to understand the how-to, what to specifically do, what actions to put in place, and what thinking must occur, during the interaction. There are higher-level cognitive aspects needed to have the skillset to work through these real-time complexities which agrees with Van Dyne et al. (2012).

Bernardo and Presbitero (2018) argued as well that there are components that must be learned or acquired first, before the individual could engage the other components or elements of cultural intelligence. This is metacognition. Metacognitive, higher-level thinking must take place before an individual can be motivated to learn about another culture or adapt and behave in a way that is culturally appropriate, in intercultural interactions. It allows individuals and leaders to help train appropriately. The researcher’s work found that it is not enough to simply believe that one could become competent interculturally by simply reading about a country or culture and attempting to assimilate or mimic behaviors in that culture, which was the foundation of early research

on CQ. Cultures around the world need to build relationships to build trust and to be effective (Solomon & Steyn, 2017). This is done by using metacognitive skills and being authentic in this process. Bernardo and Presbitero supported this research study as it emphasized the need for meta strategies, or a higher-level thinking.

Another component of metacognition is that it helps an individual learn a second language. Alon et al. (2018) conducted a five-country study and found that the most successful team members, in cross-cultural groups, were those that had immersion into other countries and learned a second language; to better understand and connect. Alon et al. and Haukås et al. (2018) agreed that these were the experiences and skills someone needed and were the antecedent to higher-level cultural competency. The researchers asserted that metacognition assists in learning a second language and mastering it.

Goryunova (2020) additionally explained this component well and how it works. The researcher explained that once an individual has the cognitive knowledge, of language, culture and history, they must be able to then test out what will work and what will not work. If they are unable to be meta-cognitively aware of their own beliefs, and biases or assumptions, they will be unable to test it out in application in that situation. In confusion, and then growth of distrust, they will shut down and create barriers to intercultural collaboration.

Metacognition is the antecedent to having more culturally competency. Higher levels of CQ are acquired through using metacognition to learn languages, adapt communication, change one’s own thinking and more. Metacognition creates or fuels the mental capabilities to formulate strategies that help navigate complexities of intercultural

interactions and effectively collaborate (Lorenz et al., 2018). These strategies allow for teams to function well together and perform to meet organizational goals. Leaders need to look for talent that embodies a high-level of CQ, using metacognition. However, not all talent will have these skills and the leader can put meta strategies in place to coach their teams and create an organizational environment that helps nurture their success. This study discusses meta strategies that a leader can employ to mitigate negative aspects of intercultural complexities on their teams and utilize the diversity to innovate and create for competitive advantage. The strategies that are the focus of this study are: sensemaking, conflict management, negotiation, and problem solving. These are necessary strategies to function effectively.

Because it was found to be so profoundly impactful on diverse work team success, the study discusses the theory of Cooperation and Competition used in conjunction with Cultural Intelligence as a meta strategy for effectiveness. I will explain why diverse work teams have unique challenges and what those specific challenges are. I will explain how and why metacognitive strategies are effective relative to the business problem.

Cooperation and Competition Theory and CQ Theory

For the purposes of this study, the idea of utilizing the cooperation and competition theory to aid CQ theory, was explored (Kelley et al., 1970; Liu et al., 2018; Matsumoto & Hwang, 2015). There is a phenomenon occurring in multicultural teams. When they are working together, and as they approach their work differently, the dynamics in the team become complex. These dynamics are unique to intercultural teams

because they are attempting to work together while having very different worldviews, cultural norms, and style preferences. The uniqueness of these dynamics leads to an individual needing higher-level metacognitive mental ability. The higher-level skill sets allow leaders and individuals to operate more effectively and use these differences for the best creative and innovative output. The meta strategies that are needed to do this require metacognitive thinking. One additional strategy that makes all the rest more powerful, is the cooperation and competition theory by Deutsch in 1949. Using this theory as a partner with metacognition, makes it more impactful and more powerful; it fuels it in a synergistic way.

Deutsch derived a theory in 1949 called the theory of cooperation and competition (Kelley et al., 1970; Matsumoto & Hwang, 2015). The premise of the theory is its impact on diverse work teams. As teams work through the dynamics of their team, when they misunderstand each other, it immediately breeds distrust and knowledge sharing begins to slow down and stop. The theory asserts that teams will either be competitive with one another or cooperative with one another. Deutsch proclaimed that there is power in setting the tone that all individuals will have a mutually beneficial outcome. When individuals, from diverse backgrounds, come to a team they usually do so with a win-lose thought process which becomes competitive. However, cooperation and competition theory is not about a win-win scenario. It is about laying the foundation, and setting a cultural tone, that the environment will be cooperative and there will be fair and equitable outcomes for everyone involved. It does not mean that every individual gets exactly what they thought they would get in a win-win scenario. It means that all parties are willing to

concede some outcomes for the overall best outcome for everyone. It is powerful when teams simply believe there will be cooperation in the group and equitable outcomes (Chen et al., 2018). There tends to then be a spirit of cooperation which lends itself to culturally sensitive outcomes (Liu et al., 2018). Next, I will discuss other theories that I determined were not the best theory for this study.

Other Cultural Theories

In this section, I will discuss why I did not choose alternative theories to provide effective strategies to leaders of diverse work teams. First, when evaluating the cooperation and competition theory as a single conceptual framework for the business problem, I found the theory was not a good choice (Leigh Anne et al., 2018). The theory needs the leader or team member to use higher-level thinking to observe what is happening amongst the team members and create culture that sets the tone for mutually beneficial outcomes. The leader needs the skills to set the tone that everyone's interest, opinions, and ideas will be taken into consideration. Without metacognition coming first, a leader may not have the skill to create this kind of environment and culture of the team.

Secondly, I decided not to use Hofstede's model of cultural dimensions. His "cultural dimensions theories" (Rojo et al., 2020, p. 681) explain behavior in the workplace and how countries and cultures fall somewhere on a continuum from left to right. One of the dimensions is power distance. This is discussed at length in the upcoming section. As an example, Mexico is a high-power distance country and there is a hierarchy from leadership to team members. The United States is a low-power distance country and there are closer relationships between leader and team members. The

dimensions do a thorough job explaining behavior and helps in cognitive knowledge about the generalities of a country. However, team members will not always act, behave, or speak in ways that a team member might expect them too based on Hofstede's dimensions. Sometimes there are regional behavioral differences or personality differences. The theory does not help the leader or team member make sense of the interaction when the person does not behave in the way they expect them to, therefore I did not choose to use these theories (Beeler & Lecomte, 2017).

Lastly, I considered another theory with similarities to Hofstede's cultural dimensions. The theory was cultural dimensions developed by Trompenaars (Tocar, 2019). Tocar described these cultural dimensions to understand what values a culture may have and then in what ways an individual may work and behave. This model kept two of the Hofstede dimensions and then they developed others on their own, however these dimensions still have similarities with Hofstede's in terms of masculine and feminine and individualism versus collectivism. While these dimensions are critical to any detailed review of culture it does not always predict an outcome. People still act or speak differently and may resolve problems and work differently than expected. In Trompenaars's theory, the researcher still used terms such as cultural competency but there is still a component of mental abilities that are missing for effectiveness. Barker (2020) and Barker and Gower (2010) detailed the foundation of the model with the 4 Rs. The 4 Rs are respect, recognition, reconciliation, and realization. The idea is that an individual needs to evaluate and recognize what kind of a situation they may be in. The second R is about recognition and that means to recognize there are two parties in the

intercultural interaction, both with individual and legitimate needs. The 3rd R is about reconciliation. When diverse team members work together, they need the ability to manage and resolve conflict. The 4th R is about realization. Barker explained that the idea behind this is that there is some mutually beneficial outcome for all. The 4 R's all require metacognition to be able to respect, recognize, realize, and reconcile. Therefore, there is still a need for higher-level thinking that could problem solve, negotiate, and resolve conflict when the intercultural setting was unknown and unfamiliar. Below, I will begin to discuss the diverse work team complexities. I will then discuss the meta strategies related to the business problem. I will begin to now explain how metacognition, and the value behind these skills, is related to the business problem and effective strategies to navigate these complexities.

Intercultural Teams Have Unique Challenges

Diverse Work Team Complexities. Diverse work teams have inherent challenges and complexities that are unique to work teams operating with multicultural team members, and studies have called for different responses to this issue. Charleston et al. (2018) and Plessis (2012) all conducted research on intercultural dynamics and the paradox of diverse work teams. Individuals communicate, negotiate, make decisions, and manage conflict differently based on their own cultural norms and values as well as environment. Gudykunst (1994) laid an earlier understanding, that the solutions are to simply adapt to the opposing norms as most intra and intercultural communications are the same. Byram (1997) disagreed with this conceptual framework and posited that the challenges are more complex than simply adapting. Hou (2017) coined the term

intercultural difficulty management and defined what is dynamic about these interactions and how can they be addressed.

Leaders struggle because of the lack of strategies to contend with the dichotomies on these teams; intercultural teams often have polar opposite cultures and values. It is essential for the leader to understand these team dynamics and how to navigate them effectively (Hou, 2017). Harnessing the power of these teams for effectiveness allows this synergy to grow instead of allowing the complexities to erode at the team's effectiveness. In the following sections, the dynamics of communication, negotiation, conflict management, and cultural norms as mode of operation will be discussed.

Communication. Chen et al. (2018) and Liu et al. (2018) explored the differences in intra-cultural and intercultural communication. When individuals are operating from the same cultural contexts, they are communicating intraculturally and there is more communication. They mostly understand the language, meaning of words, and historical contexts, so the communication makes more sense to them. Hou (2017) explained that intercultural communication is much more difficult. Individuals will find that the language may be different, the meaning of words may be different, and the historical-cultural contexts may be lost on them (Charleston et al., 2018). The group then communicates less and has difficulty with high performance as knowledge and information sharing slows down (Liu et al., 2018).

Hou (2017) explained that in earlier research, Gudykunst (1994) discussed how people adjusted their communication style when interacting cross-culturally or addressed only the need to adapt their communication style. Hou argued that the act of just adapting

to a foreign environment was too simplistic. The previous theoretical and methodological frameworks failed to explain the dynamics of these interactions. Hou argued that to adapt, there must be an understanding of the basic identity needs of the other individual in terms of security, identity, and vulnerability (Hou, 2017). If a leader can understand identity and context then they will be able to adapt their communication style to specific communication behaviors (Bauman & Shcherbina, 2018). Charleston (2014) explained that additional, and specific, communication behaviors that allow for success, were empathy and slowing down and using clear questions. Charleston also explained the need to be aware of non-verbal cues such as tone and body language.

The other risk, in the simplified version of just adapting one's own behavior, is that people operate with assumptions on the way they believe an individual will communicate. Liu et al. (2018) and Chen et al. (2018) argued that it is important to understand the norms individuals use to communicate and make decisions from because they may not operate in the way one individual team member thinks they should. Team members operate from cultural norms and what norms team members use will impact the teams and their ability to communicate (Adam & Harika, 2017). Cultural norms as a mode of operation will be discussed below.

Teams that can effectively, and mutually, adapt and create synergy in cross-cultural communication have a higher success rate in interactions. Teams that perform effectively also have shown to have a higher skillset level of intercultural communication competency, which will be discussed further in cultural competency theory (Adam & Harika, 2017; Janete et al., 2019; Liu et al., 2018).

Negotiation. Cross-cultural conversations and interactions, as team members, are negotiations (Imai & Gelfand, 2010). These negotiations, and interactions, require that leaders have higher-level CQ skills; they need negotiation and problem-solving skills. Groves et al. (2015) study contributed to the claim that leaders fail in these settings due to lack of skill, and the lack of awareness of cultural context. He also explained that leaders fail in these negotiations as they have a lack of skill to adapt their behavior to these behavioral cues (Kavirathne & Fernando, 2021).

Imai and Gelfand (2010) argued that the majority of research on negotiation effectiveness, cross-culturally, compares and contrasts behaviors (Gelfand et al., 2008; Gelfand & Realo, 1999). Their research study examined the relationship between CQ and negotiation effectiveness by applying CQ in a different way. The researchers posited that cooperative outcomes for both parties, are essential for effectiveness and that achieving these outcomes requires higher level CQ strategies (Groves et al., 2015). In the following sections, I examine negotiation relative to the business problem and how CQ theory manages this component.

Conflict Resolution. Organizational leaders must have the ability to manage conflict inherent to the multicultural teams they lead (Liu et al., 2018). It requires the ability to understand why the conflict is happening in the first place, and then the ability to mitigate negative aspects of this conflict and use it in a positive way. Conflict can be positive in terms of disruption and coming up with new ideas (Chen et al., 2018). However, the negative aspects of it must be harnessed and reversed. Leaders often underestimate the inevitability of conflict among the team members. Conflict occurs

because of communication style differences, different means of conflict resolution, having different historical and contextual lenses, as well as operating from a different place in terms of cultural norms and values (Plessis, 2012; Schreuders-van den Bergh & Du Plessis, 2016).

One reason there is conflict in these teams is that each individual communicates differently, especially across cultural lines. Due to differences in communication styles, this kind of conflict results in constructive or destructive conflict (Ahmad & Saidalavi, 2019). There are language barriers, different meaning of words, and communication styles such as indirect and direct communication (Adam & Harika, 2017). When communication is ineffective, there is often an inability to build relationships and trust and truly understand the conveyed meaning. When teams do not understand the meaning, they begin to distrust their intercultural team members and performance slows down (Latusek & Vlaar, 2018).

There is a difference in culture and mode of conflict resolution preferences, and this results in conflict (Chen et al., 2018; Gomez & Taylor, 2018). Individuals, based on their cultural lens, will prefer to resolve conflict itself differently. As an example, if one is in an individualistic society, they may face conflict head on with a direct confrontation. This approach could seem offensive, if an individual is from a collectivist society and they operate from the mode of avoidance, and saving face, when it comes to conflict.

There are also different cultural contexts that team members are operating from. Plessis (2012) argued that these cultural context differences create a paradox within the team that is a complex dichotomy. Two opposing cultural contexts exist within the group,

at the same time, and if not managed the teams do not thrive, but rather just survive. It creates tension because individuals are operating from different cultural and historical contexts that may be tied directly to differing values. Charleston et al. (2018) posited that this type of research, on in-depth contextual issues, is limited, and the reason it is important to expand the research.

Lastly, conflict will occur when team members are from different types of societies such as being from an individualistic society versus. a collectivist society (Plessis, 2012). Team members from individualistic societies may be more ethnocentric, be out for individual recognition and be more confrontational (Chen et al., 2018). Individuals from collectivist societies may avoid conflict as they desire collective outcomes and goals. With differing goals, there is inevitable conflict among the group.

Cultural Norms as Mode of Operation are Different. When individuals operate from the perspective of different value lenses, and cultural norms, there is the potential for misunderstandings and conflict on work teams. Cultural surprises occur then when someone acts out of what another considers their cultural norm. Teams become ineffective when they are placed on teams with different cultural norms and legacy because they are often unable to understand it; they cannot make sense of it (Leung & Morris, 2015; Sieck et al., 2013). A leader must have the ability to navigate this complexity by making an accurate judgement of values of team members and mitigating negative aspects (Mor et al., 2013; Mor et al., 2019). Cultural norms, beliefs and values directly impact conflict resolution strategy (Gomez & Taylor, 2018).

Goals Differ and Values Differ. If individual goals are different from group goals there will be conflict (Ghulam et al., 2017). This is true for members from the same culture. Individuals' beliefs and attitude in the group are influenced by their individual values and display themselves in team member behaviors and interactions with other team members. To understand constructive conflict and resolution, relative to goals, it is important to understand the values of the individual members of the team (Klein et al., 2011; Mor et al., 2019). Team members often express frustration with differing values and goals in teams. If this is not handled properly it can be destructive and disrupt the teams' organizational performance.

When goals and values differ between team members it is important to create a specific culture and strategy. Gil et al. (2019) research found team performance more effective with collectivist influence which impacted effective team performance. A specific strategy would be to have the management team express collectivist organizational goals, then the team will respond in a more collectivist way rather than letting their individual goals drive the outcomes. Also, if values are perceived to be different there will be conflict (Ghulam et al., 2017). A leader has an opportunity to resolve this through specific organizational culture creation, which will be discussed in the next sections. (Gomez & Taylor, 2018). This strategy is a powerful tool for a leader as they use this to reduce conflict, create a cooperative culture, and reach goals.

Metastrategies of Metacognition and Cultural Competency

In the following section I will discuss definitions and a working understanding of each meta-strategy and then lastly explore the CQ theory relative to the business problem of the study.

Sensemaking. One of the first meta strategies of metacognitive ability is sensemaking. Sensemaking allows individuals to work through sensemaking when individuals do not behave the way we believe they should behave based on cultural dimensions developed by Hofstede (Jackson, 2020; Überbacher et al., 2015). Sieck et al. (2013) and Li (2020) posited that one must have metacognitive skills to utilize sense making processing to understand the underlying intentions of the other cultural team members. People often find themselves in cross-cultural contexts that do not behave or play out in a way they expect, based on their cognitive knowledge, and they become confused. So, they must make sense of what is happening and change their very mental models, biases and assumptions, during the intercultural transaction. Metacognition helps them to shift their own expectations. They can then adjust their own beliefs and mental models to test out, in application, what would be most effective.

Conflict Management. A second strategy of metacognition is the ability to manage, and mitigate, conflict. In the United States, there are many individuals that are placed together on diverse work teams to accomplish a work task of some sort. When these teams begin to work together, they begin to experience differences with how each prefers to communicate, negotiate, resolve conflict, make decisions, problem solve, and perform tasks. In addition, they come to the team with different goals and values. It is

inevitable, and should be expected, that there will be conflict. Individuals that are culturally competent have the ability to make sense of the complex dynamic and work through this conflict. Leaders must learn to navigate and manage this conflict and find ways to help their team bridge the gap and reduce barriers, they are unable to see or understand. In the section, below, this study will look closer at conflict management relative to the business problem and how CQ manages this dynamic.

Negotiation. The third strategy of metacognition is the ability to negotiate, and in different ways. The theory of cross-cultural competency, for years, examined the impact that cultural knowledge had on cross-cultural effectiveness (Groves et al., 2015). The research available discussed the idea of having knowledge about the culture the individual was interacting in and having potentially the motivation and drive to behave differently and adapt. In terms of using metacognition, research started to show up in recent years examining relationships between actual performance and effectiveness; Their findings were that this took metacognition. Groves et al. (2015) discussed the early work of Ahn and Ettner (2013), and Chua et al. (2012). Research on CQ theory began to evolve and change to explore and examine impacts of CQ on problem solving in communication and negotiations.

Organizations across the world, nonprofit and for-profit, end up in situations where they must negotiate a deal or negotiate in the relationship in the complex situation, they are in. In organizations, when there are multiple team members working together, with diverse backgrounds, there is a need to understand how to negotiate but also to understand that different cultures hold different negotiation preferences or styles. In the

prior section, we discussed the fact that cultural differences bring differences in the way people communicate when they are from different cultures. There is a style preference. The same is true for negotiation; there is a style preference in how they problem solve and negotiate with others around them.

Negotiations may occur between members from different cultural teams or on the same one. In cultural competency, using meta strategies as a skillset, with metacognition, becomes an antecedent to successfully navigating negotiations. Groves et al. (2015) explained that although metacognition was beginning to show up in more research, studies were limited on cultural competency, in terms of metacognition, and its impact on negotiation. So, they conducted a study to fill the gaps that examined the relationship between effective skillset in negotiating cross-culturally and found that CQ has a direct impact. In the section, below, this study will look closer at negotiation relative to the business problem and how CQ manages this dynamic.

Problem Solving. The fourth strategy of metacognition is the mental skillset to problem-solve. Team members lack awareness and understanding of cultural contexts and the why behind why their team members work and act differently than them. The leader and the teams need higher-level cognitive thinking to develop problem solving skills. (Groves et al., 2015). Problem solving skills help them navigate complexities that need to be figured out and understood. Below, is a section that will look closer at problem solving relative to the business problem and how CQ manages this strategy.

Additional Cognitive Aspects and Order. Bernardo and Presbitero (2018) explored additional cognitive aspects of effective functioning in culturally diverse

contexts and the role that metacognition plays in using these cognitive aspects. The authors posited that individuals, to be effective, must be able to see themselves in the context of many other cultures and not see their culture as the only central reality. Leaders who want to develop cultural competency have to leave ethnocentrism and begin to appreciate the differences in each culture's reality; they become more comfortable with ambiguity and understanding that their way is not the only way (Swartz et al., 2020). Those who tend to be very ethnocentric rarely develop the higher-level metacognitive thinking that is required. (Brycz et al., 2015; Goryunova, 2020).

It is important to understand the most effective order of the CQ components. Bernardo and Presbitero (2018) conducted a quantitative study that examined the variables of cultural competency. The main, statistically different, findings were that in cultural competency there are components that need to be achieved one before the other. Bernardo and Presbitero and Li (2020) argued that metacognitive thinking must happen before motivational or behavioral can take place. Gooden et al. (2017), Li, Sieck et al. (2013), and Van Dyne et al. (2012) all argued that team members are unable to be motivated to understand and learn about the setting, and adapt and behave differently, unless they have higher-level cognitive thinking such as metacognition. There is an impact on and interdependence between the components and a hierarchical level.

Cognition also comes after metacognition as it is not enough to just know about cultures, about norms, or language. It is not enough to simply believe that one could become culturally competent with reading about a culture and attempting to assimilate by mimicking behaviors that appear to be culturally appropriate (Bernardo & Presbitero,

2018). Cultures around the world need to build relationships to build trust and to be effective. This happens not by just having knowledge but through transformational thinking that occurs in metacognition.

In leading diverse teams, one must be able to cognitively make sense of their setting, manage conflict, negotiate, problem solve through complexities, and cooperate to be effective in performance and meeting organizational goals. Navigating these complexities takes the use of this metacognitive component and using the meta-strategies. In the following section, we will look at the business problem in relation to CQ theory. Each meta strategy will be discussed and how it helps solve and mitigate the business problem. In the field, with data collection, participants were interviewed to understand what strategies they use to develop cross-cultural competency to be effective in cross-cultural navigation and to meet organizational outcomes and improve performance.

The Business Problem in Relation to Meta-Strategies of Metacognition

Sense Making. It is important in intercultural settings that leaders and team members can use metacognition to make sense of the intercultural dynamics that lead to natural complexities. Often, team members will begin to work with other team members and they each believe they know how the other person may act or behave (Sieck et al., 2013). When each of the individuals act differently than the other expects, they each become confused and begin to stop trusting the other and begin to stop sharing critical information. Leaders, and team members, need the ability to make sense of the current situation they are in and navigate the complexity differently. Cultural intelligence strategies, metacognitive specifically, help individuals make sense of the current

interactions they are in and begin to cognitively understand these differences and help their teams see through a different lens (Beeler & Lecomte, 2017).

Conflict Management. Business leaders face the complexities of leading intercultural teams. The organizations need diversity, but they have a challenge of using strategies to manage conflict among diverse team members. To have highly effective diverse teams, a leader must be able to manage conflict within the group. (Zheng et al., 2015). Managing conflict may appear arduous but with conflict resolution strategies (Gomez & Taylor, 2018), a leader can use conflict for creativity and mitigate destructive aspects of diverse work teams and fuel productive aspects. Metacognitive strategies, in Cultural Intelligence theory, helps to mitigate conflict and use it to allow the team to flourish. Metacognition also helps a leader be aware of the idea that different cultures prefer different resolution to conflict and help their teams become aware. In the following section, we will examine different cultural resolution styles, overt and covert elements of culture, transcultural conflict, and how collectivism and individualism dimensions create conflict management strategies.

Collectivists and individualistic societies prefer a different method of conflict resolution. An individual from an individualistic society may prefer to use direct confrontation to resolve the issue, negotiate it, or redirect it (Mor et al., 2019). Individuals that come from collectivist societies will care greatly about saving face both for themselves and the other individual. Saving face may mean they avoid the issues all together or ignore the issue to keep harmony and peace in the relationship. Preserving the relationship means more to them. A leader needs the capacity to assess and educate

members, through training, on how team members would resolve conflict, differently. Gomez and Taylor (2018) conducted research on the different personality types and how conflict is addressed even within those style preferences. As the United States is individualistic, it would be important to help train team members on why other cultures would ignore issues, avoid them, and desire to preserve the relationship. It allows them to become aware that they are not being ignored, the other party is trying to keep harmony (Gomez & Taylor, 2018). Understanding that belief breaks down barriers.

Plessis (2012) argued that a leader must understand overt and covert elements of culture, values of the cultures, and identity of individuals in these cultures. He argued that the specific awareness allows a leader to identify organizational conflict and then apply techniques and strategies that bring about new solutions for managing the conflict. (Plessis, 2012).

Klein et al. (2011) posited that diversity of team members, in organizations, are the topic of research studies but rarely are the researchers addressing team diversity and examining the relationship between team diversity and team conflict and the effect this has on team performance. The authors conducted a longitudinal study that reflected the positive impact a leader can have on reducing team conflict when they focus the team on the task vs. people. When leaders focus on task identification and role responsibilities, it suppresses acting in an individualistic way and transforms team behavior to collective behavior.

Transcultural conflict is conflict that arises when an individual operates from one culture and interacts with someone from another culture. Inevitably, there are

misunderstandings that lead to conflict. As mentioned above, focusing the team on task vs. relationship redirects and manages the problems. Task focus is the best solution to keep the team performing (Ghulam et al., 2017). Relationship focuses, on the other hand, (Plessis, 2012) focuses the team on each other and therefore they are unable to return to the task at hand; the conflict becomes a barrier to performance. If the relationships break down, the teams begin to hoard information and restrict important information to the team. So, focusing on the task is an important stabilizer of other differences.

The Role of Collectivism and Individualism. Brycz et al. (2015) conducted a quantitative study and issued a Metacognitive Self Scale questionnaire to 985 participants. The participants were from Poland, the United States, Spain, England, Vietnam, Japan, and India. The researchers hypothesized that individuals from collectivist societies, vs. individualistic, had a higher level of metacognition and were able to examine their self-bias. This was more difficult for a participant from an individualist society. Brycz posited that this was impacted by culture and so there are differences of levels of metacognition depending on the society the individual is from. There is a cultural impact on the accuracy of judging one's own self-biases. When interacting cross-culturally, it is important to be aware of this and adjust for one's behavior. Those from collectivist societies are better at this self-evaluation. If someone is from an individualistic society, it is good to be aware of this for self-evaluation and to learn how to self-examine a more accurate way. Leaders could help train and coach their team members to create awareness and business application.

The research, discussed above, can be applied to the business environment and nonprofit work. The business environment can be educated and made aware, that as business executives from the United States, they may not be as adept at self-analysis to interpret their own behaviors and change them accordingly. Being able to learn and build this skill of self-analysis is important for diverse work teams. Team members from individualistic societies need to understand that diverse workers from collectivist societies may self-criticize and understanding this phenomenon is important. In contrast, the U.S. workers or teams from individualistic societies may tend to praise themselves; it is important to understand and utilize this knowledge in productive ways.

A Mix of Cultural Values and Common Ground. When diverse work teams hold opposing values and identity, it can cause conflict in the interpersonal relationships of the team members. As discussed above, Klein et al. (2011) sought to use leadership to moderate conflict by focusing on the team task. Chen et al. (2018) conducted research that found the importance of finding common organizational cultural values, based on collectivism, and common ground; the strategy manages and reduces conflict. Chen et al. argued that effective conflict management, across cross-cultural teams, starts with a mix of cultural values finding common ground in resolving issues with a cooperative approach. The authors posited that individualistic cultural values, in a group, promotes low-quality interpersonal relationships. Collectivist cultural values promote higher interpersonal relationships. Mixing Eastern collectivism with Western low power distance was found by Chen et al. to promote higher quality interpersonal relationships on teams.

Liu et al. (2018) explained that finding common ground and having a shared cultural value, creates a culture of trust, support, and empowerment; the environment is collectivist in nature. Teams can build relationships in this kind of environment, and it creates much better communication (Plessis, 2012). A common culture setting also addresses the physical and mental needs of the team. Chen et al., (2018) also posited that intentional cultural values drives the beliefs among the team members, that it is a collaborative environment and profoundly impacts cooperation amongst team members, which is in direct agreement with Deutsch's theory (Appelbaum et al., 2022; Kelley et al., 1970). In this setting, where collectivist values dominate the culture, individuals will operate from a framework that they expect cooperation, collaboration, and to work interdependently with each other. The cooperative belief drives the environment, and the environment drives the belief (Chen et al., 2018; Ghulam et al., 2017; Kelley et al., 1970; Liu et al., 2018; Matsumoto & Hwang, 2015). Creating a cultural environment, around Eastern collectivism, is critical.

How to Build Eastern Collectivism with Western Low Power Distance. Chen et al. (2018) disclosed that the literature on culture falls short when it comes to examining the relationship between the variables of individualistic and collectivist cultural dimensions. Chen posited that there are research gaps in terms of high and low power distance, and how power dimensions impact organizational culture. The disclosure shows an opportunity to point out their current study and the attempt to bridge that gap in current research literature. Chen's research examined low and high-power distance comparatively with American and Chinese work teams as well as individual and

collective mindsets to examine how these values impact and affect their problem resolution success and success of conflict management. The researchers examined conflict resolution on an organizational level rather than an individual level. The authors disclosed a possible lack of understanding with the effect of these dimensions on cultural conflict and reveals potential research. The beneficial outcome was identifying issues and problems and creating solutions to resolution by creating an Eastern value collectivism and a Western low power distance.

Power Distance Low and High. Hofstede and Inglehart have years of research on the dimensions and orientations of culture and are still conducting research amongst several countries (Beugelsdijk & Welzel, 2018). Their work expounded greatly on the cultural aspects of collectivism vs individualism. They also expounded on differences between high power distance vs low power distance. Power distance of the leader is a dynamic that will influence the culture of the organization and team performance, especially with group task interdependence, such as diverse work teams (Anand et al., 2018). High power distance, of a leader to follower, contributes to impersonality of communication and the relationship (Chen et al., 2018). It produces a low cooperative relationship (Ghulam et al., 2017). The higher the power distance the less desire team members will have in terms of sharing ideas and sharing opposing ideas. Low power distance contributes to personalness of communication and the relationship. It produces a highly cooperative relationship and creates an environment where team members are open to sharing opposing ideas for creativity.

Chen et al. (2018) and Liu et al. (2018) argued that a team culture must be a blend of Eastern collectivism and Western low-power distance. Using this blend plays a role in the level of cooperation, vs. competition, that team members will have. Ghulam et al. (2017) argued that most individuals will prefer the power distance they are used to, but the research findings of Chen and Liu presented a much more cooperative setting. They even argued that this setting impacts expectations and perceptions of team members and it impacts how they interact.

Ghulam et al. (2017) agreed that collectivist organizational values impact and influence cooperative goal outcomes when paired with low power distance. Collectivism is what will determine whether individuals pursue their own individual goals or their collective goals in the team environment. These values will be emphasized over individual values. Research has been limited in the past, researching values in isolation. Ghulam et al.'s (2017) research examined the interdependent relationship between values and multiple dimensions and the influence it had on team dynamics (Ghulam et al., 2017).

Negotiation. In the following section, negotiation will be discussed and how metacognition strategies also impact how individuals negotiate and how metacognition impacts the success of negotiation. The following section will discuss the work of Gomez and Taylor (2018), Olsen (2013), and the work of Saul Alinsky (Giorgi et al., 2017). In this study, the focus is on collaboration between American and Mexican nationals. Mexican history is rich in revolution and an uninvolved legal and economic systems to help people. People, in Mexico, have learned to rely on other people. Their network is

very important, and it is how they collaborate and accomplish goals. The same holds true for many countries. It leads to cooperation vs. competition. These individuals, and their teams, have learned to collaborate and negotiate and do so to accomplish their organizational goals.

Gomez and Taylor (2018) research found the unexpected. Mexican nationals were more prone to using the negotiation tactics over U.S. participants, which enhances intercultural collaboration (Beeler & Lecomte, 2017). Mexicans did not fall heavily on preference to ignore the situation, which is contrasting the exact opposite findings by Olsen (2013). The caveat in the research by Gomez and Taylor is that in these kinds of negotiations, participants expected more of a collaboration for a mutually beneficial outcome. Secondly the northern region of Mexico has far more influence from the United States and individuals closer to the United States behave in ways that are closer to an individualistic society vs. a collectivist society which could be why Olsen had different research findings.

Giorgi et al. (2017) conducted a literature review that centrally focused on the work of Saul Alinsky and mobilizing people across cultures. The researchers ultimately constructed a model that defined underlying antecedents to the model: resources, interests, networks, and opportunities. The model identified how important cultural competency and cultural brokerage, negotiation, plays a role in impacting social change through the mobilization of groups of people who do not share the same cultures but have the same collective goals. Individuals and groups utilize cultural competency to appreciate the value and meaning of other cultures. They utilize cultural brokerage to

navigate and negotiate through these differences. Finally, they use identities, practices, and frameworks with which people view the world and make sense of it to propel or promote mobilization of these groups of people. The underlying theoretical framework is the use of cultural intelligence, the use of cultural competence. What is enlightening about the work of Salinsky is that culture is actually not seen just as a barrier but also as a toolkit, a catalyst, a grab bag with which to skillfully mobilize change among people with different cultural repertoires. The toolkit is utilized successfully by those who can skillfully navigate it and use cultural competence and cultural negotiation to do so.

The literature review of Giorgi et al. (2017), was not comprised solely of articles on Saul Alinsky's work, or cultural intelligence. It had a great deal of information, data and research that illuminated how important identity theory is in this model. It illuminated identify theory, group decision making processes, and communication differences cross-culturally. It also included important aspects of this model that are driven by political opportunities, shared interests, networks, and resources.

The study by these researchers had the magnitude to significantly impact my doctoral study (Giorgi et al., 2017; Gomez & Taylor, 2018). My study is about understanding strategies that are successful in helping cross-cultural teams collaborate effectively to accomplish their organizational goals and so many components resonated with their findings. The conceptual framework being used is the cultural intelligence framework. However, my study took the four components of CQ and drilled down to specific activities in each that are mobilized to create success. As an example, the work of Saul Alinsky and the two-step model created by Giorgi et al, takes a complex concept

and breaks it down into steps that organizations can take to change how they operate and successfully collaborate across borders, which is using cultural competency in unison with cultural brokerage which is essentially negotiation. The implications are the profit or loss of a business, for corporations. The implications for nonprofits are endless. Successful execution of these concepts has the power to dramatically impact social change and improve lives across the globe.

Problem Solving. Another business problem, in intercultural settings, is the inability for teams to problem solve. As team members work together to accomplish tasks, or design and innovate, they must be able to navigate problem solving as a team, especially since individuals from different cultural contexts, or even societal class contexts, solve work problems differently. Research that was conducted by Mor et al. (2013) was critical research in helping leaders understand that they can successfully train these adaptive skills to their teams.

As evidence, Mor et al. (2013) conducted five different studies which included laboratory experiments and quasi-field settings. The studies were utilized to prove or disprove the hypotheses. The main study was to evaluate the relationship between metacognition and intercultural performance of a team. Earlier researchers have spent years examining the dimensions of cultural competency and how it impacts performance in intercultural settings (House, 2002). However, there is much more limited research in terms of examining the relationship and role of metacognition in navigating the complexities of intercultural teams. Mor et al. played a critical role in helping leaders

train individuals on how to problem solve by perspective taking prior to and during intercultural settings to gain more cooperation and positive outcomes.

The studies Mor et al. (2013) conducted, were designed to manipulate the participants to examine if the leader manipulation impacted the outcome. Participants with lower metacognition were trained and directed to reflect on the perspective of the other team member and reflect on what cultural context they are using for problems solving and if they are acting with cooperation or competition. They encouraged them to see a more cooperative perspective. The manipulation did give the participants better outcomes interculturally.

In 1991, there was actual research conducted on metacognition and problem solving by Cox et al. (1991). The groups they researched contained all Americans but with a mix of cultural and ethnic backgrounds. The groups were Anglo American, Hispanic American, Asian American, Black American, and Chinese American. The study focused on cultural competence and the core component of metacognition for problem solving. The main idea of the study was to see if the participants would change their behaviors and outcomes based on feedback from the researchers, similar to the manipulation conducted by Mor et al. (2013). The feedback would be an intervention prior to the study explaining that the other participants in the study, the other party, would be cooperative with them. So, the researchers interjected the idea that they could expect cooperation from the other side while working through complexities. The participants conducted themselves with a cooperative approach when they expected that

the other party would be cooperative. When there was no feedback, the participants behaved in a competitive way, and they were unable to break down barriers.

This research, above, contributes to the idea that having CQ is critical, having metacognition is critical and in more depth, a collectivist, cooperative, approach while coming into problem solving will create more cooperative outcomes. These findings are crucial in explaining the phenomenon with Americans, who come from an individualist society. They use a competitive lens (Leigh Anne et al., 2018; Matsumoto & Hwang, 2015). This is a great training tool to help for-profit and nonprofit groups to teach and train their employees or volunteers to be more effective and then because of this, accomplish their missional goals.

Not all team members on a diverse workforce will innately understand how to be successful on cross-cultural teams, or in intercultural settings (Adler & Aycan, 2018). There are many complexities of these kinds of dynamics in groups and among people. Strategies are needed to navigate problem solving. This kind of research, above, can be applied in many settings. The research showed that it is possible for a leader to train and guide individuals that do not have high level metacognitive skills. Leaders can hold training courses, set organizational culture, set beliefs, and help their teams be more effective, therefore meeting organizational goals and missions.

Cooperation and Competition Theory and CQ Theory

United States nonprofits struggle to collaborate in global workplaces when working with multicultural teams, which disrupts organizational effectiveness (Ahmad & Saidalavi, 2019, p. 1). In a study concerning the effectiveness of global managers, 48% of

the participants revealed that they were sometimes ineffective in achieving the organizational objectives due to factors including cross-cultural competency (Tuffour & Matey, 2019, p. 81). The general business problem is that some nonprofit leaders do not achieve their organizations' mission because of failure to catalyze organizational collaboration. The specific business problem is that some nonprofit leaders lack strategies to develop cross-cultural competency for improving organizations' performance.

As a researcher, I am positing that it is essential to pair cooperation and competition theory with the CQ theory of metacognition to successfully navigate these complexities and develop cross-cultural competency; the findings that corroborate this outcome will come later in Section 3. Cooperation and competition theory takes metacognition to understand the role it plays in laying the foundation for meta strategies to be highly effective (Matsumoto & Hwang, 2015). It is not a precursor to metacognition. I am suggesting that if paired together, it fuels and creates the synergy of utilizing these strategies to help teams be more effective and accomplish their goals. In sensemaking, conflict management, problem-solving, and negotiating, the nonprofit leader must look through a lens that can identify strategies to navigate them with a fundamental belief that everyone on the team truly desires to be cooperative. Team members are not uncooperative because they have ill intentions. They are uncooperative because they are unable to effectively navigate the challenging dynamics on these teams. They get confused, they misunderstand, and they do not honestly know how to solve the issues. So, they begin to hoard knowledge, distrust others on the team, and create barriers. When a leader lays a collectivist and cooperative culture in place, as a means to

an end, the same is true about cooperation and implanting this idea into the minds of the individuals in the group and synergize the very collectivist organizational culture. Let's take a moment to understand cooperation and competition theory in more depth and how to guide and train diverse work teams in for profit organizations or nonprofit organizations.

Cooperation and competition theory was originally coined by Deutsch, as discussed in the prior section (Kelley et al., 1970) in 1949. Now, it is still being used in cross-cultural research but being used frequently in connection with cultural competency. Liu et al. (2018) conducted an integrative literature review to discuss the state of the field of research with intercultural dynamics, and to propose additional future research to add to the body of knowledge. The importance of understanding team dynamics of groups, how they operate and how inter or intra cultural complexities add to this dynamic (Plessis, 2012). The researchers illuminated the theory of cooperation and competition at that time (Liu et al., 2018). The cooperation and competition theory contrasts the leader's actions and that either a group of people have a belief that there will be mutual consideration for everyone, and this will produce a cooperative culture, or they will believe it is a win-lose situation and the environment and dynamics will be one of competition. The authors posited that there are specific strategies to create that culture of cooperation and collaboration by understanding the dynamics of a team and again, those are to continually market and sell the notion that everyone at the table is going to be cooperative. Again, this is in conjunction with the leader creating a collectivist organizational culture built on the foundation of CQ theory.

As the literature review reveals, there are many complex dynamics of diverse work teams. To be successful and effective in accomplishing organizational outcomes and improving performance, a leader must use strategies to develop cross-cultural competency. Not only is the leader someone that needs to hone this skill, but also individual team members. In the following section, I will discuss how this relates to this study.

How It Relates to My Study

The literature review relates to this study in several ways. Outlining the definitions and concepts that comprise the theory of cultural competency allows the researcher to apply this theory to formulate a solution to a business problem. Since the theory of cultural competency provides strategies for business leaders who lead across cultural boundaries and manage diverse work teams, it can help leaders navigate these complexities more effectively and allows organizations to successfully accomplish their objectives and improve performance.

Transition

In the first section of this study, I discussed the business problem and laid out the foundation for the type of study with method and design. I also discussed the significance of this study to business applications. I then followed with a complete literature review that explained the conceptual framework of cultural competency and the value it has in solving cross-cultural team problems. In the next section, section two, I will discuss the research project, including the role of the researcher, the participants, the population and sampling, data collection, data organization, data analysis and the reliability and validity

of the study. Section 3 will cover the study after data collection and analysis, the findings, conclusions and will discuss the application to professional practice and opportunities for change. I will begin with section two and introduce the purpose of this study.

Section 2: The Project

In Section 2, I will first explain the purpose of the study. I will then explore the role of the researcher in this study, the interview protocol I used in the interviews, and a description of the participants. I will cover the research design and method as well as the population involved and how I conducted sampling. Next, I will determine the ethics and possible impacts of this study. The final section will cover the data collection instruments that I employed, the data collection techniques, data organization, and data analysis procedures. Finally, I will review how reliability and validity will be ensured.

Purpose Statement

The purpose of this qualitative multiple case study is to explore the strategies that nonprofit leaders use to develop cross-cultural competency for improving organizations' performance. The targeted population consists of United States and Mexican nonprofit leaders who use strategies to develop cross-cultural competency. The contributions to social change from this study may be that nonprofits will become more effective in collaborating cross-culturally and leveraging relationships with strategies for the achievement of goals and for achieving their organizations' missions for benefiting communities' needy citizens.

Role of the Researcher

As a researcher, I have an active role in data collection, understanding and mitigating my own bias and proactively reflecting on the protocol and ethics of the semi-structured in-depth interviews. The role of the researcher is to actively engage in the participants' interviews, collect data, and record observations (McGrath et al. (2019). I

served in the role of the researcher, participated in the interviews with the participants and collected the data by recording the interviews and my observations. Fetters and Rubinstein (2019) explained that an additional element of data collection is to identify and collect documents relevant to the study. I collected documents from the participants to validate observations and provide evidence of effectiveness or success in the community. I used the audio transcriptions software Trint (https://trint.com) to transcribe the interviews so that I could analyze and interpret the data using a matrix for patterns and themes. Shelton and Flint (2020) posited that transcription is the standard method of data collection for qualitative research and the method facilitates reliability in data analysis. Next, I will discuss any relationship I had with the topic or the participants or the research area.

As a researcher, I have experience in this border region area, having conducted qualitative research for my thesis when I was working on a master's degree. I conducted qualitative research in 2013, trying to locate agricultural families in the Southern regions of Mexico impacted negatively by NAFTA and migrating to the Northern regions and border towns with maquilas.

The study ended with seven participants. Three participants were from American organizations and four from Mexican organizations. This regional border area in Mexico and the United States has over thirty nonprofit organizations in operation serving the needy citizens. I have only heard of one potential American participant for one year in a collectively served community. We have never collaborated. So, I do not have a relationship with them. I have known of one Mexican organization that operates in this

region for the last 9 years, but I do not know the people working in the organizations. I do not have a relationship with the organizations or volunteers, and I have never been a part of collaborating with them in the community. I will discuss any bias that may impact the study and how to mitigate bias to preserve the rigor of the research in the next sections (Johnson, 2020).

In the history of the United States, at times there was questionable behavior by some researchers who fell short of ethical standards for how to treat human subjects while conducting research. My role as a researcher is to protect study participants. One way to do this is to review the ethical principles of *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). *The Belmont Report* guided my research (Beauchamp, 2020). I was respectful of my participants by getting their informed consent before starting data collection. Moriña (2020) argued that ethical practices must be adhered to during research that involves subjects. I ensured beneficence by assessing my questions and determining whether the benefits outweighed the risks of certain questions.

I mitigated bias by holding the interviews with a native Spanish translator to ensure that participants received the interview questions in their native language and the questions were understood in the context of their original language. After the translation was completed, I asked participants to review the transcripts in Spanish to make sure I had effectively and adequately represented their words in the findings. To mitigate my bias, I did not interpret the meaning through a biased lens (Galdas, 2017), such as what it

meant from my perspective. Although Galdas (2017) declared it is difficult to remove all bias, measures must be put in place to express the meaning of the participant.

I conducted semistructured in-depth interviews to allow for open-ended questions and to avoid simple yes or no research questions. The interview process allowed participants to share as much as they would like and for me to gauge body language and gestures. Also, interviews are superior to surveys, providing in-depth answers and human connection.

Participants

Specific eligibility criteria had to be met to participate in this research study. Creating eligibility criteria creates quality in the research (Groves et al., 2015). The target population was a group of participants currently leading cross-cultural, nonprofit, groups. These groups are located on the southern border of the United States and the northern border regions of Mexico. The other criteria were that they were in a leadership role in an organization, sitting on the board of directors. Participants needed to be organizational leaders and decision makers consistently interacting and collaborating within these organizations. Additionally, the participants needed to be engaged in programs serving needy citizens in the community and actively partnering with local governmental systems.

The strategy I used to gain access to participants was to contact groups currently operating in the Rio Grande Valley region of the United States within 40 miles of the United States Mexico border, an area that includes five major cities. I am familiar with this regional area, and it is safer to access the border of Mexico for field interviews in the

Rio Grande Valley vs. volatile cities like Reynosa, Laredo, or Ciudad Juarez with cartel activity. These larger cities have high percentages of incidents with fighting, kidnappings, and killings. The Rio Grande Valley area, from the coast to inland about 50 miles, has a large population of at least 30 nonprofit organizations that work interculturally between the United States and Mexico. Sargeant (2012) posited that a study could be more generalized across a larger population with a larger sampling size, but this qualitative study will bring rich, descriptive context with a smaller sample size but in-depth interviews.

To gain participation, I sought to establish a good working relationship with participants to explain what I am researching and why. I attempted recruitment of several organizations and asked them for consent to participate and explained the importance of the study, the significance to all businesses, nonprofits, and these communities most impacted and needy. My strategy was to help them understand why this is so important and the impact that they could make by participating in the study. I emailed participants to invite them on a phone call with me to learn more. Those who agreed to be interviewed were invited to a Zoom call to participate.

For purposes of this study, it was important that leadership characteristics criteria be determined to ensure alignment with the research questions of the study. Ellis (2020) explained that there are certain characteristics that can be measured to assure participants will align well with the study and the research questions. The leadership characteristics and qualities needed in this study population will be defined as follows: currently leading nonprofit, cross-cultural groups because of their passion to serve communities in need,

sitting on the board of directors of the organizations and act as decision makers, and actively participating in their current political framework to gain improvements for the communities. Exemplifying some of these characteristics showed indicators that they may be using strategies to develop cross-cultural competency to improve performance. To seek a high probability that these individuals were already effective interculturally, I gathered documents from the community that highlight current programs and their community impact. Those measures allowed for better research findings to show that their strategies are improving their community effectiveness and performance.

Research Method and Design

Research Method

I used the qualitative method for my research study to interview participants, listen to their experiences, and observe their behaviors in a natural setting (Barrett, 2018). This enabled me to make meaning of how and why some nonprofits are far more effective and successful than others in navigating cross-cultural complexities and leveraging relationships for collaboration. The method also allowed me to capture the strategies they use.

The justification for use of the qualitative method results from a need to explore how and why some organizations are more effective at leading cross-culturally than others and determine what strategies they utilize to develop cross-cultural competency. The qualitative method allows for a deeper understanding of the strategies and skills used by the study group. The qualitative research method allowed for keyword themes, of strategies to begin to show up while evaluating and analyzing the data (Chrastina, 2018;

Scharp & Sanders, 2019). The quantitative method would not have been appropriate for this study as it measures collected data from the study (Byiers et al., 2021; Cox & Nachman, 2020). The quantitative method would be more appropriate if I chose to measure the number of volunteers or contribution dollars, on average, a nonprofit receives per year in a broad population or sample geographic area. My research method sought to explore lived experiences of the participants and gain a deeper understanding of their strategies that make them more effective in cross-cultural teams using open-ended questions in the interview (McGrath et al., 2019). The quantitative method does not explore issues using open-ended questions or make meaning out of the strategies, behaviors, and experiences of the participants.

Research Design

The research design for this study was a multiple case study instead of a single-case study. While Beeler and Lecomte (2017) chose a single-case study for rich data and depth, Yin (2018) declared that a multiple case study could help study the breadth across two cases as well as compare and contrast data. The case study helped to determine *how* and *why* some nonprofit leaders are more effective than others by understanding the strategies they use to develop CQ. The *how* described behaviors or skillsets within the CQ constructs or four-factors that allowed for effectiveness, and the *why* fleshed out variances of each CQ construct and the importance of each (Rockstuhl & Van Dyne, 2018). I focused on the idea that one factor of CQ may be far more effective than another, which was metacognition. I also chose the multiple case study to evaluate successful strategies from the perspective of the Mexican national organizations, which come from a

collectivist society and the U.S. American organizations whose perspectives come from an individualistic society. Chen et al. (2018) explained that collectivism is a powerful tool. I decided on this specific design to determine what strategies they used to develop cultural competency to improve organizational performance.

The phenomenological research design would not be the right design choice for this study. The design would not set the correct framework to explore the participants' feelings and perceptions of their collaboration experiences (Chrastina, 2018; Yin, 2018). The ethnography design was not appropriate for this study, as the research would explore the culture of groups and their behaviors based on that culture as well as take a long time to collect data (Hartmann et al., 2020). The purpose of this qualitative case study was to explore the lived experiences of case study participants using in-depth interviews with open-ended questions. The intent of the research is to explore how leaders develop cross-cultural competency to leverage relationships and achieve organizational outcomes.

In qualitative research studies, data saturation justifies the number of participants Gill (2020). Once repeating themes occur, saturation is reached. Though Guest et al. (2020) argued that it is more challenging to determine saturation in qualitative studies. To reach data saturation, I needed to hear the same answers or strategies from multiple participants (Buckley, 2022). Gill argued that quality data results in a need to sample fewer people. I only initially had four participants, and although I believed they would have quality information to share, I used Guest et al.'s formula to measure if I had reasonably met data saturation. The formula provided a calculation of interviews compared to new information in each interview. If my interviews produced a calculation

of less than 5%, then I would not need to conduct more interviews to reach saturation (Guest et al., 2020). I did not initially meet data saturation though. I had the opportunity to call additional participants from the Mexican nonprofit organizations and the American nonprofit organizations. I added one additional participant to interview from each country until I had reached more than 5% with Guest et al.'s data saturation calculation. I ended at seven total participants upon data saturation.

Population and Sampling

In this study, I used the purposive sampling method. I chose this sampling method because it would allow me to interview participants who may understand the phenomenon that I am exploring. Gill (2020) defended the use of the purposive sampling method and explained it will allow the researcher to interview participants who understand the explored phenomenon. This study is based on what strategies nonprofit leaders use to develop cross-cultural competency to improve performance. I interviewed leaders in the organizations who understand the complexities of cross-cultural groups and utilize cultural competency strategies to develop CQ and improve organizational performance. Their lived experience and response identified the lens that they look through (Brinkmann, 2016).

The number of participants in my research study was seven: Four participants from Mexican organizations and three participants from U.S. organizations. One-on-one and in-depth interviews allowed for depth and breadth in the interview answers (Gill, 2020). In my qualitative research, I was able to select fewer participants than in a quantitative study because the study of the phenomenon requires an in-depth exploration.

DeJonckheere and Vaughn (2019) highlighted the benefit from these in-depth interviews and the ability to capture the participant's viewpoint. The method allowed me to spend more time with them and allow them to fully answer a question without concern of time. Spending more time with participants was helpful with the Mexican-national leaders, as an answer to a question is often given in the form of a story to give historical context, so the interview process may take longer, and it did. The translator also relayed interpreted answers in stories.

I choose four leaders from the Mexican organizations to participate and three from the American organizations. I sought out prospective participants that appeared to effectively be working cross-culturally. Gill (2020) posited that effective leaders may display behaviors that focus on cooperation and mutually beneficial outcomes for the organizations and the people. Although I am not involved in the American and Mexican organizations, they appeared to be highly effective in leading intercultural groups, as they appeared to conduct many impactful events and programs in the community.

I worked to mitigate bias by holding the interviews with a native Spanish translator to ensure that participants' responses were understood in the context of their original language. After the findings were completed, I asked that the participants review the transcripts in Spanish to make sure I had effectively and adequately represented their responses. To mitigate bias, it is important that a researcher not interpret the meaning of responses through a biased lens (Galdas, 2017). I worked to not interpret the meaning of the participant responses through my lens and what I think it might have meant in my

perspective. Although Galdas (2017) declared it is difficult to remove all bias, measures must be put in place to express the meaning of the participant.

The setting for the interviews were over Zoom. The settings for all participants were in their natural settings. My goal for the Mexican nationals' participants was to meet with a fluent and native speaker of Spanish as a translator. I did not need a U.S. translator, as I come from similar U.S. regions as these participants, and we spoke the same language with much of the same historical context (Brinkmann, 2016).

Ethical Research

In this study, I conducted semistructured in-depth interviews with participants. The interviews included a set of predetermined open-ended questions that were asked of each participant, as outlined earlier. I asked participants to sign an informed consent form that adheres to IRB guidelines before conducting interviews. The consent form outlined the purpose of the study, the steps of the study, how long it would take, and gave a sample of research questions. The consent form explained the voluntary nature of the study, the risks, and benefits of being in the study, and any payment they would receive. Each U.S. participant leads in a nonprofit organization, so they received a $50 Target gift card to use towards supplies for their organizations. The Mexican participants received $50 cash, or payment in their organizational website, to use towards supplies for their organizations. Nonprofit leaders may be unpaid volunteers, and their time is valuable. The organizations have a difficult time funding operational expenses, so the gift is a thank you for taking time to participate.

In the consent form, I outlined the steps I would take to protect their privacy. The form explained what would happen with the information they provide and what confidentiality measures pertain to the identity of the participants. Ahern (2012) noted that the Institutional Review Board requires research studies to collect informed consent forms from participants. Although I do not see any inherent risks to the participants in these semistructured interviews, I did discuss risks and benefits as a part of informed consent.

If any participants would have liked to withdraw before, during, or after the interviews, I did provide written instructions in the Informed Consent form as to how to withdraw. We also discussed this at the beginning of the interviews. The consent form was in English and in Spanish and provided clear instructions to tell the researcher if they have changed their mind and would not like to participate. I explained, if we were in the middle of the interviews and they decided to stop participating, they could do so by verbal request. In such case, the interview would end, and no information gathered would be used in the study or disclosed. Lederer (2019) exclaimed that trust between the researcher and participants is critical to research with human subjects. Participants were given an opportunity to read what I have summarized as the interview findings. They had an opportunity to ensure that the meaning conveyed, through translation, is correct from their perspective and context. Erhard et al. (2021) posited that it is important to understand the correct meaning in cross-language interviews. If participants decided to stop participating while reviewing the interview findings, they could inform the researcher and their findings would not be used in the final study.

The participants of this study were ethically protected by adhering to procedures. During interviews, only the interviewer, participant, and translator were in the Zoom. The hired professional translator was from the United States and was not familiar with the participants or the organizations with which they were interpreting for. Their names are not disclosed in the study or in documents gathered while conducting the interviews. Each participant was given a pseudonym, which was used on documents instead of the participant's name. The labels are PU1, PU2, PU3, PM1, PM2, PM3 and PM4. The data was placed on a password-protected jump drive. The jump drive was stored in a safe and will be there for 5 years following the study. The safe is at the home of the researcher and in a place where no one else will have access to the data. I placed a password on the documents to open them from the jump drive. Once interviews were completed, I translated the data from Spanish to English and then drafted the findings after analysis. Each participant had an opportunity to provide feedback on the accuracy of the findings, from their perspective.

The study was approved by Walden University IRB, the IRB provided me with an approval number 06-22-22-1020945 to place in the consent form and explain when it expires. After the study is fully completed, the final discussion and findings will be shared with the participants. As discussed, I will comply with *The Belmont Report* guidelines and make sure that all human subjects and participants are treated with respect, and that I protect them before, during, and after the study.

Data Collection Instruments

As the researcher, I was the primary research instrument using semistructured in-depth interviews to explore the strategies of the participants. Mahat-Shamir et al. (2021) posited that semistructured in-depth interviews are an instrument that explores individuals' lived perspectives. The semistructured in-depth interviews were conducted over Zoom and on Zoom I was able to make observations and have a better-quality interview.

In the semistructured in-depth interviews findings, I used: (a) member checking, (b) observational notes, and (c) archived community documents for reliability and validity. Liao and Hitchcock (2018) claimed that using several strategies, and a formal process, creates credibility and reliability for a research study. Ensuring that I have data triangulation will provide a more rigorous study.

I had developed an interview protocol that guided the interview process (see Appendix A). Braaten et al. (2020) explained that a protocol for the interview helps create consistency and a high-quality interview. I used open-ended interview questions, and I used a script for the interviews to ensure data standardization. Yeong et al. (2018) posited that a researcher should take into consideration the interview protocol if interviewing in multiple languages. The researchers claimed that the interview protocol should include feedback and alignment with research questions but also an inquiry-based dialogue. I had reviewed my questions to ensure I was beginning with simple questions and moving into more strategic questions for a high-quality interview (see Appendix A) while attempting to keep it more conversational than academic. I also include the

informed consent document, which included a sample of research questions I would ask, the protocol to withdraw from participation, and a reminder of confidentiality.

In the interview process, I used a translator whose native language is the Northern region of Mexico. The dialect is different in the Northern region from the Southern region of Mexico. As the primary research instrument, I asked the interview questions in English. The translator interpreted in Spanish and repeated the question. The translator ensured that the interview questions were translated accurately, considering the regional context.

I used Trint while we were talking, which recorded the interviews verbatim in Spanish and then created a translation in a word document in English. Trint recorded while I asked questions in English, while the translator spoke in Spanish to the participants, and while participants answered in Spanish, and while the translator explained the answers to me in English. I transcribed the interviews, took notes, and made field observations while we were talking. McGrath et al. (2019) and Rutakumwa et al. (2020) argued that verbatim audio recording was not the best instrument for the qualitative interview, however, verbatim translation is meant as an aid, which may provide insights that may not have all been translated by the translator. With time to go back and read the responses, I discovered more themes and details that the interpreter left out as well as specific key words. Using two languages in an interview can introduce stress, so I also used Trint to ensure capturing all the data if I was momentarily distracted and wanted the most comprehensive outcome after the interviews.

Data Collection Technique

In my study, the first data collection technique was the semistructured, in-depth interviews. Fritz and Vandermause (2018) found that an interview is an essential tool for collecting rich data. I used an interview vs. a focus group so that the research questions were answered by one individual as their interpretation of strategies they utilize. The interview process offers flexibility, and the questions are open-ended rather than guided. Moser and Korstjens (2018) explained that focus groups have pre-determined questions and the moderator guides participants to interact with each other. For this study, I would not glean the strategies that each leader uses or hear their observations from their perspectives, if I had used a focus group. I was also not conducting a pilot study.

The second and third data collection techniques was audio recording of the interviews and field notes for documentation. I collected data during the interviews by using a professional translator to repeat my research questions in Spanish and translate the participants' responses into English. The audio recording recorded the interviews in their entirety and transcribed the interviews verbatim. Four of my participants were not fluent in English, and I am not fluent in Spanish, so it was critical to provide translation for the accuracy and rigor of the data collected. The field notes were included with the translation by the interpreter and used in the analysis stage to compare to the verbatim translation. Field notes could document the context of what participants are saying and how they are behaving (Phillippi & Lauderdale, 2018). The field notes were used to document the direct observations discussed below and any themes or reflections that emerge during the interview process.

The accuracy of the translation ensures that the contextual meaning of the Spanish speaking participants' answers is conveyed in the translation process. Using cross-check techniques will provide rigor and validity in the data collection process. Chiumento et al. (2018) argued that for rigor of the data, it is important to use techniques of cross-checking the interpretations of the interviews. I will discuss techniques that will be employed to ensure reliability in the data analysis section.

Ehrenbrusthoff et al. (2018) ensured the validity of translation by using a few different measurements. One was to make sure that the terms and words were translated with similar meanings, determining if the answers consider cultural contexts, lingual contexts, and social-economic backgrounds. All participants received a copy of the study's findings in their native Spanish language to provide me feedback on the summarized findings and if this was the correct and intended meaning of the answers.

The fourth and fifth data collection techniques were direct observations and archival records. Cypress (2018) posited that observations are one of the vital components of data collection in qualitative research to make note of nonverbal cues and body language. Observations allowed me to observe non-verbal cues, behaviors, and reactions to research questions. Cypress explained that observations are a way for the research to use our senses for the purpose of scientific research. I documented observations in my field notes and any thoughts on themes during the interview process. I collected archival records, from community events, from participants and scanned the records to the jump drive that will securely house the documentation for 5 years. Archival records could include any organizational documents the participants have and any public

files (Yin, 2018). I then give the records back to the participants. The archival records were collected to highlight programs in the community and used as evidence in the study.

Data Organization Technique

In the semistructured, in-depth interviews, I used the Trint software application on my iPhone 11 to record the interviews during the data collection process. During the interviews, I used OneNote to look at my script, take field notes, document observations, make notes from the translator, and record mental notes of themes arising in the interview process and nonverbal cues. Field notes are crucial during the interview process for a rigorous study (Phillippi & Lauderdale, 2018). The participants had archived records from the community, showing programs and outreach events as a data source. I organized all records by scanning them and placing them on the secure jump drive. All physical documents were then be shredded or returned.

A qualitative study should have several sources of data as evidence, for rigor and for triangulation (Smith, 2018). I scanned these documents and returned the originals to the participants at the end of the interviews. The scanned documents were used during data analysis. Once the interviews were transcribed, I used Atlas.ti for mind mapping and thematic analysis as a tool to analyze data, as well as a matrix for codes. Mind mapping can be an effective technique in qualitative interviews, as it is a way to quickly organize information into codes and themes with a large volume of data being collected (Vindrola-Padros & Johnson, 2020). Mapping into themes must be done correctly to develop a rigorous analysis (Castleberry & Nolen, 2018). I placed the interview transcriptions, One Note script and notes, and scanned documents, on a password-protected jump drive. I

stored the jump drive in a safe and it will stay there for 5 years following the study, and I will shred all physical documents.

Data Analysis

No single strategy has been agreed upon as the standard for qualitative studies, so selecting a strategy is the first step of data analysis. Yin (2018) described four strategies for qualitative data analysis that provides direction to a researcher through their analysis of the data. These four strategies are: (a) relying on theoretical propositions, (b) working with the data from the ground up, (c) developing a case description and (d) examining rival explanations. The strategy utilized for this study was to work with the data from the ground up and to allow codes and themes, to begin to emerge as the data was analyzed, to examine and investigate these themes and to ultimately reach data saturation.

In my qualitative multiple case study research, I used data triangulation for the analysis to establish validity and to add richness to the findings in the study. Using several data sources to analyze data is crucial for rigor and triangulation of a qualitative study (Smith, 2018; Yasir et al., 2019; Yin, 2018). In sound triangulation, multiple sources point to the findings in the study. I collected data from five different sources: interviews, audio recordings transcriptions, field notes, direct observations, and archived records.

In the following Section 3, when findings are presented, I utilized Yin's (2011) framework to provide a sequential process for the data analysis. The five steps of this sequence are compiling, disassembling, reassembling, interpreting, and concluding. Within this sequential process, I will conduct thematic analysis. Castleberry and Nolen

(2018) posited that thematic analysis is a methodology that assists the researcher to identify themes or patterns from the data. I will use these two techniques in combination for stronger findings.

First, to compile all the data, I will gather the field notes to later compare my translation to the verbatim transcription of the interviews. I will line my notes up with the verbatim transcriptions, so my notes are parallel with the transcriptions. Compiling data assists the researcher in getting familiar with the data and making sense of it (Castleberry & Nolen, 2018). I will gather the scanned community archived records, and my direct observations.

Secondly, I will disassemble the data. Disassembling the data is separating parts to place the data in clearly defined groups (Castleberry & Nolen, 2018). I will initially build a matrix grid to code and (see Appendix C) and to layout, in vertical columns, all the different factors of cultural intelligence theory. I will break down factors of CQ into motivational, behavioral, cognition, and metacognition. Vertically, under each factor of CQ, I will use key elements, and sub-elements, of each factor in additional table rows. The participants will be listed with their coding of PU1, PU2, PU3, PM1, PM2, PM3, PM4, horizontally. I will then first review all the data sources and consider sentences and phrases that are connected to the CQ factors, checking the appropriate boxes on the grid to get a higher-level picture of potential connections from the themes that begin to emerge and the connection to CQ theory, Next steps of disassembly will include using ATLAS.ti to analyze the data on a more comprehensive level. The software can input audio and text documents and produce codes and themes from all the sources. Yin (2018)

argued that software is useful, but it is the researcher that conducts the interpretive and reflective thought on this data. So, as a researcher, I will use the software results in my reassembling and analysis phase as a tool but not as an exhaustive analysis.

The third step, in my data analysis, will be reassembling, which involves creating themes by working with the codes and categories developed previously. Castleberry and Nolen (2018) posited that these codes and themes will begin to reflect meaningful data that will show patterns that connect to the research question; they begin to reveal a larger picture. I will be conducting thematic analysis, comparing the data from my transcriptions to the verbatim transcriptions, and will look for codes and patterns that begin to emerge and match previously predicted strategic themes, such as: (a) negotiation, (b) problem solving, (c) mutually beneficial outcomes, (d) to avoid conflict and keep peace, (e) resolve conflict, (f) save face, (g) the best outcome for the most people, (h) cooperation, (i) better understand a culture, (j) learn about another culture, (k) be curious about a culture, and more. In the matrix, I will match patterns that emerged in the data and was previously predicted. I will note any new themes that emerge and determine if these are connected to CQ theory. A thematic approach to data analysis can produce reliability and trustworthiness in the qualitative research study because it provides a sound process (Castleberry & Nolen, 2018; Kiger & Varpio, 2020).

Theme categorization, or pattern matching, could allow for visibility into strategies that these leaders utilize in intercultural settings that are directly connected to CQ theory, and particularly to metacognitive strategies. Thematic categorization (coding) and analysis could identify the theory behind these strategies that connect with cultural

intelligence theory and metacognition. It could highlight if there are significant sub elements discussed more often than others. Categorization, in qualitative research, allows the researcher to code data into larger themes and identify potential theory being used (Grodal et al., 2021). These connections to theory would allow also for generalization of the study.

The fourth step in the data analysis phase will be interpreting the data. Interpretation should not just be a final stage of analysis but rather a process that is ongoing through the five stages of analysis (Castleberry & Nolen, 2018). Findings and interpretation of the study should be of high quality and rigor. Yin posited that this means, the interpretation should be equitable or fair, complete, authentic and true to the best ability of the researcher and add contribution to research. I will be utilizing member-checking with the participants, as stated earlier, which Castleberry and Nolen (2018) notes is especially important for solo researchers, as it is a test of the validity of the findings. I will summarize my findings and ask the participants to confirm if I have conveyed the right meaning in analysis.

The final step in data analysis is concluding. A study should begin with a research question and the study should produce results that answer this question (Castleberry & Nolen, 2018). By answering the research question, of what strategies nonprofit leasers use to develop cross-cultural competency to improve organizational performance, there should be conclusions that show how a business would apply the learnings from the research study. The findings, correlated to the construct of cross-cultural competency,

will provide evidence of the ability to generalize the findings. The final stages should include reliability and validity of the study and will be discussed in the next section.

Reliability and Validity

Reliability and validity provide credibility in a qualitative research study. Cypress (2017) argued that reliability and validity are not just a process after the data is collected; It is a process instilled throughout the structure of the study to ensure rigor. The next section of this paper will detail reliability and validity by using principles and guidelines for dependability, credibility, transferability, confirmability, and data saturation.

Reliability

Dependability

I created reliability and dependability by explaining the research methodology and framework and documenting the stages and processes I used throughout the study. I will document the stages of how I chose participants and how I collected data, organized it, analyzed, and interpreted it and how I produced the case study findings.

Tying the research questions to the findings will ensure that the study could be conducted by another researcher and their findings would more than likely be consistent with my findings. Ensuring the process and the findings of the study can be replicated will enhance reliability (Collingridge & Gantt, 2019; Rose & Johnson, 2020). I used archived records and will use thematic analysis for enhancing reliability. For additional dependability, I sent the transcripts to the interviewees for their review. The interviewees had an opportunity to provide feedback to me.

I chose the research methodology and framework as the best fit for the inquiry. I am conducting research on the border of Mexico to interview organizational leaders that work cross-culturally and are effective at organizational performance. A qualitative case study is the best fit for interviews of the leaders and to have them answer research questions to determine strategies they may use to be more effective interculturally. A qualitative research case study will create the most trustworthy findings of the phenomenon. Semistructured in-depth interviews will give me the best insights into participants' lived experiences, their strategies, and to make connections to the cultural intelligence theory.

Validity

In this qualitative case study, I used four principles while collecting data to ensure the validity of the data collected. I used Yin's (2018) four-principal model to achieve this as Yin argued this provides construct validity. The first principle is that I used multiple sources of the evidence I collected, which provides data triangulation. I asked several subjects to participate in the study and ended up with seven. I then gained their permission to participate in the interviews and collect the data. I did record the interviews but also used external documents from the community and made field observations during the interviews. The second principle I used was to create two separate case-study databases. The first database, on the jump-drive, will store the raw interview data. The second database, on the jump-drive, will store my interpretations of the data collected. I achieved this by keeping two separate files on the jump drive that I will securely store for 5 years. The third principle is that I would maintain a chain of evidence by connecting the

research questions with the findings of the study. The fourth and final principle is that I would act with care when gathering evidence from a social media source. I did not end up using social media as a data source. Validity in the construct of my research will create a sound and logical study (Rose & Johnson, 2020).

Credibility

In this study, I created credibility and trustworthiness by using triangulation, transferability, dependability as discussed above, and conformability (Stahl & King, 2020). Stahl & King argued that trustworthiness is critical to sound and rigorous qualitative research rather than just telling a narrative story. Due diligence adds credibility to the research.

This qualitative research study will connect the research questions to the theory and the findings of the case study to create trustworthiness and credibility. The validity, in qualitative research, can be obtained not by statistics but by the structure of the data collection through data analysis of findings to create a logical and sound study deemed valid using set principles and objective guidelines (Cypress, 2017; Yin, 2018). I described each of the study's procedural steps, recruiting participants, data collection, organization, will describe analysis, findings, and conclusions in the below section. I conducted member-checking with each participant and had them review the final study's findings and provide feedback, if needed. Stahl and King (2020) posited that member checking creates credibility through trustworthiness of the process and researcher as well as the ability to show how a study finding, contextually, could be used in other settings, and it creates transferability.

The type of triangulation I used for credibility was data triangulation. I ensured triangulation and credibility by using several sources of data and having participants review how data was translated along with the translated data itself, after the interview process (Stahl & King, 2020). The study participants were asked to determine if the transcription is what they meant in context. I asked if we interpreted the information the way it was meant to be interpreted. Since the participants and I work in two languages, the transcription must be correct in the right context.

Transferability

At the end of the case-study research findings, for purposes of transferability, I will discuss how readers of this study could apply the findings, in their experiences, across many nonprofit and for-profit organizations. Many organizations today collaborate cross-culturally, and the findings could impact how they operate. The findings of the case study will discuss in what ways could this be used for future research as well as analytical generalizations that could be made due to the findings of this study. Daniel (2019) posited that analytical generalizations of the study could be applied to other experiences or settings leaders are in. For this study to result in social change in communities and have an impact on the effectiveness and performance of organizations, it must be credible and transferable.

Confirmability

Quantitative research is more objective using statistics and numbers, a more quantifiable measurement. Qualitative research tends to be more subjective with narrative inquiries. For confirmability, I remained as objective as possible throughout data

collection, analysis and findings and used feedback, if necessary, for objectivity. Stahl and King (2020) argued that conformability is about not creating a reality in the findings but working towards actual reality in findings. I also utilize Atlas.ti for a second data analytical tool. I used Atlas.ti to compare audio and test documents to reflect patterns and themes. Using a third-party software evaluation adds to the objectivity of the findings.

Data Saturation

Data saturation is important to the overall reliability and validity of a research study, but it is often difficult to determine how many participants or interviews are enough to illuminate themes in leadership strategies within these cross-cultural teams. Guest et al. (2020) explained that data saturation could be vague and encouraged a methodology of thematic analysis for data saturation.

Transition and Summary

Section 2 elements were inclusive of several fundamental components of the study. First, I discussed the purpose of the study, with a deeper understanding of my role as a researcher and who the participants were. I discussed the research method, design, and study population. After discussing ethical considerations and the potential impact on the study, I explained how I prepared for data collection, collect data, and interpret and analyze the findings while ensuring reliability and validity. In Section 3, I will present the findings from the study, implications, and impact on social change, and make recommendations for future research. I will conclude with my final reflections.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore strategies that nonprofit leaders use to develop cross-cultural competency to improve organizational performance. First, I would like to explain the number of participants, their country of origin, and how many interviews were conducted to reach data saturation. Second, I would like to expound on the type of work each participant does, if they function as an individual organization or a group of organizations, types of services the organizations provide and their education levels. Third, I will discuss the reliability and transferability of the findings. Fourth, I would like to explain the change I made in data compilation. Finally, I will layout the data analysis and thematic analysis.

Presentation of the Findings

Data Saturation

In the beginning, I held two interviews with two Mexican leaders and two interviews with two American leaders. Using the Guest et al. (2020) formula for data saturation, I had not yet met saturation; the percentage of new information was over 5%. (see Table A1). I procured two more Mexican leaders to interview and one more American leader. At this point, I had met data saturation with less than 5% of new information in the interviews. All precautions were taken in reference to the Criteria for IRB approval of research noted as 45 CFR § 46.111.

Table A1

Data Saturation

Interview Number	1	2	3	4	5	6	7
New Themes	38	8	2	1	3	0	1
New Themes in Run				54		3	1
% of Change Over Base						6%	2%
							Saturation points at < 5%

Note. This table was reprinted and created and is not in the public domain (Guest et al., 2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS ONE, 15*(5), 1–17. https://doi.org/10.1371/journal.pone.0232076

Overview of Participants

The leaders who participated in this research were all collaborating cross-culturally with other countries and were in the northern border regions of Mexico or the southern border regions of the United States. Three leaders operate in humanitarian organizations, two in educational organizations, one in governmental and political organizations, and one in religious and social services. Additionally, some of these leaders also work in providing shelter, food, and legal aide. Five of the leaders, out of seven, work with more than one other country and as many as seven different countries of origin. Most of the leaders worked in collaborative groups or associations that network with each other rather than operating as a solo organization that is not networking. All leaders had a bachelor’s degree, three had a master’s degree and one a doctoral degree. I have met the transferability requirement by taking precautions relative to 45 CRF 46.102.

Types of Service Organizations

There were many types of services provided within these organizations. Services covered serving populations of indigenous people of the region, migrants of the regions and both adults and children. The services are offered to vulnerable indigenous and migrant families providing food, shelter and healthcare, vulnerable populations in poverty providing food and shelter, migrants in need of social assistance, legal assistance, asylum aide, and education. Some of these organizations even search the local dumps and streets in this region for vulnerable children.

Reliability and Transferability of Findings

As a researcher, I created reliability and dependability by explaining my research method and documenting the stages of my processes throughout the study. I then tied the research questions to the findings ensuring that the process could be replicated to enhance reliability (Collingridge & Gantt, 2019; Rose & Johnson, 2020). For validity and data triangulation, I used multiple sources of data, created a secure location for this data, and maintained a chain of evidence. I also took care while gathering the evidence. Lastly, I created credibility and transferability with the data triangulation, connecting the research questions to the conceptual theory, list out how this study could be applied to the findings, and discuss ways in which analytical generalizations could be used in future research.

Data Analysis and Compilation

First, I compiled all the data. I gathered the field notes from the semistructured interviews and compared them to my translation and the verbatim transcription of the

interviews. I then lined my notes up with the verbatim transcriptions, so my notes were parallel with the transcriptions. Compiling data assists the researcher in getting familiar with the data and making sense of it (Castleberry & Nolen, 2018). I gathered the scanned community archived records, and my direct observations.

Second, I disassembled the data. Disassembling the data is separating parts in order to place the data in clearly defined groups (Castleberry & Nolen, 2018). I initially built a matrix grid to code and (see Appendix C) and to layout, in vertical columns, all the different factors of cultural intelligence theory. I broke down factors of CQ into motivational, behavioral, cognition, and metacognition. Vertically, under each factor of CQ, I was going to use key elements, and sub-elements, of each factor in additional table rows. The participants were listed with their coding of PU1, PU2, PU3, PM1, PM2, PM3, and PM4, horizontally. I was going to review all the data sources and consider sentences and phrases that are connected to the CQ factors, checking the appropriate boxes on the grid to get a higher-level picture of potential connections from the themes that begin to emerge and the connection to CQ theory.

What I chose to do, instead, was to create an additional matrix grid with the research questions listed vertically and then participants responses horizontally for each question. What it ultimately ended up allowing me to do was to better determine data saturation and each new piece of information that showed up in each interview. It also allowed me to better see patterns and themes across participants. Then, I placed the strategies in the first matrix grid that lines up strategies and themes with the conceptual framework of cultural intelligence theory.

The next step I took was to disassemble data by using ATLAS.ti to analyze the data on a more comprehensive level. The software can input audio and text documents and connects codes and themes from all the sources. It also created quotations from the interviews. Yin (2018) argued that software is useful, but it is the researcher that conducts the interpretive and reflective thought on this data. So, as a researcher, I used the software results in my reassembling and analysis phase as a tool but not as an exhaustive analysis. It is meant to complement the themes identified in matrix grids one and two and they will be jointly presented in the findings of this study.

Third, I reassembled the data using my grids and software analysis to match patterns. I used these as a tool in the analysis phase of reassembling. Using the tools, I was able to identify codes and ultimately themes. Nolan (2018) posited that these codes and themes begin to reflect meaningful data that will show patterns that connect to the research question. Using Atlas.ai, during the thematic analysis, I was able to compare data and begin to see the patterns emerging and matching previously predicted strategic themes such as: (a) negotiation (collective and collaborative groups), (b) problem-solving (collective strategy development), (c) avoiding conflict (tasks and goal focus), (d) mutually beneficial outcomes (valuing all cultures and using collectivism as well as cooperation), (e) better understand culture, learn about culture, be curious about culture (recognition, acknowledgment and value of distinct cultures).

Last, I interpreted and concluded the data. In the following section, I will present the findings of the research and the semistructured interviews. By going through this data

analysis process, I can show how the answers to the research questions show how a business could apply the learnings from the study.

Themes

The overarching research question for this study was “What strategies do nonprofit leaders use to develop cross-cultural competency to improve organizational performance?” I conducted semistructured interviews via Zoom to explore the strategies these leaders use to be highly effective.

The pattern matching and thematic analysis exposed five themes that leaders utilize to develop cross-cultural competency and to improve their organizational performance and effectiveness of their teams in collaboration. The five themes were: (a) effective leaders create groups and collaborate as a group of organizations or associations; (b) effective leaders determine goals and strategies together as a team; (c) effective leaders keep the focus on organizational goals; (d) effective leaders set a collectivist vs. individualistic tone in the team culture; (e) effective leaders recognize, acknowledge, and value distinct cultures and each culture’s needs. I will identify the themes, describe in what ways findings confirm, disconfirm, or extend knowledge in the discipline by comparing the findings with other peer-reviewed studies from the literature review and then tie the findings to the conceptual framework.

Table A2

Themes and Subthemes Table

Theme		*Subthemes*
Theme 1: Collective Alliance Strategy	• Collaborations	• The ability to negotiate • Working across multiple cultures requires strategies • The ability to acquire more resources through networking
Theme 2: Co-Decision Making Strategy	• Communication and Listening • Empathy and Respect	• The ability to use communication and listening to support collective goal setting. • The ability to use empathy and respect to support collective goal setting.
Theme 3: Cooperative Goal Focus Strategy	• Conflict Management	• Task or goal focus • Conflict management
Theme 4: Collectivist Culture Strategy	• Training • Cognition • Cooperation and Competition	• Training
Theme 5: Cultural Inclusion Strategy	• Cultural Inclusion	• No subthemes

Theme 1: Collective Alliance Strategy

The first theme that became apparent, across most all leaders was the creation of groups, or groups of organizations, that network together and collaborate; a collective alliance strategy. From all interviews, 71% of participants agreed on the need to network and ban together to solve multiple problems in society and to share resources amongst multiple organizations. Five out of seven leaders agreed that networking was vital and valued. These groups are created and act as a group of organizations or an association

with all of the groups as members. Some of the leaders even developed committees with a member from each group on the committee to make larger decisions for all of the groups. PM1 described the creation of these groups:

> We started with social services, with basic needs, and since one place cannot help with all needs, that's when we started the task of creating this network of associations, to reach more places, more people, and from that was formed the migrant committee, as we call it, which was specifically created to help migrants with national associations and international associations.

Giorgi et al. (2017) that focused on the work of Saul Alinsky (Alinsky, 1989) and mobilizing people across cultures, mirrors the strategies that these leaders discussed in this larger networking and collaboration. The research explored how organizations mobilizing together, as a group, creates networks for solutions, opportunities, and resources.

The implications, from understanding how networking works, for positive social change are that leaders navigate the complexities effectively, and functionally operate interculturally to collaborate and network (Giorgi et al., 2017). If nonprofit organizations then improve their performance and catalyze organizational collaboration, they can become more effective at achieving their missions. Organizations achieving their missions directly impacts the populations of people across the world that they are serving. The bottom line for organizations is directly impacting, enhancing, and changing lives. PM3 agreed, almost verbatim, with PM1 that developing associations and networks is highly important and a part of why they are so effective: "What has functioned as a

strategy for the last 4 years, a bit before the pandemic and during the pandemic, is organizing ourselves with the associations together." PU2 also discussed this strategy and PM3 continued, "Our city is one of the most well-run border cities because of these coalitions – these collaborations." These cooperations are about partnerships and networking."

Collaborations

A few subthemes were identified that assist these leaders in effective networking and collaborations. Several participants mentioned these subthemes when discussing the association of organizations. The first subtheme is negotiation as in collaborations. Cross-cultural conversations and interactions, as team members, are negotiations (Imai & Gelfand, 2010). Negotiations may occur between members from different cultural teams or on the same one. The participants identified negotiation as a skillset that was vital and important but talked about it in the form of collaboration and compromise. PM2 stated: "Over the years, churches, groups, and individuals, that give us help, the majority have cooperation with us." PM4 stated:

> We work hand in hand with representatives of socially or culturally disadvantaged populations that we have, so that they can give us a little more help in understanding their needs and interests. As well as leaders of different organizations with similar objectives, to obtain feedback and use that to facilitate making decisions.

PU2 explained that collaboration and cooperation work by stating: "We continue to come into the problem until we have a solution and involve others until the problem is solved.

We always involve everyone in the decision making when it comes to resolving…problems." These negotiations, and interactions, require that leaders have higher-level cultural competency skills; they need negotiation and problem-solving skills.

As discussed earlier, Giorgi et al. (2017) conducted a literature review that centrally focused on the work of Saul Alinsky and mobilizing people across cultures. The researchers ultimately constructed a model that defined underlying antecedents to the model: resources, interests, networks, and opportunities. The model identified how important cultural competency and cultural brokerage, negotiation, plays a role in impacting social change through the mobilization of groups of people who do not share the same cultures but have the same collective goals. Individuals and groups utilize cultural competency to appreciate the value and meaning of other cultures. They utilize cultural brokerage to navigate and negotiate through these differences. Gomez and Taylor (2018) found the unexpected. Mexican participants were more prone to using the negotiation tactics over U.S. participants, which enhances intercultural collaboration (Beeler & Lecomte, 2017).

In cultural competency, using meta strategies as a skillset, with metacognition, becomes an antecedent to successfully navigating negotiations. Groves et al. (2015) explained that although metacognition was beginning to show up in more research, studies were limited on cultural competency and its impact on negotiation. So, they conducted a study to fill the gaps that examined the relationship between effective skillset in negotiating cross-culturally and found that CQ has a direct impact on the effectiveness of negotiation. These metastrategies are in metacognition of cultural intelligence theory.

Negotiations for these leaders reveal themselves as mediation and compromise and negotiation actually enhances collaboration. PM1 stated that: “In this case, as we work with the United States associations and the Mexican ones, there always has to be a mediator, for when there is a discrepancy or a difference of opinion that arises.” PU2 explained that: “The director, the leader, is the one that probably behaves, negotiates, or acts differently.”

The second subtheme is the idea that working across multiple cultures requires strategies and collaboration. PM1 stated: “The importance of using strategies to encompass all of the situations of immigrations is the fact that there are many different cultures from many different countries. So, we have to have a specific strategy.” PU2 explained that each of the organizations in these groups need to benefit: “Not only is it beneficial for one NGO, it has to be beneficial for all. It is not appropriate if only one [organization] is thriving and others are barely surviving.” PU2 continued, “It has to be beneficial for all organizations in those communities in other communities. And so, we don't give food to just one place. We give food to many places. We don't just give educational dollars to one NGO; we give it too multiple….” So, the idea that they have adopted is a very collectivist idea that all of these organizations are going to end up benefiting. PM3 agreed that collaboration helps their organization. PM4 stated: “It helps to continue preparing ourselves, working to obtain our goals and commitments. We have to organize our ideas and put them into action, so they don’t just stay intentions. Interculturalism is the reality we are living in, in our city.” The ability to be effective is critical as they must navigate diverse cultures other than their own and cooperate and

collaborate in cultures that are dimensionally and contextually, opposites (Chen et al., 2018; Liu et al., 2018; Plessis, 2012). If nonprofit organizations improve their performance and catalyze organizational collaboration, they can become more effective at achieving their missions.

The observations were interesting across all four Mexican national interviews. PM1, PM2, PM3, and PM4, all growing up in a collectivist society, used terminology in one form or another that they actually studied and researched the cultures they were working with as a way to better collaborate with each other; to be more effective through respect and cultural sensitivity. PM1 stated, “We study their culture so as not to offend and help them…on their journey or path to the border.” PM4 stated, “Studying the needs of the population, there must be total coordination between the organizations….”

The third subtheme was the ability to acquire more resources through networking. It increases the ability to meet the goals of the organization in procuring resources from donors and that the mission is achieved by effectively serving the needy citizens and solving societal problems. PU2 explained that they collaborate with the Americans and Mexicans. The Americans provide the monetary or financial resources, and the Mexicans and migrants provide the labor resources: “They just provide the resources and the Mexican national NGPOs determine how they will use these resources in the best way.” These leaders gain resources but empower the local nationals, they give them autonomy and control and do not expect to gain control because they provide resources. PM4 attested to how entities can provide each other with resources as well: “Studying the needs of the population, there must be total coordination between the organizations that

participate in providing [help], between civil society, government associations, and the social and cultural environment."

Giorgi et al. (2017), illuminated the idea that in these collaborations, this very model provides opportunities, networks and resources. Gooden (2017) determined that components of CQ had a direct impact on the behavior of the participants. Helping individuals and teams hone their CQ skills in the areas of motivational, cognitive, and metacognitive skills is an effective way to benefit organizations in achieving their missions because it increases the likelihood that they will then act and behave in ways that are culturally intelligent. The ramifications for organizations are that teams will interact more successfully which turns into economic value for an organization. Teams performing at high levels, cooperating, and utilizing less time, perform in ways that equal bottom dollar profits for business or attainment of people and resources for nonprofits. These leaders are exemplifying the use of strategies that allow them to gain more resources for society, but it is a meta strategy they are using by collaborating and cooperating, through negotiation, in order to achieve these resources.

Connections Between the Theme and the Conceptual Framework

In cultural competency, using meta strategies as a skillset of metacognition becomes an antecedent to successfully navigating negotiations; it was described as cultural brokerage – or negotiating across cultures. Negotiations for these leaders reveal themselves as mediation between alliances, compromise between people and organizations and the art of negotiation. There are behavioral aspects to changing their behavior in these environments as well as motivational. Leaders make a choice to contain

emotion and mediate and compromise. The significance of metacognition is that it lays the foundation necessary for leaders to behave differently, contain emotion, and intellectually work through a mutually beneficial outcome. Metacognitive process is fueling the ability for these leaders to do that and are far more effective by using it.

Connections with the Literature Review

As a summary of the above theme's connections to the literature review, although not exhaustive, I will list a few of the connections that point directly to metacognition. Imai and Gelfand (2010) posited that cross cultural conversations and the interactions between people are a negotiation in and of themselves. They also highlighted the need to use metacognition as a strategy to effectively negotiate. Most of the Americans did not discuss negotiating as often as the Mexicans. The findings align with what Gomez and Taylor (2018) found; Mexicans use negotiation as a strategy for more often than Americans. Lastly, Groves et al. (2015) showcased that cultural competency, specifically metacognition, has a direct impact on a leader's ability to effectively negotiate which aligns with the effectiveness of these leaders to create these networks of strategic alliances.

Theme 2: Codecision Making Strategy

An organization should understand their goals in terms of mission and vision but also the strategies they will use and how they will develop them. PM1, PM2, PM3, PU1, and PU2 all expounded on the idea that organizations need goals and strategies, but they must determine what the goals will be and what the strategies will be, together as a team. PM1 stated,

> The importance to use strategies to encompass all of the situations of the immigration, is the fact that there are many different cultures from many different countries. So, we have to have a specific strategy. We have to emphasize that there are many cultures, including religions, that can be very distinct compared to Mexican. So then, we have to elaborate these strategies as a team, including American associations and Mexican ones, efficiently to implement our strategy.

PM2 comparatively explained that the reasons why an organization will serve society and in what ways they will serve them must be formed together:

> Organizing as a group, one American group and another Mexican one, planning and structuring the jobs that we had, to help vulnerable people that are affected by poverty. And working together, both Americans and Mexicans we move forward, forming the reasons and ways in which to serve.

Additionally, PU2's strategies to determine goals and strategies together was by asking several questions. Rather than making assumptions, they ask each other: How can we help each other? What do you need as a group and how can we help? When goals and values differ between team members it is important to create a specific culture and strategy. One of those strategies is to goal set together and set strategy together.

The number of nonprofit organizations using multicultural teams to accomplish goals requires that these team members and leaders have skill sets and strategies that will allow them to be effective with cross-cultural competency. When goals and values differ between team members it is important to create a specific culture and strategy. What PM1, PM2, PM3, PU1, and PU2 are describing is similar to the work of Chen et al.

(2018). Chen et al. posited that behavioral strategies determine the probability of mutually beneficial outcomes among parties involved. These strategies send signals to the other team members about the probability of the relationship being cooperative and mutually benefiting the goals of the organization as well as individual benefits. If behavior signals a low probability of a mutually beneficial outcome, teams begin to hoard information and knowledge, stop communicating and become highly ineffective.

These leaders use behavioral strategies that sends a sign of cooperation and cooperative outcomes, mutually beneficial outcomes, as each organization gets to be a part of the larger goal and strategy setting. Teams are more apt to be cooperative when they have helped design the outcomes and the way they serve the community. Similarly, Gil et al. (2019) found team performance more effective with collectivist influence which impacted effective team performance. A specific strategy would be to have the management team express collectivist organizational goals, then the team will respond in a more collectivist way rather than letting their individual goals drive the outcomes as they built through codecision making.

There were two sub themes that stood out in the interviews as these leaders discussed their strategy of team goal and strategy development. The first was their ability to use communication and listening to support collective goal setting. The second was their ability to use empathy and respect to support collective goal setting.

Communication and Listening

Metacognition is the antecedent to having more cultural competency. Metacognition is closely connecting communication and listening because it includes

learning language and adapting communication styles that are part of acquiring higher levels of CQ. Metacognition creates or fuels the mental capabilities to formulate strategies that help navigate complexities of intercultural interactions and effectively collaborate (Lorenz et al., 2018). These strategies allow for teams to function well together and perform to meet organizational goals.

PU2 explained the importance of good communication: “and their able to trust each other because they have built a relationship and its highly important because the ineffective teams are ones not communicating; they are not listening to each other.” PU2 also stated: “Listen more than you talk and get feedback in both directions.” PU1 provided more depth by stating, “…that is why you have two ears and only one mouth. You have to be able to listen.” This leader’s answers are in direct agreement with Charleston’s (2014) who emphasized the need to communicate, slow communication, and ask clarifying questions.

Empathy and Respect

There was still something different about these leaders’ answers. They were exuding and discussing how important this collectivist approach to strategize and goal set is. However, they also emphasized the deep need to communicate well, listen and also have respect and empathy in these communications. PM4 eloquently and factually stated that:

> We govern ourselves depending on the needs of the group, as each group has their own principal needs that need to be attended, so we adapt to them, always characterizing ourselves governing ourselves on the principle of horizontality.

> Which means that no culture is more than another, interacting in the most respectful and empathetic way possible.

She also stated, “with cultural respect, cultural tolerance, and dialogue, we recognize diversity as a medium of mutual enrichment, and empathetic communication is very important.” PU3 was in agreement as PU3 discussed the idea that, “…you have to be respectful of, you know, what their culture is like.”

PM4 was the one leader that specifically used words such as intercultural context, empathetic listening, respect, how we govern ourselves (actions and behavior), how we prepare ourselves (reflection and practice). The research by Mor et al. (2013) played a critical role in helping leaders train individuals on how to problem solve by perspective taking prior to and during intercultural settings to gain more cooperation and positive outcomes. This is exactly what PM4 is discussing and illuminating in terms of an effective strategy. PM4 was using the actual language of the CQ and specifically the motivational factor, identifying meta-strategies from the conceptual framework. Metacognition is the ability to understand cultural settings, to negotiate and problem-solve, and adjust one’s own assumptions. PM4 is combining this reflection and practice with gaining knowledge and assessing it which is a meta-cognitive skill.

Li (2020) defined metacognition as critically thinking about what you know once you have gathered the cultural, or cognitive, knowledge. There is an involvement with one’s self-regulatory processes and being able to be intentional in strategic application and think out strategies in advance. Metacognition skill allows an individual to check their own assumptions and biases and make sense of an intercultural setting that is

different than what they anticipated (Lorenz et al., 2018). PM1, PM3, and PM4 are preparing, practicing, reflecting, checking their own assumptions and although PM1, PM2, PM3, PU2 and PU1 do not use these specific words, they are explaining these very actions, behaviors, and mental strategies.

Connections Between the Theme and the Conceptual Framework

The behavioral and motivational aspects of CQ are what drives the actions of someone and how motivated they are to behave in a different way, such as learning a new language, or adapt their communication style. These leaders are utilizing the behavioral and motivational components of CQ by changing their own behavior to communicate differently, empathetically and respectfully (Henderson et al., (2018). However, behavioral and motivational CQ require levels of cognition and metacognition to take action and behave differently. Metacognition is about critical thinking about what you know once you have gathered the knowledge. There is an involvement with one's self-regulatory processes and being able to be intentional in strategic application, such as communication and listening, and think out strategies in advance. Metacognition skill allows an individual to check their own assumptions and biases and make sense of an intercultural setting that is different than what they anticipated. These leaders are also using metacognition by preparing, practicing, reflecting, and checking their own assumptions.

Connections with the Literature Review

As a summary to the above theme connections to the literature review, several research studies defined metacognition as critically thinking about one's own thinking,

preparing for cultural encounters, practicing developing the skill and reflecting on what worked and what did not, which is what the findings showed as leaders prepare, practice, reflect and check their own assumptions (Li, 2020; Lorenz et al., 2018). The research by Mor et al. (2013) highlighted training individuals to reflect, prepare, and practice which is also parallel with the findings. Almost verbatim, these leaders discussed listening empathetically and respectfully which mirrors Charleston's (2014) research and the need to communicate, intentionally slow down communication and ask clarifying questions so they are not making assumptions. Lastly, the work of Lorenz (2018) posited that metacognition is what creates or fuels the mental capabilities to formulate strategies that help navigate complexities in these multicultural teams and that is exactly what these leaders are discussing. As stated above, almost verbatim, PM1 specifically spoke about the need to have strategies because of these complexities with diverse teams which is the practice of metacognitive skills.

Theme 3: Cooperative Goal Focus Strategy

Multicultural teams are unique and complex due to individuals having differing values and culture. Much of the literature that was reviewed, above, mentioned focusing groups on collective goals rather than on individual relationships. Following, I will contrast the peer-reviewed literature on goal focus or task focus to being effective in organizational performance.

Klein et al. (2011) posited that diversity of team members, in organizations, are the topic of research studies but rarely are the researchers addressing team diversity and examining the relationship between team diversity and team conflict and the effect this

has on team performance. The authors conducted a longitudinal study that reflected the positive impact a leader can have on reducing team conflict when they focus the team on the task versus people. Not one leader, in this study, mentioned people focus. When leaders focus on task identification and role responsibilities, it suppresses acting in an individualistic way and transforms team behavior to collective behavior. PM1, PM2, PM3, and PM4's leadership takes this very approach of focusing on what they have in common together in the organization. PM4 stated:

> Studying the needs of the population, there must be total coordination between the organizations that participate in providing help, between civil society, government associations and the social and cultural environment that surrounds us. This includes interaction between each part and finding what we have in common to work together.

PM3 corroborated the same strategy. PM3 stated, "Every group has a job, one job, each group. What matters is that the needs make everyone work together." PM1, PM4 and PM3 are utilizing the motivational factor of CQ by being motivated to learn about other cultures and attempt to understand them. However, they are also using meta-cognitive strategies to make sense of what they have learned. Next, I will expound on how task focus, and goal focus, plays a role in these effective leaders' strategies.

Task focus is the best solution to keep the team performing (Ghulam et al., 2017). Relationship focuses, on the other hand, (Plessis, 2012) focuses the team on each other and therefore they are unable to return to the task at hand; the conflict becomes a barrier to performance. If the relationships break down, the teams begin to hoard information

and restrict important information to the team. So, focusing on the task is an important stabilizer of other differences. In nonprofit organizations the tasks and roles and responsibilities revolve around the larger goals of the organization and keeps teams focused on what they have in common.

Avoid or Address Conflict

One subtheme that arose while discussing task focus and focusing on the goals as common ground, was the management of conflict. What was interesting is the division of how these leaders handle conflict, although they are each still effective in meeting goals, managing conflict, and performing organizationally. The division of how they each handle conflict will be discussed in connection to peer-reviewed literature.

In terms of conflict, in behavioral CQ, team members behave several different ways towards other team members. Individuals may behave with smoothness, avoidance, compromise, force, or collaboration and these behaviors will determine if conflict amongst the team creates conflict that is constructive or destructive (Ahmad & Saidalavi, 2019). Constructive conflict creates creativity and innovation but destructive will break down team performance.

To understand constructive conflict and resolution, relative to goals, it is important to understand the values of the individual members of the team (Klein et al., 2011; Mor et al., 2019). Team members often express frustration with differing values and goals in teams. If this is not handled properly it can be destructive and disrupt the teams' organizational performance. PM2 was diligent in explaining that she evaluates the values and goals in terms of alignment with the organization as she considers them for

volunteering: “Yes, [making sure they align with goals] but not always with the same ideas.” PM2’s method of conflict resolution was avoidance to preserve the relationship. PM2 did not acknowledge that there was conflict and went so far as to say there was none because they all have the same goal to help others but PM2 went through the actions of vetting out volunteers in advance to make sure they would be better aligned with the organization. PM2 stated: “No, [there is no conflict] because we have the focus of helping people in need.” PM2’s approach is in direct agreement with the research of both Plessis (2012) and Chen et al., (2018). It is a more of a cooperative and collectivist act.

PM3 was a leader that also handles conflict with an avoidance style, saving face and preserving the relationship. PM3 stated, “In reality, in 30 years of working, I have had two unwelcome situations. I am president of medical tourism and I have already 12 years in that area. My work lets me avoid conflicts and try to resolve situations.”

PM1 took a different approach to conflict as well as PU3. Both leaders used mediation or voting as a means to find resolve and to compromise. PM1stated, “In this case, as we work with United States associations and Mexican ones, there always has to be a mediator, for when there is a discrepancy or a difference of opinion that arises. Obviously, there is a mediator, that he has the last word. Because we always, always, always, are right (*said jokingly*).”

PU2 is a leader that works across the United States and Mexico, but they collectively collaborate with seven to eight different countries. PU2’s approach to conflict was to not expend any energy on this as it seemed to be a waste of time. PU2

stated: "Why would we want to waste any energy on fighting because we have people to serve here. Our focus should be, you know, how are we going to help people?"

Teams, across the globe, that work cross-culturally or on intercultural teams, are unique and have complex dynamics because of the mix of differing values, goals, culture, ethnicity and more. Leading diverse teams requires a leader to utilize strategies to be effective in mobilizing these teams' and maximizing organizational performance. The findings of this study on leaders' focus on the goals of the organization, or task focus, and how they manage conflict is closely connected to the conceptual framework of cultural intelligence.

Organizational leaders must have the ability to manage conflict inherent to the multicultural teams they lead (Liu et al., 2018). It requires the ability to understand why the conflict is happening in the first place, and then the ability to mitigate negative aspects of this conflict and use it in a positive way. Conflict can be positive in terms of disruption and coming up with new ideas (Nancy Chen et al., 2018). However, the negative aspects of it must be harnessed and reversed. Leaders often underestimate the inevitability of conflict among the team members. Conflict occurs because of communication style differences, different means of conflict resolution, having different historical and contextual lenses, as well as operating from a different place in terms of cultural norms and values (Plessis, 2012; Schreuders-van den Bergh & Du Plessis, 2016).

One reason there is conflict in these teams is that each individual communicates differently, especially across cultural lines. Due to differences in communication styles, this kind of conflict results in constructive or destructive conflict (Ahmad & Saidalavi,

2019). There are language barriers, different meaning of words, and communication styles such as indirect and direct communication (Adam & Harika, 2017). When communication is ineffective, there is often an inability to build relationships and trust and truly understand the conveyed meaning. When teams do not understand the meaning, they begin to distrust their intercultural team members and performance slows down (Latusek & Vlaar, 2018).

These leaders, although using two very different conflict resolution styles are all very effective leaders. A second strategy of metacognition is the ability to manage, and mitigate, conflict. Individuals that are culturally competent could make sense of the complex dynamic and work through this conflict with and for their team. These leaders have learned to navigate and manage this conflict and find ways to help their team bridge the gap and reduce barriers, they are unable to see or understand. Half of the leaders use avoidance and aligning their volunteers as much as keeping the focus on the overall goal they have of serving needy citizens. The other half of the leaders use negotiation, mediation, compromise, and a fair and equitable way to resolve conflict with mutually beneficial outcomes or agreed upon outcomes.

Connections Between the Theme and the Conceptual Framework

The higher levels of metacognition include sensemaking, conflict resolution, negotiation, and decision-making. Meta strategies of metacognition requires that a leader has the skillset to make sense of their environment and what is happening in these settings and then to create a strategy towards conflict resolution in the group. Metacognitive skills also allow a leader to intentionally formulate strategies and then find

ways to strategically apply them. These skills also give leaders the ability to intentionally set belief systems in the culture of the organization and contain emotion as a means to resolve conflict. All of these leaders, as described above, are utilizing these higher-level meta strategies of CQ to set belief systems, make sense of their settings and navigate conflict resolution and problem solving, effectively.

Connections with the Literature Review

As a summary to the above connections of the findings to the literature review, Klein et al. (2011) studied how goal focus to mitigate conflict can be used for constructive means vs. destructive means. Their work showcased how this meta strategy had a direct impact on changing team behavior. The same conclusive findings were in the work of Ghulam et al. (2017) and Plessis (2011) as their study illuminated the need to be cooperative and collaborative with diverse team dynamics. The findings of the study show that leaders who are more effective are using cooperation and collaboration as a strategy. Next, I will discuss another intentional and strategic application of setting a collectivist culture in the organization.

Theme 4: Collectivist Culture Strategy

Much of the research in the literature review, revolving around Liu et al.'s (2018) research and Chen et al.'s (2018), involves the idea of creating and cultivating an organizational culture that has a tone of collectivism. The researchers work evolved around the leader setting the tone and beliefs of the team members that all team members would benefit, mutually. Chen et al.'s work prompted leaders to utilize Eastern collectivism in their organizations. This type of environment promotes inclusion of all

members, sets a belief that all will benefit, sets a cooperative tone and expectation that the team will always reach a cooperative approach with each other. This type of culture creation lays the very foundation for a high-performing and effective team.

The leaders in this study, exude and exemplify the very type of leader Chen et al. (2018) is discussing. Five out of seven leaders mentioned strategies around cooperative or beneficial outcomes a well as studying cultures and being respectful to develop inclusion. PU2 explained that they continue to work on a problem until it is resolved. Their organizational members continue to come back, and problem solve until it is resolved [any organizational issue]. They come to the table assuming that there is going to be a solution; they come to the table knowing there will be a solution. PU2 also stated: "There is a great deal of respect. There has to be respect, dialogue, authenticity, and transparency." PU2 went on to discuss the value this environment and culture adds to members: "Many of them have, you know, educated backgrounds, they have degrees. They just tend to flee their country for one reason or another. But they have skills they are bringing to the table. They have master's degrees, teaching degrees, and so this gives them a feeling that they are contributing, and this gives them their self-respect and their dignity back and they are making a contribution to the organization." PM3 stated, "…we make decisions together. Everything is together."

Brycz et al. (2015) conducted a quantitative study and issued a Metacognitive Self Scale questionnaire to 985 participants. The participants were from Poland, the United States, Spain, England, Vietnam, Japan, and India. The researchers hypothesized that individuals from collectivist societies, vs. individualistic, had a higher level of

metacognition and were able to examine their self-bias. This was more difficult for a participant from an individualist society. Brycz posited that this was impacted by culture and so there are differences of levels of metacognition depending on the society the individual is from. The same findings came from Van der Plas et al. (2022). There is a cultural impact on the accuracy of judging one's own self-biases. PU2 stated, "…most people will come to the table with an answer of exactly what they feel they need but often times, if we are not asking the question, we make assumptions, and we start helping in ways that are not helping." When interacting cross-culturally, it is important to be aware of this and adjust for one's behavior. Those from collectivist societies are better at this self-evaluation of their own assumptions. If someone is from an individualistic society, it is good to be aware of this for self-evaluation and to learn how to self-examine in a more accurate way. Leaders could help train and coach their team members to create awareness and business application. One additional strategy that PU2 implements, for self-evaluation, is to ask for feedback: "…get feedback in both directions…."

One additional insight from this interview with PU2 is that you can ask for feedback, but you have to build relationships so that you can ask for feedback, objectively and, "understand each other's intentions even when they don't make sense." PU2 was specifically using the metacognitive strategy of sensemaking in these scenarios. Cultural intelligence strategies, metacognitive specifically, help individuals make sense of the current interactions they are in and begin to cognitively understand these differences and help their teams see through a different lens (Beeler & Lecomte, 2017).

What I found, in the semistructured interviews, was similar. As a collectivist society, the Mexican nationals identified far more collective terms and strategies. The United States nationals identified fewer. The Mexican national participants discussed collective strategies, or collective outcomes, respecting other cultures, incorporating associations, and making collective decisions, there did not appear to be an understanding that they are behaving in any way that would be different from the U.S. However, they identified far more collective terms than the U.S. nationals coming from an individualistic society.

Other examples of a collectivist spirit were when PM1 stated:

> Similarly, even though they are migrant people, they bring different distinct cultures to the country that they are traveling to or wanting to eventually end up in, and we have to also rescue, in a certain way, their cultures so that they will have a good stay. It's like helping them remember where they are coming from, so that they do not lose their roots. And the culture, whether it be Mexican, Haitian, Puerto Rican, Salvadorean, United States, continues being part of their essence.

PM1's response is in direct agreement with the research and work of Schwartz et al. (2020) and the ability to use meta strategies that value cultural differences and not using ethnocentrism believing in only one cultures ways. PM4 explained a collectivist spirit through inclusiveness:

> Studying the needs, we always look to work hand in hand with a spokesman or leader of these types of communities. With migrants, for example, I can tell you

> that Cubans have more interest in health with health topics. For example, Haitians are a little more concerned with diet. Each group has its own needs. And we try to adapt to them.

Adaptation is a motivational and behavioral component of CQ. Not only are these leaders motivated to adapt but they must change their behavior to do so. Mangla (2021) posited recently that people who have a higher level of CQ can actually and intentionally change their own behavior. However, it still takes cognitive skills of knowing what they are adapting to and why as well as metacognitive skills of making sense of the adaptation. The development of cultural competency, and metacognition, assists leaders in using strategies to manage conflict in cross-cultural settings, make sense of cultural contexts, and solve problems within the team since diverse work teams experience contextual differences that cultural adaptation alone does not navigate (Groves et al., 2015).

Gomez and Taylor (2018) research reached an unexpected conclusion. Mexican nationals were more prone to using the negotiation tactics over U.S. participants, which enhances intercultural collaboration (Beeler & Lecomte, 2017). Mexicans did not fall heavily on preference to ignore the situation, which is contrasting the exact opposite findings by Olsen (2013). The caveat in the research by Gomez and Taylor (2018) is that in these kinds of negotiations, participants expected more of a collaboration for a mutually beneficial outcome. PM1, PM2, PM3, PM3, and PU2 all expected collaborative and cooperative outcomes. PM4 stated, “It helps us to continue preparing ourselves, working together to obtain our goals, and that our commitments are oriented in the best way to achieve inter-cultural society advances.”

Training

One subtheme that came out of this collectivist approach was the studying, training, and coaching that these leaders had or display. PU2 discussed, “learning the language…” to be able to act or behave differently. PU2’s supervisor gives her direct feedback and coaches her in what might be culturally appropriate or inappropriate. This training component is parallel to the research and findings of Headley (2021), Kumar (2021) and Mor et al. (2013) in that these skills can be adapted by staff through training. PU2 also stated, “[My supervisor] he is Latino himself. He’s Latino American but he understands the Latin culture. He understands, you know, the traditions, historical context, language, and nuances and because of that he gives us direct feedback.”

PM1 took the approach of taking a census and using surveys as a means of training and studying the culture and desires of the groups. PM1 was asked how were these strategies developed? PM1 stated: “There has been, how would you say, a census for the immigrants, and based on that, they decide how many, based on each country, approximately as there is not an exact figure, are from each country on our border.

Then, based on that, it can be identified how many there are from each country, and we see what they consume the most in their countries so that they do not have a gastrointestinal sickness, see what their uses and customs are, so we can also see where we should employ them during their stay, for those who want to be employees.” The leader is intentionally studying and learning about each culture. PM1 stated, “We study their culture so as not to offend and help them foment these ideas on their journey or path to the border.” PM4 stated, “I learned it from leaders and the formation we have with the

associations, also courses, workshops for social support." PU3 stated, "Well, basically, [our leader] is our cross-cultural instrument in working between the US and Mexico."

These leaders who discussed training and coaching all had partners, leaders, or collaborators that could give them feedback, guide them and teach them cultural nuances and appropriateness, as well as help them study cultures for better knowledge and understanding. Training, coaching, studying, learning, gaining knowledge are all cognitive and metacognitive strategies for sense making, problem solving, negotiating and resolving conflict.

Cognition

The third element of cultural intelligence, or cultural competency, cognition. Cognition is the awareness of a culture, or the traditions of the main culture ((Bernardo & Presbitero, 2018). Groves et al. (2015) posited that cognition is related much closer to metacognition and the decision making, or critical thinking, process. However, cultural knowledge alone does not provide all the strategies when individuals behave differently, communicate differently, solve conflict differently and the cultural context changes (Liu et al., 2018). Cognitive ability, alone, does not allow a team member to make sense of the situation, negotiate and problem solve, and adapt differently through the complexities. Multiple researchers argue that metacognition is required (Goryunova, 2020; Leung et al., 2013; Mor et al., 2013). These leaders in the semistructured interviews are using cognitive and higher-level meta strategies of metacognition. Let me give you some examples.

Bernardo and Presbitero (2018) argued as well that there are components that must be learned or acquired first, before the individual could engage the other components or elements of cultural intelligence. This is metacognition. Metacognitive, higher-level thinking must take place before an individual can be motivated to learn about another culture or adapt and behave in a way that is culturally appropriate, in intercultural interactions. It allows individuals and leaders to help train appropriately. The researcher's work found that it is not enough to simply believe that one could become competent interculturally by simply reading about a country or culture and attempting to assimilate or mimic behaviors in that culture, which was the foundation of early research on CQ. Cultures around the world need to build relationships to build trust and to be effective (Solomon & Steyn, 2017). This is done by using metacognitive skills and being authentic in this process.

These leaders are behaving, acting, adapting, and studying other cultures to challenge their own understanding. Bernardo and Presbitero (2018) explained that higher-level thinking must take place before an individual can be motivated to learn or adapt or behave. So, these leaders are operating at a higher-level of thinking and utilizing meta-strategies from metacognition. PM4 stated: "Studying the needs, we always look to work hand in hand with a spokesman or leader of these types of communities. Each group has its own needs, and we try to adapt to them." PU1 discussed the need to contain emotion and behave by not reacting due to emotion: "Sometimes emotion gets in the way. Yo,u have to take the emotional portion out of it; it's just an emotional reaction." PU2 stated "You've got to be motivated, right? You've got to work through the language barriers."

These leaders are discussing behavior and motivation, but they would not be able to do this without metacognition. Thinking about their own thinking, getting feedback, challenging their own bias and assumptions, making sense of situations and negotiating through them.

Cooperation and Competition

The cooperation and competition theory, in conjunction with CQ, contrasts the leader's actions and that either a group of people have a belief that there will be mutual consideration for everyone, and this will produce a cooperative culture, or they will believe it is a win-lose situation and the environment and dynamics will be one of competition. The authors posited that there are specific strategies to create that culture of cooperation and collaboration by understanding the dynamics of a team and again, those are to continually market and sell the notion that everyone at the table is going to be cooperative. Again, this is in conjunction with the leader creating a collectivist organizational culture built on the foundation of CQ theory (Liu et al., 2018).

The final theme, although not exhaustive, will discuss how these leaders are effective by using strategies that ensure recognition, acknowledgement and value of other cultures and each culture's needs. First, I will summarize the connections.

Connections Between the Theme and the Conceptual Framework

First, five out of seven leaders mentioned strategies around cooperative or beneficial outcomes, setting culture expectations, a well as studying cultures and being respectful to develop inclusion. As a collectivist society, the Mexican nationals identified far more collective terms and strategies. The U.S. nationals identified less. PM1's

response is in direct agreement with the research and work of Schwartz et al. (2020) and the ability to use meta strategies that value cultural differences and not using ethnocentrism believing in only one cultures ways. PM4 explained a collectivist spirit through inclusiveness and setting the organizational tone.

Second, adaptation is a motivational and behavioral component of CQ. Not only are these leaders motivated to adapt but they must change their behavior to do so. It still then takes cognitive skills of knowing what they are adapting to and why as well as metacognitive skills of making sense of the adaptation. They are studying other cultures, training, coaching, learning the language, and giving direct feedback. Training, coaching, studying, learning, gaining knowledge are all cognitive and metacognitive strategies for sense making, problem solving, negotiating, and resolving conflict.

Connections with the Literature Review

I will summarize some of the literature review connections to the findings, as stated above. Brycz et al. (2015) conducted a quantitative study and hypothesized that individuals from collectivist societies, vs. individualistic, had a higher level of metacognition and were able to examine their self-bias. PM1's response is in direct agreement with the research of Brycz et al. and the work of Schwartz et al. (2020); they could use meta strategies that value cultural differences and do not use ethnocentrism and believing in only one cultures ways. PM4 explained a collectivist spirit through inclusiveness. Another connection was with PU2 as they discussed: "…learning the language…" to be able to act or behave differently to have a more collective outcome. PU2's supervisor gives her direct feedback and coaches her in what might be culturally

appropriate or inappropriate. This training component is parallel to the research and findings of Mor et al. (2013) and Kumar (2021) and were discussed by 5 out of the 7 participants. Van der Plas et al. (2022) recently posited that a learned metacognitive skillset came from the culture someone grew up in; it was shaped from an early age by society.

Theme 5: Cultural Inclusion Strategy

One reason why leaders use strategies to be more effective and culturally competent is the idea that you have to have strategies because you have to be able to recognize, acknowledge, and value different cultures, religions, and norms of those you are working with. PM1 stated, "Ok, the importance to use strategies to encompass all of the situations of the immigration, is the fact that there are many different cultures from many different countries. So, we have to have a specific strategy." PM1 went on to say:

> Similarly, even though they are migrant people, they bring different distinct cultures to the country that they are traveling to or wanting to eventually end up in, and we have to also rescue, in a certain way, their cultures so that they will have a good stay. It's like helping them remember where they are coming from, so that they do not lose their roots. And the culture, whether it be Mexican, Haitian, Puerto Rican, Salvadorean, United States, continues being part of their essence.

PM4 agreed stating, "Well, yes, with cultural respect, cultural tolerance, and dialogue, we recognize diversity as a medium pf mutual enrichment…." PU3 and PU1 both agreed that respect of your diverse teams' cultures, you must have respect and lead with respect as a

model for your group, stating, “I think you have to be respectful, you know, of what their culture is like….” PU2 explained how they work with so many different countries and cultures that the leader must give feedback to help preserve these relationships and have respect for each distinct culture: “There are also very many different dialects. There are ethnic groups from Haitian descent, Central American descent, and Latino culture. Because of this mix of migrants…the director is the one that negotiates and behaves differently… [to be inclusive and show respect].” The ability to be effective is critical as they must navigate diverse cultures other than their own and cooperate and collaborate in cultures that are dimensionally and contextually, opposites (Chen et al., 2018; Liu et al., 2018; Plessis, 2012).

Connections Between the Theme and the Conceptual Framework

One interesting aspect of the interviews is that these leaders able to recognize, acknowledge, and value different cultures, religions, and norms of those they are working with. They are utilizing a culture of inclusion and making sure all cultures make up the culture of the organization. Part of this is sensemaking in metacognition. They are intentionally studying, learning about diets, gaining knowledge about cultural norms, and even other cultures decision making process. In this theme there is also inclusive behaviors such as respect which is directly tied to behavioral and motivational components of CQ.

Connections with the Literature Review

In summary, as listed above, Chen et al. (2018), Jackson (2020), Liu et al. (2018), and Plessis (2012) acknowledged the importantce of leaders needing to be able to

naviagte these complexities in order to be effective. Leaders need to be able to navigate cultures that are contextually opposites. These leaders are effectively navigating leading diverse work teams that are parallel to the findings of these researchers.

Leadership Guide

The following section will list the eight research questions that were asked of each participant. The information under each question identifies the new information that was discussed when answered in a bullet point presentation for an easy-to-use guide as a leader. These strategies are strategies that leaders can implement to be more effective cross-culturally and to develop and become better at cultural competency.

Why leaders should use strategies to navigate these cross-cultural complexities and leverage relationship.

- The need to network and ban together to solve multiple societal problems and to share resources.
- The fact that strategy is needed if leaders and teams are going to work across multiple cultures.
- Leaders have to recognize and acknowledge different cultures, religions, and cultural norms.
- Almost all of the leaders agreed that there are complexities with language, communication and so you need strategies, as a leader, to navigate the setting and solve societal issues.

How to develop strategies to navigate cross-cultural complexities and leverage relationships.

- Work on strategies as a collective team and include these strategy sessions with all cultural groups. Develop strategy as a group and common goals.
- Study, intentionally, the cultures you are working with to gain knowledge, understand norms, and will be able to successfully collaborate.
- Keep in mind that the needs of the society will drive the strategy.
- Hold corporate training, workshops, leadership coaching, and support

Strategies to navigate cross-cultural complexities to improve your organization's performance.

- Value the distinct different in cultures rather than thinking that one culture is superior to another.
- Utilize team members from within the cultures to help solve cultural and societal problems.
- Recognize different cultures, traditions, religions, diets, and norms.
- Keep the essence of each culture alive in the group and allow each culture to become a part of a collective whole in the organization.
- Study, intentionally, the cultures you are working with to gain knowledge, understand norms, and will be able to successfully collaborate.
- Keep a goal focus and task focus to minimize conflict. When conflict arises, use voting, mediation, as a tool or mission and vision focus.

- Adapt behavior and ask for feedback.

Strategies to leverage cross-cultural relationships

- Value the distinct different in cultures rather than thinking that one culture is superior to another.
- Study, intentionally, the cultures you are working with to gain knowledge, understand norms, and will be able to successfully collaborate.
- You have to recognize different cultures, religions, diets and norms.
- Formulate, as a group, the way they will serve and how all of you will serve society, as a group.
- Evaluate who you choose to serve with and their goals – are they the same? Not always with the same ideas – but absolutely the same goal.
- Treat the organization and groups as a global family and not people from different cultures or countries.
- Focus on mutually beneficial outcomes.
- Foster empathetic communication.
- Be curious. Ask questions and ask for clarification. Ask what the needs of the group are and do not make assumptions about how to help.
- Foster respect.
- Build relationships so that team members can be open to feedback for cultural inclusiveness, appropriateness, and sensitivity.

Understand how collaboration and leveraging cross-cultural relationships benefit the overall goals of your organization.

- Benefits society as lives integrate cross-culturally.
- Increases the ability to meet the goals of the organization in procuring resources from donors and that the mission is effectively achieved in serving citizens and solving societal problems.

Team-centric strategies to use to negotiate, behave, or act differently in settings with diverse teams.

- Study, intentionally, the cultures you are working with to gain knowledge, understand norms, and will be able to successfully collaborate.
- Use a mediator to resolve conflict, effectively, and agree ahead of time to compromise.
- Set the tone in the organization, and belief, that all will benefit from decisions and there will always be mutually beneficial outcomes.
- Focus on organizational or task goals to resolve issues. Task focus.
- Slow communication and ask clarifying question.
- Ask for feedback.
- Recognize what saving face means for different cultures and different conflict resolution styles and which ones to use in which settings.
- Consider groups as collaborations and cooperative teams.
- Build relationships so that you can ask for feedback.

- Set the tone for, and leave time for, collective team strategy development.
- Learn the art of negotiation and how cultures use this with diverse teams

Strategies to resolve conflicts and problems with groups of different cultural backgrounds.

- Use a mediator to resolve conflict, effectively, and agree ahead of time to compromise.
- Talk and dialogue.
- Compromise and find mutually beneficial outcomes.
- Focus on the task and common goals.
- Give feedback for better understanding and ask for feedback.
- Reflect on these settings and interactions and practice ahead of time how you will respond and behave. Consider containing emotion and what that means.
- Do not spend energy on disagreeing.

Additional strategies for navigating cross-cultural complexities to improve performance.

- Collectivism vs. Individualism in Team Culture
    - For those from an individualistic society, be respectful of other cultures and acting as a guest in other countries.
    - Learn what it means to have a collectivist mindset and how that impacts an agenda for the group
    - Build relationships with a low-power distance.

- Create and cultivate a collective and cooperative culture fostering the belief that there are beneficial outcomes for everyone.

Applications to Professional Practice

Nonprofit organizations address a global, national, or local social problem although U.S. nonprofits struggle to collaborate in global workplaces when working with multicultural teams, which disrupts organizational effectiveness (Ahmad & Saidalavi, 2019). With the rapid pace of technology, nonprofits are operating more globally than ever before, so leaders are facing navigating the complexities of multicultural teams and need to develop cultural competency (Charleston et al., 2018; VanDierendonck et al., 2017). These difficulties require leaders to gain strategies to lead these cross-cultural teams and to be effective at it so that they can meet their organizational goals and ensure high team performance in business application. The findings of this study illuminate effective strategies that nonprofit leaders use to develop cross-cultural competency to improve organizational performance and be more effective. Overall, the findings include specific and detailed strategies for leaders to navigate these complexities and achieve effective organizational performance. These strategies can help leaders develop good business practices and it can change their outcomes.

Based on the findings of my research, leaders of nonprofit organizations could use the following strategies to improve performance, effectiveness and operate with cultural competency in the organization. The five strategies are: (a) create and cultivate groups and collaborate as a group of organizations or associations, (b) determine goals and strategies together as a team, (c) focus teams on organizational goals and tasks, (d) set a

collectivist vs. individualistic tone in the team culture, and (e) recognize, acknowledges, and value distinct cultures and each culture's needs.

In business application and practice I will list out how the strategies help leaders in the business setting. The first strategy, create and cultivate groups and collaborate as a group of organizations or associations is a catalyst for nonprofits to gain more resources, synergy and opportunities. These networking strategies are a component of what makes leaders more effective in organizational performance and meeting goals. The second strategy, determine goals and strategies together as a team reduces conflict, and assists leaders in collectively being more effective. Especially when combined with communication, listening, empathy and respect. The third strategy, focusing teams on organizational task or goals reduces conflict and allows the teams to perform well in a cooperative and not a competitive environment. The fourth strategy, set a collectivist vs. individualist tone in the team culture gives teams a sense of inclusion and that there are mutually beneficial outcomes for all which led to cooperation and compromise. The fifth strategy is to recognize, acknowledge, and value distinct cultures and each of these cultures' own needs. It fosters a cooperative and collaborative culture with teams whose cultures are dimensionally and contextually, opposite (Chen et al., 2018; Liu et al., 2018; Plessis, 2012).

I have included a succinct leadership guide for leaders to use in business. By developing and implementing these strategies, nonprofit leaders become more culturally competent and will be more effective in collaborating in global workplaces, working with multicultural teams and perform at a high-level to meet organizational goals which serve

and solve problems for society. The development of cultural competency, and metacognition, assists leaders in using strategies to manage conflict in cross-cultural settings, make sense of cultural contexts, and solve problems within the team since diverse work teams experience contextual differences that cultural adaptation alone does not navigate (Groves et al., 2015).

Implications for Social Change

The implications for positive social change are that this study's findings may help leaders change how they lead and navigate the complexities effectively, and functionally operate interculturally (Giorgi et al., 2017). If nonprofit organizations improve their performance and catalyze organizational collaboration, they can become more effective at achieving their missions that often solve societal problems. Organizations achieving their missions directly impacts the populations of people across the world that they are serving and impacts how they are serving them. The bottom line for organizations is directly impacting, enhancing, and changing lives on an individual level and a community and global level, through social and behavioral change.

Recommendations for Action

I would recommend continued research on not only the development of cultural competency but development of all factors of CQ to create more growth and development of the high-level meta-cognitive skills in metacognition. Global leaders, outside of the United States, are exemplifying these skills sets more often than U.S. leaders. The second recommendation would be to start to network and build coalitions and associations with other NGO's that are operating in the same type of service sectors, as a nonprofit or NGO

organization; especially if they are operating cross-culturally. The implications, from understanding how networking works, for positive social change are that leaders navigate the complexities effectively, and functionally operate interculturally to collaborate and network (Giorgi et al., 2017). The third recommendation would be to learn to cultivate strategies and goal development as cross-cultural teams. Inherently each team member brings their leadership skills, skillsets, talent and collective thought. The final recommendation would be to hold corporate training sessions, workshops, and learning sessions to help teams recognize and understand more about other cultures, traditions, decision-making, conflict styles and norms. Experiential learning can be a powerful strategy (Kemmelmeier & Kusano, 2018; Snodgrass et al., 2021). These research findings should be publicized in business journal articles to reach the leaders this would directly impact.

Recommendations for Further Research

To explore strategies nonprofit leaders, us to develop cross-cultural competency and improve performance requires open ended questions and an opportunity for participants to share their experiences with the phenomenon. This study was a multiple case-study using semi structured interviews to collect data from seven participants. A future study could be conducted with far more leaders to gain an even more global sense of effective strategies to improve the performance of NGOs and create improved practices of the businesses and organizations.

One of the other limitations discussed earlier, was the limitation of the qualitative interview questions and asking the participants to share their answers and strategies. Each

research participant may have had a subjective lens, rather than objective, with which they see the phenomenon in answering the questions based on their own judgements (Trafimow, 2014). The researcher cannot control the complexities that each participant identifies and the potential subjective nature of these answers. I would also recommend conducting a quantitative study which may be able to measure how many strategies a leader uses or how often the same types of complexities are identified.

Reflections

My first learning experience was a very valuable one. My chairs pushed me to get out of my comfort zone, and as an effort to better negate bias, and reach an even larger population of participants and from broader business backgrounds. In taking this approach, I reached participants that were highly effective and culturally competent leaders. The data was so much richer and will create a much broader and important impact on NGO's and their ability to be effective cross-culturally. I am very excited about the synergistic power of the findings and the social impact it could have on these populations of people that are served.

My second learning experience came from my chair trying to influence my thinking and help me see that all situations can be negotiations where we find cooperative outcomes and mutually beneficial outcomes with compromise.

My third learning experience was so impactful and transformational, I am not sure that I can explain it well in words. I have been functioning in Mexico for the last 20 years, working to serve populations of people in poverty with vital medical and social needs. What I learned from these participants was so important and profound it will

change the very way I operate, lead, and collaborate. It has changed underlying core values and my individualistic mindset growing up in the United States. It helps me understand why our Mexican national partners push for networking and collective and strategic goal development. It also helps me see the world from a far more collectivist place. To lay down my own personal agendas to be selfless enough to look at what is the very best for the most people. Where to work on compromise and cooperative outcomes. I think this approach and these culturally competent strategies will help us be even more effective and serve even more people with even better-quality service and outcomes.

Conclusion

I would like to illuminate the necessity of nonprofit organizations to have strategies to lead cross-cultural teams and the need to be culturally competent for effectiveness as a leader. Gaining these strategies will help nonprofit leaders collaborate more effectively globally and create a larger social impact. Through thematic analysis and pattern matching with the data that I collected, I revealed strategies that these nonprofit leaders use to develop cross cultural competency and improve organizational performance.

The five main themes that arose from these interviews of highly effective NGO leaders, were: (a) create and cultivate groups and collaborate as a group of organizations or associations, (b) determine goals and strategies together as a team, (c) focus teams on organizational goals and tasks, (d) set a collectivist vs. individualistic tone in the team culture, and (e) recognize, acknowledges, and value distinct cultures and each culture's needs. If nonprofit leaders can develop this type of cultural competency, and learn these

strategies, they could impact even more people they are trying to help. Our nonprofits serve a global population and solve societal problems and issues; a higher probability of effectiveness means that these NGOS make an even more global impact in the world to individuals, communities, and entire countries.

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Appendix A: Interview Protocol

The setting for the interviews will be at a clinic in Mexico. I will provide coffee and water and the only people in the clinic will be me, as the researcher, the native Spanish speaking translator, and the participant.

Thank you for participating in this study, as it could greatly impact the success of other global teams that collaborate cross-culturally. The impact would allow them to be more effective as intercultural leaders. Thank you for signing the consent form. During the interviews, please feel free to ask questions or stop to take a drink of water. I am simply going to ask eight questions. If you choose to withdraw from the interview, you may do so at any time. Simply tell me that you need to withdraw, and we will close the interview. No answers will be saved or transcribed. When the research data collected has been transcribed, I will follow up with a member checking interview.

Purpose of the Research

The purpose of this qualitative multiple case study is to conduct in-depth interviews and explore the strategies that nonprofit leaders use to navigate cross-cultural complexities and leverage relationships to achieve outcomes. The targeted population consists of U.S. and Mexican nonprofit leaders who effectively collaborate on the northern border of Mexico. The contributions to social change from this proposed study may be that nonprofits will become more effective in collaborating cross-culturally and leveraging relationships with strategies to create achievement of goals and gain limited contributions, resources, and time from volunteers (Giorgi et al., 2017). These outcomes

allow for competitive advantage, and this allows them to achieve their mission and performance outcomes.

Interview Questions

1. Why do you use strategies to navigate these cross-cultural complexities and leverage relationships?
2. How have you developed strategies to navigate cross-cultural complexities and leverage relationships?
3. What strategies do you use to navigate cross-cultural complexities to improve your organization's performance?
4. What strategies do you use to leverage cross-cultural relationships?
5. How does collaboration and leveraging cross-cultural relationships benefit the overall goals of your organization?
6. What, if any, team-centric strategies do you use to negotiate, behave, or act differently in settings with diverse teams?
7. What strategies do you use to resolve conflicts and problems with groups of different cultural backgrounds?
8. What additional information would you like to share on your strategies for navigating cross-cultural complexities to improve performance that we have not already discussed?

Wrap Up the Interview

Thank you, we are completed with the interview and all questions. Thank you very much for participating in this important research study. If you have any questions at

all, please feel free to call me at 612-269-6895 or contact me at diannaolsen@gmail.com. I will follow up with you as soon as the transcription is completed.

Request Secondary Documents

I would like to ask if you have any documents from the community papers or local news that I could collect? The documents would be helpful in showing the impact these successful collaborations have on the community and effective outcomes of the mission of the organizations.

Schedule Member Checking Interview

When the data has been collected and transcribed, you will have an opportunity to read the transcription to ensure you agree with the meaning of the research answers. If you determine there is something, you want excluded or is not conveyed correctly we can either fix the translation or remove the answer. Let’s schedule a timeframe to review the transcription but I will follow up with the exact dates.

Appendix B: Factors and Elements

Table A3

Factors and Elements

CQ Factors	Elements of Factors	Sub-Elements	PU 1	PU 2	PU 3	PM 1	PM 2	PM 3	PM 4
Motivational									
	Practice ahead of time					X			X
	Think through outcomes in advance		X	X		X	X		X
	Adapt despite opposing values, systems, and beliefs		X	X	X	X			X
CQ Factors	Elements of Factors	Sub-Elements	PU 1	PU 2	PU 3	PM 1	PM 2	PM 3	PM 4
Behavioral									
	Conflict style								
		Avoidance		X			X	X	
		Compromise	X		X	X			X
		Force							
		Collaboration	X		X	X			X
	Modifying their own behavior		X	X	X	X	X	X	X
	Adapt to unknown settings		X	X		X	X	X	X
	Contain emotion		X				X		
CQ Factors	Elements of Factors	Sub-Elements	PU 1	PU 2	PU 3	PM 1	PM 2	PM 3	PM 4
Cognition									
	Do they know other cultures and traditions of the people they work with		X	X	X	X			X
	Do they understand elements of Hofstede's dimensions?								
		Power distance	X	X	X	X	X	X	X
		Individualism vs. collectivism		X		X	X	X	X
		Indulgence vs. restraint							
		Long vs short terms orientation							

		Masculinity vs femininity							
		Uncertainty avoidance							
CQ Factors	Elements of Factors	Sub-Elements	PU 1	PU 2	PU 3	PM 1	PM 2	PM 3	PM 4
Metacognition									
	Sensemaking					X			X
	Conflict resolution		X	X	X	X	X	X	X
	Negotiation		X			X		X	X
	Problem solving		X	X	X	X	X	X	X
	Decision making								
	Cooperation vs. competition		X	X	X	X	X	X	X
		Win-win or win-lose							
	Do they understand communication styles are different		X	X	X	X			X
	Do they understand goals differ as well as values				X	X	X	X	X

Appendix C: Matrix Grid for Coding

Table A4

Matrix Grid for Coding

	CODING	CODING	CODING	CODING	CODING	CODING	CODING
	PM1	PM2	PM3	PM4	PU1	PU2	PU3
About the Participant							
Teams	Collaborates cross culturally	Collaborates cross-culturally	Collaborates cross-culturally	Collaborates cross-culturally	Collaborates cross culturally	Collaborates cross-culturally	Collaborates cross-culturally
Locations	Northern border region of Mexico	Northern border region of Mexico	Northern border region of Mexico	Northern border region of Mexico	Southern border region of the U.S.	Southern border region of the U.S.	Southern border region of the U.S.
Type	Humanitarian and social services organizations operating nationally and internationally.	Social services and religious organizations. 36 years	Governmental and political organizations. Educational and career training organizations.	Humanitarian Aid Organizations	Educational organizations	Humanitarian and Legal Aide, Shelter and Education	Educational organizations
Functions solo or as a group	Operates in a group of associations		Operates in a group of associations	Operates in a group of associations	Operates in a group of associations	Operates in a group of associations	Operates in a group of associations
Types of service organizations	Primarily working with migrants from other countries that end up in this border region of Mexico. Up to 6 or 7 different countries collaborating.	Primarily working with children and vulnerable populations impacted by poverty living I the streets and dumps. Last year they served more than 150,000 migrants. Mexican and American collaborators.	Helping men, women, and children in healthcare in gaining governmental resources, provide educational opportunities and career training to provide work as a means of moving out of poverty.	Primarily helping migrant populations with social assistance.	Primarily helping children gain education in high school and university as a tool to move out of poverty. Also building homes in destitute communities.	Primarily helping migrant populations from several different countries residing on the border of the U.S. and collaborating with the organizations in Mexico. Humanitarian aide, legal aide, asylum aide, shelter and housing, education.	Primarily helping children gain education in high school and university as a tool to move out of poverty.
Education:	Master's degree	Master's degree. Came from a farming family	Doctoral degree	Bachelors in Science - Petroleum Engineer	BA in Organizational Communica	BA in teaching and master's degree in Psychology	BA in Human Resources and Military

		CODING	CODING	CODING	CODING	CODING	CODING	CODING
		PM1	PM2	PM3	PM4	PU1	PU2	PU3
						tions and Military		
Research Questions	#							
1. Why do you use strategies to navigate these cross-cultural complexities and leverage relationships?	1	The need to network and band together to solve multiple problems in network and share resources	The need to network and share resources	The need to network and share resources	The need to network and share resources	The need to network and share resources		
	2	The need to solve societal problems.	The need to solve societal problems.	The need to solve societal problems.	The need to solve societal problems.		The need to solve societal problems.	
	3	If you are going to work across multiple cultures, you have to have multiple strategies.	If you are going to work across multiple cultures, you have to have multiple strategies.	If you are going to work across multiple cultures, you have to have multiple strategies.	If you are going to work across multiple cultures, you have to have multiple strategies.			If you are going to work across multiple cultures, you have to have multiple strategies.
	4	You have to recognize and acknowledge different cultures, religions, norms.	You have to recognize and acknowledge different cultures, religions, norms.	You have to recognize and acknowledge different cultures, religions, norms.	You have to recognize and acknowledge different cultures, religions, norms.	You have to recognize and acknowledge different cultures, religions, norms.	You have to recognize and acknowledge different cultures, religions, norms.	
	5	Because it is complex, you need strategies. It is complex due to language, communication, etc.			Because it is complex, you need strategies. It is complex due to language, communication, etc.	Because it is complex, you need strategies. It is complex due to language, communication, etc.	Because it is complex, you need strategies. It is complex due to language, communication, etc.	Because it is complex, you need strategies. It is complex due to language, communication, etc.
2. How have you developed strategies to navigate cross-cultural complexities	1	There was not a recognition that they "developed" these strategies in an	There was not a recognition that they "developed" these strategies in an	There was not a recognition that they "developed" these strategies in an educational setting. The		There was not a recognition that they "developed" these strategies in an	There was not a recognition that they "developed" these strategies in an educational	

	CODING	CODING	CODING	CODING	CODING	CODING	CODING
	PM1	PM2	PM3	PM4	PU1	PU2	PU3
and leverage relationships?	educational setting. The strategy developmen t they discussed was based on the strategies they decoded on, as a group, for the organization .	educational setting. The strategy development they discussed was based on the strategies they decoded on, as a group, for the setting.	strategy development they discussed was based on the strategies they decoded on, as a group, for the organization.		educational setting. The strategy developmen t they discussed was based on the strategies they decoded on, as a group, for the organization .	setting. The strategy development they discussed was based on the strategies they decoded on, as a group, for the organization.	
2	They actually work on strategies as a collective team and they include these strategy sessions with the American and Mexican groups.	Collective group to plan and create structure and strategy	Collective group to plan and create structure and strategy	Collective group to plan and create structure and strategy		Collective group to plan and create structure and strategy	
3	They "study" intentionall y, the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.			They "study" intentionally , the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.			Knowing the norms the culture.
4		The needs of the society drive the strategy you develop.	The needs of the society drive the strategy you develop.		The needs of the society drive the strategy you develop.		
5	Corp training - workshops -			Corp training workshops -	Work life and business -	Corp training workshops - leaders	Leaders coaching and support.

		CODING	CODING	CODING	CODING	CODING	CODING	CODING
		PM1	PM2	PM3	PM4	PU1	PU2	PU3
		leaders coaching and support			leaders coaching and support	Corp training - workshops leaders coaching and support	coaching and support	
	6	Use of network with local, governmental, and political organizations		Use of network with local, governmental, and political organizations	Use of network with local, governmental, and political organizations		Use of network with local, governmental, and political organizations	Use of network with local, governmental, and political organizations
	7	Finding common goals	Finding common goals	Finding common goals	Finding common goals		Finding common goals	
	8				Teach social effectiveness			
	9					Theory Z - understand full role - to have empathy - training and explaining		
Metacognition								
3. What strategies do you use to navigate cross-cultural complexities to improve your organization's performance?	1	They "value" the distinct differences in cultures.		They "value" the distinct differences in cultures.	They "value" the distinct differences in cultures.	They "value" the distinct differences in cultures.	They "value" the distinct differences in cultures.	They "value" the distinct differences in cultures.
	2	Utilize team members within the cultures to help solve cultural problems.			Utilize team members within the cultures to help solve cultural problems.		Utilize team members within the cultures to help solve cultural problems.	
	3	You have to recognize different cultures, religions, diets and norms.			You have to recognize different cultures, religions, diets and norms.	You have to recognize different cultures, religions, diets and norms.	You have to recognize different cultures, religions, diets and norms.	

		CODING	CODING	CODING	CODING	CODING	CODING	CODING
		PM1	PM2	PM3	PM4	PU1	PU2	PU3
	4	They keep the essence of each culture alive in the group.						
	5	They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.			They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.	Study the language.	They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.	Wants to be informed enough to not hurt feelings, offend, or act culturally inappropriate.
	6		Avoidance - goal focus - it is ONLY about the goal	Avoidance - goal focus - it is ONLY about the goal				
	7	Adapt	Adapt	Adapt	Adapt	Adapt	Adapt	Adapt
4. What strategies do you use to leverage cross-cultural relationships?	1	They "value" the distinct differences in cultures. Cultural respect, cultural tolerance, dialogue			They "value" the distinct differences in cultures. Cultural respect, cultural tolerance, dialogue	They "value" the distinct differences in cultures. Cultural respect, cultural tolerance, dialogue	They "value" the distinct differences in cultures. Cultural respect, cultural tolerance, dialogue	
	2	They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.			They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.	They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.	They "study" intentionally the cultures they are working with to gain knowledge, understand norms, and will be able to successfully collaborate.	Not intentionally studying or aware that they are - but displaying the desire to understand enough to not culturally offend or hurt relationships.
	3	You have to recognize different			You have to recognize different	You have to recognize	You have to recognize	You have to recognize

	CODING	CODING	CODING	CODING	CODING	CODING	CODING
	PM1	PM2	PM3	PM4	PU1	PU2	PU3
	cultures, religions, diets, and norms.			cultures, religions, diets, and norms.	different cultures,	different cultures,	different cultures,
4		They actually formulate the way they serve society as a group. The group formulates how they serve and in what ways they serve.				They actually formulate the way they serve society as a group. The group formulates how they serve and in what ways they serve.	
5		She makes sure the volunteers have a desire for the real mission and vision. Having the same goals helps.					
6		It is a global family that is a global family and not people from different cultures.				It is a global family that is a global family and not people from different cultures.	
7			Announcements to engage donations.				
			Organization				
8	MBO		MBO	MBO	MBO	MBO	
9	Empathetic communication			Empathetic communication	Empathetic communication	Empathetic communication	Empathetic communication
10	Ask questions		Ask questions	Ask questions	Ask questions	Ask questions	Ask questions
11	Respect			Respect	Respect	Respect	Respect
12	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships

		CODING	CODING	CODING	CODING	CODING	CODING	CODING
		PM1	PM2	PM3	PM4	PU1	PU2	PU3
5. How does collaboration and leveraging cross-cultural relationships benefit the overall goals of your organization?	1	It increases the ability to meet the goals of the organizatio n in procuring resources from donors and that the mission is achieved by effectively serving the needy citizens and solving societal problems.	It increases the ability to meet the goals of the organization.	It increases the ability to meet the goals of the organization	It increases the ability to meet the goals of the organization	It increases the ability to meet the goals of the organizatio n	It increases the ability to meet the goals of the organization	It increases the ability to meet the goals of the organization
	2			It also benefits society as lives integrate cross-culturally.				
6. What, if any, team-centric strategies do you use to negotiate, behave, or act differently in settings with diverse teams?	1	Behaves differently contains emotion adapts behavior.			Behaves differently contains emotion adapts behavior.	Behaves differently contains emotion adapts behavior.	Behaves differently contains emotion adapts behavior.	Behaves differently contains emotion adapts behavior.
	2	They use a mediator to resolve conflict effectively and agree ahead of time to compromise .						
	3	Goal focus to resolve issues. Task focus.	Goal focus	Goal focus	Goal focus	Goal focus	Goal focus	Goal focus

		CODING PM1	CODING PM2	CODING PM3	CODING PM4	CODING PU1	CODING PU2	CODING PU3
	4					Slow communication, ask for clarification if they have understood what you just said. Asking for clarification.	Slow communication, ask for clarification if they have understood what you just said. Asking for clarification.	
	5	Collaboration	Avoidance	Mitigate negative aspects of it. Understand why the conflict is happening in the first place and then the ability and to mitigate the negative aspects. Task focus Training Coaching Lead by example.	Collaboration	Collaboration	Collaboration	Collaboration
	6		Build relationships	Build relationships		Build relationships	Build relationships	Build relationships
	7		Collective team strategy development	Collective team strategy development	Collective team strategy development	Collective team strategy development	Collective team strategy development	
	8	Negotiate	Negotiate	Negotiate	Negotiate	Negotiate	Negotiate	
7. What strategies do you use to resolve conflicts and problems with groups of different cultural backgrounds?	1	They use a mediator to resolve conflict, effectively, and agree ahead of time to compromise.			Talk	Talk	Talk	Talk
	2 3	Compromise	Avoidance	Avoidance	Compromise	Compromise	Compromise	Compromise
	4	Goal focus to resolve	Task focus	Task focus	Task focus	Task focus	Task focus	Task focus

	CODING PM1	CODING PM2	CODING PM3	CODING PM4	CODING PU1	CODING PU2	CODING PU3
	issues. Task focus.						
5	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships	Build relationships
6	Give feedback for better understanding			Give feedback for better understanding	Give feedback for better understanding	Give feedback for better understanding	
7	Contain emotions	Contain emotions	Contain emotions	Contain emotions	Contain emotions	Contain emotions	
8					Reflection of conversations	Reflection of conversations	Reflection of conversations
9		Do not spend the energy on	Do not spend the energy on			Do not spend the energy on	
10							Voting
1. What additional information would you like to share on your strategies for navigating cross-cultural complexities to improve performance that we have not already discussed?		For those from an individualistic society, the answers were far more about being respectful of other cultures and acting as a guest. Those from a collectivist society seem to not acknowledge collectivism as if it were simply what exits. It is how everything is.	Collectivism vs. Individualistic: Cultural value is important, but it is more important that they are all there for the same reason and for the same goal. They are professional, educated, and have a goal focus.	Collectivism - all benefit and thrive	Collectivism - all benefit and thrive	Have to be receptive to change and working differently and not just the way you think you should work or have always worked. Discuss "Why" we do something a certain way. Explaining vs. telling.	Collectivism - all benefit and thrive

Appendix D: Letter of Invitation in English

Greetings,

My name is DiAnna Olsen, and I am a candidate for the Doctor of Business Administration (DBA), at Walden University. I am contacting you to invite your participation in my dissertation research study to explore the strategies that nonprofit leaders use to develop cross-cultural competency for improving organizations performance. Study participants will include four leaders that currently work with intercultural groups in nonprofit organizations, located on the Southern border of the U.S. and the Northern border regions of Mexico, in a leadership role, a decision-maker, leading and collaborating interculturally, engaged in programs serving needy citizens, and actively partnering with the local governmental systems.

The study allows me to conduct research that fulfills the requirements of the DBA program contributing to a positive social change. The findings may help leaders navigate the complexities effectively, and functionally operate interculturally. I am performing this study under the direction of Dr. Betsy Macht, chair of my dissertation committee.

Should you choose to participate, I will contact you with a study informed consent with some sample questions, and will then schedule a time, to conduct the virtual or in person interview. The interview includes eight questions and is anticipated to take 60 minutes. Your participation in this study is voluntary and the research process ensures full confidentiality of your responses and identification, no foreseen risks are associated with your participation in this study. Should you have any questions or concerns, please feel free to contact me directly at dianna.oslen.wellman@waldenu.edu.

Thank you so much for your time and consideration of participation.

DiAnna Olsen, DBA candidate

Appendix E: Letter of Invitation in Spanish

Saludos,

Mi nombre es DiAnna Olsen, y soy candidata al Doctorado en Administración de Empresas (DBA), en la Universidad de Walden. Me comunico con usted para invitarle a participar en mi estudio de investigación de tesis para explorar las estrategias que utilizan los líderes de las organizaciones sin ánimo de lucro para desarrollar competencias interculturales con el fin de mejorar el rendimiento de las organizaciones. Los participantes del estudio incluirán cuatro líderes que trabajan actualmente con grupos interculturales en organizaciones sin ánimo de lucro, ubicadas en la frontera sur de los EE. UU. y las regiones fronterizas del norte de México, desempeñando funciones de liderazgo, tomando decisiones y colaborando de manera intercultural, participando en programas de ayuda a los ciudadanos necesitados y colaborando de forma activa con los sistemas gubernamentales locales.

El estudio me permite realizar una investigación que cumple con los requisitos del programa DBA de contribuir a un cambio social positivo. Los hallazgos pueden ayudar a los líderes a gestionar las complejidades de manera efectiva y a operar de manera efectiva desde el punto de vista intercultural. Estoy realizando este estudio bajo la dirección de la Dra. Betsy Macht, presidenta de mi comité de tesis.

Si decide participar, me pondré en contacto con usted con un consentimiento informado con algunas preguntas de muestra y después programaré una cita para realizar la entrevista de forma virtual o en persona. La entrevista incluye 8 preguntas y se prevé

que dure 60 minutos. Su participación en este estudio es voluntaria y el proceso de investigación garantiza la total confidencialidad de sus respuestas y sus datos personales, no hay riesgos previstos asociados con su participación en este estudio. Si tiene alguna duda o pregunta, no dude en contactar directamente conmigo en dianna.oslen.wellman@waldenu.edu.

Muchas gracias por su tiempo y por considerar su participación.

DiAnna Olsen, candidata a DBA