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Bicultural Managers' Competencies and Multicultural Team Effectiveness

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Abstract

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EMBA, Kwame Nkrumah University of Science and Technology, 2008

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Abstract

Biculturals are increasingly recognized as an important segment of managers, yet U.S.-based global organizations' limited knowledge and recognition of this group's distinctive experiences and related implications within their work environment limit the value placed on bicultural managers' leadership of multicultural teams and the use of their competencies and skills to improve the effectiveness of multicultural teams. Notwithstanding, traditional leadership models are lacking in diversity and unanswered questions remain regarding the role of multiculturalism in global leadership and team effectiveness. The purpose of this qualitative exploratory multiple case study was to gain deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implications of their bicultural competencies and skills in leading multicultural teams. This study was framed by 3 concepts: bicultural competence, boundary spanning by bicultural managers, and leadership emergence in multicultural teams. Data were collected from semistructured interviews with 7 participants, reflective field notes, and archival data. Identifiable themes emerged through thematic analysis of the textual data and cross-case synthesis analysis. Five conceptual categories that enclosed a total of 16 themes were identified. The conceptual categories are (a) bicultural competence, (b) boundary spanning, (c) cultural intelligence, (d) global identity, and (e) leading multicultural teams. Findings may drive social change by challenging the status quo in existing formal work structures and promoting diversity in the workplace creating emerging avenues for business growth and building bridges of communication between the business world and society.

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Chapter 1: Introduction to the Study

Although biculturals are increasingly recognized as an important segment of managers, U.S.-based global organizations are yet to know much about this group's distinctive experiences and the implications of such within their work environment (Kane & Levina, 2017; Linehan, 2017; West, Zhang, Yampolsky, & Sasaki, 2017). Multicultural teams encounter multiple challenges that are characterized by power and control, conflict resolution, and the effective attainment of anticipated results (Korzilius, Bücker, & Beerlage, 2017). Variations in multicultural teams' cultural norms and values have been identified to pose a challenge for global organizations in their effectiveness using agreement, integration, and trust (Clausen & Keilta, 2016).

When bicultural individuals act as managers, their identity with two cultural frames that are accessible for diverse situations can be resourceful for developing international and multicultural competencies notably towards challenges associated with boundary spanning and conflict resolution and for improving team effectiveness (Kane & Levina, 2017; Schindler, Reinhard, Knab, & Stahlberg, 2016; Tang, Qiu, & Zhang, 2018). Unfortunately, U.S.-based global organizations have placed diminutive value on the leadership roles of bicultural managers' in multicultural teams (Henson, 2016; Tadmor, Galinsky, & Maddux, 2012). Organizational leaders in the United States have a critical knowledge gap on the exceptional experiences of biculturals' cultural frame switching that facilitates easy adaptation to situationally salient cultural contexts while promoting cultural diversity within organizations (Linehan, 2017; Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015). The recognition that cultural diversity

exists within bicultural individuals, as well as within organizations, can bring about social change by challenging many accepted assumptions about managing diversity at the organization level (Brannen & Thomas, 2010; Linehan, 2017).

This chapter constitutes the background literature leading to the problem statement formation including a description of the gap in the scholarly literature. Following is a presentation to a logical alignment between problem, purpose and research questions, and the conceptual framework of the study. Finally, the significance, assumptions, and limitations of the study and definition of key terms used throughout this document are presented.

Background of the Study

Compelling evidence showed significant increases in the influence of the ethnic minority and emerging work demographic of individuals endorsing two cultures and capable of switching between two cultural streams to function effectively in multicultural teams and global organization (Brannen & Thomas, 2010; Kane & Levina, 2017; Schindler et al., 2016). Despite these developments, issues about biculturals were under-researched and underappreciated in international business and management (Doz, 2016; Hong, Zhan, Morris, & Benet-Martínez, 2016; Lücke, Kostova, & Roth, 2014). When they act as managers, biculturals possess competencies that make them invaluable organization human capital (Barner-Rasmussen, Ehrnrooth, Koveshnikov, & Mäkelä, 2014; Kane & Levina, 2017). Managing multicultural teams also exposes biculturals to intersectional dynamics involving identity, social, and psychological processes that are culturally complex and diversified and have self, team, management, leadership, and

organizational implications (Kassis-Henderson, Cohen, & McCulloch, 2018; West et al., 2017). The challenge was little was relatively known and understood about biculturals' managerial experiences in multicultural teams and associated organization human capital implications (Barner-Rasmussen et al., 2014; Brannen & Thomas, 2010; Kane & Levina, 2017).

Research strongly indicated that multicultural team decision-makers and team members misunderstand bicultural employees (Brannen & Thomas, 2010). For example, although biculturals typically understand and function across multicultural domains, some multicultural teams' decision makers and employees were unable to distinguish ethnicity from culture-specific insight overwhelming biculturals with expectations of culture-specific knowledge (Brannen & Thomas, 2010; Linehan, 2017). Additionally, the limited insight into bicultural managers' strategies for dealing with the associated multicultural workplace social identity issues, which have negative and positive implications for their leadership competencies and authority especially when performing a collaborative boundary spanning role, was challenging (Kane & Levina, 2017). Studies, however, linked multicultural team effectiveness to the efficacious identification, understanding, and management of biculturals' unique abilities and related challenges (Brannen & Thomas, 2010; Linehan, 2017).

The effective understanding and management of biculturals' unique abilities and related challenges depends on multiple awareness efforts regarding the strong bond between cultural identity and the perception of biculturalism and bicultural resources in global business, the society, and among biculturals (Clausen & Keita, 2016). Among

many, the effort must address assessment and development issues such as those that reflect the development of a bicultural competency typology (Clausen & Keita, 2016). Using their novel view of studying bicultural competence as both an individual and a group or organizational level phenomenon, Clausen and Keita (2016) argued for the existence of cultural diversity and complexity within individuals as well, going beyond the predominant view of culture as an individual difference variable (Brannen & Thomas, 2010; Fitzsimmons, Liao, & Thomas, 2017). Other researchers associated biculturals' competencies in cross-cultural situations as in their managerial contributions in multicultural teams or global organizations to the intersection of their dual cultural identities and how they negotiate them (Kassis-Henderson et al., 2018; West et al., 2017) that, among many, allowed them to develop higher levels of attributional complexity and attributional knowledge (Lakshman, 2013).

West et al. (2017) believed biculturals' experiences occur at the intersection of their ethnic and host cultures creating a transformational interactive dynamic involving sociocultural environment issues of active social identities, cognitive tendencies, and psychological outcomes contrary to a summary of isolated cultures. West et al. argued for a complex, comprehensive, but nuanced study of biculturalism in organizations involving both the additive and transformative bicultural constructs at the individual and situational levels. This approach will allow researchers to capture the collaborative, organizational, and performance efforts underlying the shared understanding and team unity dynamics within multicultural teams that also expose leadership to contextual issues of cultural differences, geographical distribution, and narrow communication

networks (Lisak & Erez, 2015). The international business world can use this perspective to pay more attention to biculturals' cultural identity negotiation complexities and related sociocognitive implications (Korzilius et al., 2017; West et al., 2017) especially when leading multicultural teams (Kane & Levina, 2017). Bicultural managers' experiences, competencies, and authority in multicultural teams when navigating the global business landscape, spanning the cultural boundaries, and acting as collaborators were characterized by identity issues involving social and group identity threats and navigation strategies impacted by psychological processes (Kane & Levina, 2017).

Hong (2010), alongside researchers such as Blazejewski (2012) and West et al. (2017), believed biculturals' ability to frame-switch has projected bicultural identity as a situated and hypothetically contested process in organizations offering insights into the relationship between biculturals' competencies and multicultural team effectiveness. Cultural frame switching, according to Hong, allowed biculturals to access cultural-specific knowledge from their memory domains, explore cultural-specific schemas, and employ cultural metacognition capacities for cross-cultural analysis and management while choosing the cultural-specific knowledge to apply to cross-cultural competencies. Biculturals' cultural frame switching ability allowed them to develop collaborative boundary spanning competence, considered effective for addressing challenges of identity, status, power, culture, and language in global organizations (Kane & Levina, 2017). Hong believed knowledge on bicultural managers' ability to draw on their competence and individual and work environment and related identity and motivational

factors by frame-switching is eminent to deepen insights into their competence in multicultural teams.

Lisak and Erez (2015) found the unique global leadership context to complicate biculturals' managerial functions because it demands developing distinct global characteristics such as cultural intelligence, global identity, and openness to cultural diversity for influencing followers' perceptions while emerging as leaders. Lisak and Erez believed that understanding biculturals' experiences and competencies in multicultural settings requires examining more than the differences and similarities in cross-cultural leadership features and needs to include exploring context-oriented characteristics that enable effective adaptation to and functioning in the multicultural team environment. Examining biculturals' unique global leadership features and related implications offers insights into their agentic qualities and issues (Zhu & Wang, 2018).

Zhu and Wang (2018) explored biculturals' agentic influence based on a link between their respective transformative and transactional leadership styles and employees' innovative disposition and found the relationship to be regulated by self-concept. Zhu and Wang discovered self-based personal concept to positively regulate the impact of transformational leadership on employees' innovation attitudes. Zhu and Wang also found a social-based self-concept to negatively regulate the relationship between transactional leadership and constructive employee innovation.

Although biculturals share exclusive universal experiences and competencies regarding multicultural settings, they differed in self, cognitive, and motivational ways depending on their association with the practice, values, identities, and solidarity domains

of acculturation (Schwartz, Birman, Benet-Martínez, & Unger, 2016) and identity negotiation strategies (West et al., 2017). More so, biculturals in some multicultural contexts were ethnic minorities who face intersectionality issues involving identity processes and outcomes (West et al., 2017) that also included discrimination from dominant groups leading to adverse outcomes of inhibited self-esteem, sense of belonging, and motivation, increased substance abuse, depression, and impaired cognitive performance (Hong et al., 2016). These studies did not address whether these issues outweigh the bicultural individuals' managerial experience in a multicultural environment and how, if at all, it affects job satisfaction, confidence, and a sense of self-empowerment. Examining the experience of the bicultural manager in a multicultural environment made known significant insights into agentic leadership (Brannen & Thomas, 2010; Lisak & Erez, 2015) and the effects of heterogeneity (West et al., 2017).

Problem Statement

Across much of the world, biculturals who are individuals from and identifying with two different cultures, represent a fast-growing population (Liu, Gao, Lu, & Wei, 2015). For example, over the period 2000–2010, the United States witnessed a 32% upsurge in individuals who identify with multiple races surpassing that of the same period for single-race identification (U.S. Census Bureau, 2010). A review of the most recent available statistics showed that over 231 million people emigrated from their birth countries, which is more than 100% up from the 1990 figure (United Nations Department of Economic and Social Affairs, 2013). Although biculturals are increasingly recognized as an important segment of managers, on U.S.-based global organizations, relatively little

was known about this group's distinctive experiences and the implications of such within their work environment (West et al., 2017). The general problem was most U.S.-based global organizations lack working environments in which bicultural employees can thrive, and biculturalism is viewed as a valuable management asset within multicultural teams (Dau, 2016; Korzilius et al., 2017).

Increasingly foreign-born or second-generation immigrants are filling professional management positions in U.S.-based global organizations (Furusawa & Brewster, 2015). U.S.-based global organizations have given minimal recognition to the added value of having a bicultural manager leading a multicultural team (Tadmor et al., 2012). Although biculturalism appears prominent in the psychology literature (Huff, Lee, & Hong, 2017), empirical studies on bicultural managerial competencies in the management literature was rare (Fitzsimmons et al., 2017; Furusawa & Brewster, 2015; Lakshman, 2013). The specific problem was that U.S.-based global organizations have a critical knowledge gap on how bicultural managers' competencies and skills can be utilized to improve the effectiveness of multicultural teams (Adler & Aycan, 2018; Kane & Levina, 2017).

Purpose of the Study

The purpose of this qualitative, multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. This gap and the research problem were addressed using qualitative data that were gathered from various sources including interviews, government labor

reports, and subject matter expert quality audit of the data gathered (Yin, 2017). The multicultural, multidimensional, and dynamic nature of this study grounded in international business context allowed the use of qualitative methods to research the complexities of emergent and evolving phenomena typical to many topics under investigation in the area of biculturalism in multicultural teams and global organizations (Charmaz, 2006). The analysis and findings of the study were confirmed using triangulation (Guion, Diehl, & McDonald, 2011; Wilson, 2014).

Research Question

The central research question was What are the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams?

Conceptual Framework

This study was framed by three key concepts that focus on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams. The consideration of addressing some critical global work issues by the strategic engagement of multicultural employees such as biculturals has gained prominence in the international management literature (Doz, 2016). Amidst many discussions, the consensus among scholars regarding the characteristics of such emerging

work demographic is that they have deeply embedded multiple cultures and can access two or more cultural schemas (Lücke et al., 2014; Schwartz et al., 2016).

A theory of multicultural team effectiveness has been developed by Hong (2010). As part of the theoretical framework, Hong used bicultural competence to elaborate bicultural individuals' skills at living and switching between the cultural complexities and diversities associated with multicultural team members. Although Hong's theory was acknowledged as the foremost initiative at applying the concept of bicultural competencies in organizational studies (Brannen & Thomas, 2010), proponents argued for a bridge in the gap in the literature regarding the relationship between bicultural competencies and team effectiveness (Dau, 2016; Jang, 2017). Suggested future studies that focus on a deeper understanding of the relationship between bicultural competencies and multicultural team effectiveness have been endorsed (Dau, 2016; Jang, 2017).

Boundary spanning is characterized by the coalescing of expertise and concerns of collaborators who are engulfed by social boundaries (Cramton & Hinds, 2014; Kane & Levina, 2017; Roberts & Beamish, 2017). Defined and individualized by unique and diverse social contexts or fields of expertise, collaborators have diverse access to terminology, tools, perspectives, and other important work-oriented knowledge that characterizes the attitudes of the entities in each context (Kane & Levina, 2017). The concept of boundary spanning by bicultural managers developed by Kane and Levina (2017) is grounded in Hong's (2010) theory of multicultural team effectiveness in which bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills, enables bicultural team members to acquire external knowledge

and help overcome internal boundaries separating members from disparate cultures through increased understanding and emotional relating. When bicultural managers collaborate during boundary spanning, they can be productive at resolving conflicts that can generate into a synergized outcome from the diverse proficiencies and concerns of agents individualized by institutional and cultural boundaries (Kane & Levina, 2017; Tippmann, Sharkey Scott, & Parker, 2017). Customarily, the significant variations in status, power, culture, and language among parties such as headquarters and subsidiaries or onshore clients and offshore providers associated with the global environment, presents a challenging problem to collaborative boundary spanning (Cramton & Hinds, 2014; Hinds, Neeley, & Cramton, 2014).

Nature of the Study

The nature of this study was qualitative, aligning the methodology with the purpose of the study and providing data for the research questions. Given that scholars called for a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams, an exploratory multiple case study (see Yin, 2017) was used to meet the study goals. The goal of qualitative research itself is to explore experiences from the viewpoint of people living within a specific context; this method is associated with the constructivist paradigm (Cooper & White, 2012). Social constructivists look to challenge people to be more critical of their understanding of the world and themselves, thus interpreting interactions between the individual and the environment from a personal perspective (Denzin, 2009). Qualitative research

methodologies used within the constructivist paradigm helps to give a voice to minority and ethnically diverse groups and their experiences with dominant cultural and social groups in the workplace and within the management profession (Cooper & White, 2012; Eriksson & Kovalainen, 2015).

A researcher investigating a social phenomenon with a multiple case study can consider the living of an individual within a specific social context as a distinct unit of study (Yin, 2014). The data were focused on individuals making the central phenomenon of the study, in this case, bicultural managers in U.S.-based global organizations, the context rather than the target (see Eisenhardt & Graebner, 2007; Yin, 2017). The employee instead of the organizational study becomes the investigation. Since the employee study was the focus, I used a descriptive, multiple-case study as the customary qualitative design for data retrieval towards theory building (see Eisenhardt & Graebner, 2007). The bicultural manager employed in a U.S.-based global organization and leading a multicultural team was the study's unit of analysis. The design enabled convergence and divergence in the inquiry of experiences within and across cases (Yin, 2017).

Participants for this multiple case study were recruited using purposeful criterion and snowball sampling strategies (see Gibbert, Ruigrok, & Wicki, 2008), and they were screened with the following inclusion criteria: managers in US-based global organizations (see Kane & Levina, 2017); self-identifying as biculturals (see Clausen & Keita, 2016; Huynh, Benet-Martínez, & Nguyen, 2018); assigned by employers as leaders in multicultural teams for at least 3 years (see Roberts & Beamish, 2017; Liu & Meyer, 2018); and possessing knowledge regarding their experiences with the topic being

studied (see Merriam & Tisdell, 2015; Yin, 2017). Boddy and Boddy (2016) proposed a maximum qualitative sample six of 10 as an adequate sampling among a homogenous population and for an in-depth inquiry of a study phenomenon. A maximum of seven in-depth, individual interviews were conducted with participants recruited for this study until data saturation was reached (see Fusch & Ness, 2015).

Definitions

The following are definitions of concepts with numerous cultural, contextual, and field meanings used in the study for coherence and clarity:

Acculturation: This term refers to cultural change resulting from learning and adapting to a new culture in a mix between a minimum of two cultural groups (Baker, 2017; Berry, 1980, 1997; Schwartz et al., 2016).

Biculturalism: This term refers to exposure to two cultures and integrating the schemas of both cultures or the values, behaviors, and identities characterizing each culture (Carlo, Basilio, & Knight, 2016; Hong et al., 2016). It characterizes "feelings of comfort, facilities in navigating, and recognizing the advantages of connections with members of at least two cultures" (Carlo et al., 2016, p. 189).

Bicultural competence: This term refers to a set of active interrelating dimensions involving knowledge and cross-cultural abilities made possible by cultural frame switching and cultural metacognition (Furusawa & Brewster, 2015; Hong, 2010).

Bicultural efficacy: This term refers to individual's belief or certainty that they can function effectively and sufficiently within two groups and maintain their sense of cultural identity (LaFromboise, Coleman, & Gerton, 1993).

Bicultural identity: This term refers to the outcome of integrating both ethnic and host culture into the sense of self of a minority (Chu, White, & Verrelli, 2017).

Bicultural identity integration: This term refers to the ability to synthesize elements of experiencing the values, behaviors, and identities of both the ethnic and host cultures within one's self-concepts (Fleischmann & Verkuyten, 2016; Hong et al., 2016).

Bicultural individual: This term refers to an individual who identifies with two cultures, has fluency in the meaning systems of both, and can make behavioral adjustments based on cues from both cultural contexts and his or her knowledge of the cultural contexts (Chiou, 2016).

Bicultural managerial competence: The term refers to the ability to draw on the dynamic interaction of cultural knowledge and cross-cultural skills of behavioral flexibility and cross-cultural communication to effect cultural frame switching and apply metacognition for spanning boundaries and mediating conflicts to motivate a multicultural team towards a given organizational outcome (Clausen & Keita, 2016; Hong, 2010; Lisak & Erez, 2015).

Boundary spanning: This term refers to the conciliation of knowledge and relationship across cultures and fields of practice (Kane & Levina, 2017; Roberts & Beamish, 2017).

Collaborative boundary spanning: This term refers to the process of synergizing diverse expertise and interests of collaborators separated by sociocultural and institutional boundaries (Kane & Levina, 2017).

Cross-cultural competence: This term refers to "the ability to function effectively in another culture" (Gertsen, 1990, p. 346).

Cultural competence: This term refers to the capacity to function in a different culture or a culturally diverse environment and enable understanding, adaptation, communication, and coordination in those environments (Ang & Van Dyne, 2008; Ang, Van Dyne, & Koh, 2006).

Cultural diversity: This term refers to differences in team members' knowledge structure that reflect variations in values, cognition, behavioral patterns, and culture-oriented job-based experiences and design (Lisak, Erez, Sui, & Lee, 2016).

Cultural frame-switching: This term refers to the experience of applying appropriate cultural knowledge and behaviors in response to cultural identity cues such as language and icons (Murdock, 2016; Schwartz et al., 2016).

Cultural schema: This term refers to a socially constructed cognitive system or structured knowledge of cultural norms, values, and beliefs and the relationship among these attributes that facilitates the ability to interpret and select culture-related information (Fitzsimmons et al., 2017; Murdock, 2016).

Emergent leader: This term refers to a team member who compared to other members of the same group, has gained significant potential influence to lead based on peer-perception or gained nomination through an interactive process (Lisak & Erez, 2015)

Ethnic culture: This term refers to the original, heritage, or tradition culture of a multicultural or bicultural (Schwartz et al., 2016).

Global organization: This term refers to an organization that operates across geographically dispersed and culturally diverse zones (Haas & Cummings, 2014; Lisak et al., 2016).

Host culture: This term refers to the dominant culture or culture of the receiving society within which the multicultural or bicultural individual acculturate (Schwartz et al., 2016).

Hybridization: This term refers to a combination of pre-existing cultures involving an active mix of the features of both cultures resulting in a novel and unique single end product (West et al., 2017).

Identity integration: This term refers to the scope to which individuals integrate their cultural identities as against keeping them separate (Fitzsimmons et al., 2017).

Intersectionality: This term refers to identity interactions within an individual that results in changes in their experience of each identity and demonstrations of emerged unique products developed from combining identities (West et al., 2017). The phenomenon involves multiple social identity domains, characterization, and related imbalances resulting in a broader system of oppression and multiple social inequality outcomes (Carbado, Crenshaw, Mays, & Tomlinson, 2013; Cooper, 2015; Else-Quest & Hyde, 2016).

Multiculturalism: This term refers to the experience of being exposed to and having internalized two or more cultures (Korzilius et al., 2017).

Multicultural team: This term refers to a team of "individuals from different cultures working together on activities that span national borders" (Snell, Snow, Davidson, & Hambrick, 1998, p. 147).

Psychological adjustment: This term refers to psychological and emotional well-being involving life gratification, positive outcomes, and self-esteem, and minimal levels of alienation, anxiety, depression, isolation, and negativity (Nguyen & Benet-Martínez, 2013).

Sociocultural adjustment: This term refers to behavioral competence involving academic achievement, career success, social skills, and minimal levels of misbehaviors including delinquency and threatening sexual dispositions (Nguyen & Benet-Martínez, 2013).

Assumptions

It was, first, assumed that the target participants would be honest in the answers they provide. Participants' honesty enables a reflection of their truthful views and beliefs in the research analysis. This development was also expected to ensure that the gathered data reflect higher reliability. For a rigorous foundation for deep and reliable analysis of their experiences, responses, and interests, participants were assumed to willingly give straightforward reports of their experiences.

Participant involvement was assumed to be driven by the personal and indirect gains they expected from the study. In effect, the responses were considered as outcomes of thoughtful and expressive understandings and contributions. Participant involvement and contribution was assumed to be unrestricted. It was also expected that participants'

job expectations, personal schedule, or organization's philosophy could be restrictive, thereby limiting participation and causing potential incoherence in data gathering. Lastly, the data gathering method was expected to provide participants enough account of their work-related experiences. Considerable insight into participants' workplace conditions was also expected to provide proper contexts for their responses.

Participants for this multiple case study were recruited using purposeful criterion and snowball sampling strategies (see Gibbert et al., 2008; Merriam & Tisdell, 2015) and screened with the following inclusion criteria: managers in U.S.-based global organizations; self-identifying as biculturals; assigned by employers as leaders in multicultural teams for at least 3 years; and possessing knowledge regarding their experiences with the topic being studied. I conducted seven in-depth, individual interviews with participants recruited for this study until data saturation was reached (see Fusch & Ness, 2015).

Scope and Delimitations

The scope of the study was the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. To illuminate the research questions (Yin, 2017), the participants of the study were drawn from a population of bicultural managers meeting the study's inclusion criteria: managers in US-based global organizations; self-identifying as biculturals; assigned by employers as leaders in multicultural teams for a minimum of 3 years; and possessing knowledge regarding their experiences with the topic being studied. These inclusion criteria aligned with others used in similar studies (Hong, 2010,

2012) and were defined based on time and resource availability. Considerations for choosing the unit of analysis were revisited per discoveries during data collection (see Yin, 2017). I used the professional platform of LinkedIn as the population pool and the sampling strategies comprised purposeful, criterion, and snowball. These strategies are effective for recognizing hidden populations such as the participant pool acknowledged in this study (see Noor, 2008).

The concepts of bicultural competence (Hong, 2010), boundary spanning by bicultural managers (Kane & Levina, 2017), and leadership emergence in multicultural teams (Lisak & Erez, 2015) offered insight into the underappreciation of multiculturals due to ethnicity or race and limited knowledge (Hong et al., 2016; West et al., 2017). Researchers have stressed the limitations these barriers may impose on the leadership abilities of biculturals who are often ethnic minorities in teams that are dominated by members of the dominant social group (Hong et al., 2016) and team members who wrongly identify and profile them (Brannen & Thomas, 2010; Chu et al., 2017; Kang & Bodenhausen, 2015). This study was focused on bicultural managers from a perspective different from that of previous research that was significantly based on a bicultural's team membership or followership (see Lisak & Erez, 2015; Hong, 2010). Moreover, this study may provide reasons for examining other multicultural and bicultural groups in a multicultural or interracial context.

This research provides transferability, demonstrating a key pathway for the study of multicultural individuals (Schwartz et al., 2016) and minorities in dominant settings (Hong et al., 2016) and settings where they command majority status (Dau, 2016).

Although they identify with different cultures, the dispositions, self-concepts, and views of other various multiculturals are mostly identified together and categorized as minorities (Chu et al., 2017; Hong et al., 2016; Schwartz et al., 2016). As such, this research may provide appropriate foundations for other multicultural, bicultural, and minority groups to study the behavioral predispositions of their members, and identify characteristics (Schwartz et al., 2016). Unanticipated benefits of these studies may involve unknown and unacknowledged limitations and effects of heterogeneity (West et al., 2017).

Limitations

A maximum of seven participants were involved in the study. Although the planned number was 15 participants, there were limits to obtaining a significant number of participants. Practically, there were few bicultural managers, and particularly fewer managing in multicultural teams having members who associated with the cultures they represent. More so, a database for such information was lacking necessitating the use of personal knowledge to locate potential entities. Together, these features posed difficulties to the development of a significant participant pool for a quantitative inquiry; a key reason for adopting a qualitative study as a viable approach. The 15 proposed interviewees for this study exceeded the 10 suggested by Boddy and Boddy (2016) and Merriam and Tisdell (2015); 10 participants provide enough units for a multiple case study analysis and increase the likelihood of revealing novel observations or differences.

Participants' participation and information disclosure might be limited by their fear of workplace targeting, discrimination, and retaliation for disclosing information that

could be considered secretive, negative, bias, or damaging by their organizations and work colleagues (see Rubin & Rubin, 2012). Principal status was continuously accorded to the confidentiality of participant identities and information in the study (see Rubin & Rubin, 2012). Because participants' recollection of account may be limited with time, anonymous online discussions for managers to share events for possible stimulation of recall was conducted (see Katz, 2014). Finding approaches for improving temporal precedence in establishing cause and effect is an issue in qualitative studies (Yin, 2017). Irrespective, maximum sightedness of the effect of one factor on another was pursued in the study.

Geographical variations among participants limited the dependability of the study. More so, the observation of organizations varied based on differences in gender composition, proprietorship philosophy, or culture**.** Participants were selected based on online professional network to broaden differences and improve the transferability of the study.

Significance of the Study

This research fills a gap in understanding regarding how bicultural managers' competencies and skills can be used to improve the effectiveness of multicultural teams. The study addresses an under-researched area of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. The study was designed to drive "a deeper understanding and clarification of what certain individuals bring that is neither clear to them nor to the organizations that employ them" (Brannen & Thomas, 2010, p.

10). Thus, among many, this study can help towards the management of diversity and global talents at the organizational level, theory development in leadership studies, and giving voice to bicultural managers an under-represented group in the management literature.

Significance to Practice

Calls for diversity management grow stronger due to demographic modifications in the labor force, growing cross-national labor force, and increasing managerial concerns for multinational employee issues (Brannen & Thomas, 2010; Doz, 2016; Korzilius et al., 2017; Osland, Li, & Mendenhall, 2016). Aside from its potential emergence, employee diversity is increasingly considered as a solution for enhanced work performance (Korzilius et al., 2017). Insight into the specific competencies bicultural managers possess may aid leadership in global organizations to better support communication and conflict resolution within multicultural teams (Hong et al., 2016). The results of this study could provide important insights into the process by which bicultural managers' competencies and skills can be used for multicultural team effectiveness. Knowledge gained from this study may contribute to the international business literature by providing knowledge of the effective use of the qualities of leaders who possess more than one cultural profile. This study is expected to inform decision makers in global organizations designing global talent management programs to understand ways of attracting and integrating bicultural individuals and their competencies for organizational success.

Significance to Theory

A leadership study can contribute to theory development by helping to bridge the micro–macro gap in theoretical and empirical work, bring together the leadership phenomenon being studied and other disciplines, apply traditional leadership theories to the leadership phenomenon being studied, and test leadership typology (Osland, Li, & Mendenhall, 2016). Emerging findings in multicultural studies reveal that bicultural individuals possess dual cultural schemas or cognitive structures of knowledge of cultural beliefs, values, norms, and habits for face-to-face social interactions within cultural environments, the ability to integrate and switch behaviors between cultural schemas for bicultural efficacy, and communicate across cultures (Korzilius et al., 2017; LaFromboise et al., 1993; Lakshman, 2013). Multicultural teams encounter numerous challenges many of which are linked to power and control, conflict resolution, and the effective achievement of anticipated results (Lakshman, 2013). Multicultural teams' differences in cultural norms and values have been found to represent a challenge for global organizations in how to achieve effectiveness through agreement, integration, and trust (Clausen & Keilta, 2016). By identifying with two cultural frames which can be assessed for diverse situations, bicultural individuals acting as managers can be a source of international and multicultural competencies for managing the concerns and challenges associated with multicultural with regards to boundary spanning, conflict resolution, and the improvement of team effectiveness (Furusawa & Brewster, 2015; Osland et al., 2016; Schindler et al., 2016).

Despite the above insights, organizational leaders in the United States have a critical knowledge gap on how a bicultural's unique experience of frame switching leads to easy adaption to situationally salient cultural contexts found in global organizations (Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015). The result being that employers of bicultural managers remain largely unaware of their knowledge and capabilities in leading multicultural teams, a key management requirement in today's global organizations (Zander, Mockaitis, & Butler, 2012). This study contributes original qualitative data in extending the theoretical foundations of the three key concepts that focus on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams. Extension studies, such as the present study, not only provide replication evidence but also extend the results of prior studies in new and significant theoretical directions (see Bonett, 2012).

Significance to Social Change

Prioritizing positive cross-cultural phenomena to help 51% of the world's population to thrive by midcentury is a critical task for social scientists (Cameron, 2017). Social change implications for workplace diversity must be learned and implemented by leaders for its impact to disseminate across organizations (Dreachslin, Weech-Maldonado, Gail, Epané, & Wainio, 2017). The United States is becoming a global society (Frankfort-Nachmias & Leon-Guerrero, 2015). By the middle of the 21st

century, people of African, Asian, and Latino origin will constitute close to half of the population of the United States. due to the continuous increases in immigration and birthrates (Frankfort-Nachmias & Leon-Guerrero, 2015). By identifying with more than one culture, bicultural individuals that act as managers can contribute to workplace change by performing mediating roles in multicultural teams with challenges associated with boundary spanning, conflict resolution, and team effectiveness (Lakshman, 2013; Osland et al., 2016).

This research could be significant and could have social change implications by giving voice to bicultural managers, an underrepresented group in the management literature (see Fitzsimmons, 2013). The documented experiences of bicultural managers may point leaders to new ways of thinking about cultural diversity in organizations (Fitzsimmons, 2013; Hong et al., 2016). Recognizing that cultural diversity exists within both individuals and organizations can bring about social change by challenging many accepted assumptions about managing diversity at the organization level (Brannen & Thomas, 2010; Fitzsimmons et al., 2017). Multiculturalism and interculturalism policies reflect various views of and dispositions toward diversity and have diverse human-oriented (Sarala, Vaara, & Junni, 2017) outcomes for multiculturals and societies (Hong et al., 2016).

Summary and Transition

Chapter 1 of the study provided an introduction and background for developing a conceptual framework and subsequently the research question. The international literature has significant findings on leadership in general but little on bicultural

leadership. Researchers have increasingly investigated the impact underappreciation of biculturalism within global organizations and within individuals has on the professional experience of biculturals in multicultural settings. These researchers characterized several theories on barriers that create difficulties for biculturals to be effective as leaders in multicultural teams. Underappreciation often limits the ability to exercise agentic behaviors and leadership in multicultural settings dominated by broader social groups compared to supportive or appreciated teams. The concepts of bicultural competence and boundary spanning by bicultural managers are gaining prominence in the contemporary management of multicultural teams and global organizations. The growing identification of different acculturation domains of biculturalism also presents variations in the effectiveness of different forms of biculturalism.

In Chapter 2, I explained the impact of underappreciation and discrimination in the multicultural workplace through the literature review. The review also represents cultural diversity emphasizing the uniqueness of each group regarding their outlook and voice. The discoveries unearthed the criticality of investigating the interethnic and leadership experiences of underrepresented and minority groups.

Chapter 2: Literature Review

U.S.-based global organizations have a critical knowledge gap on how bicultural managers' competencies and skills can be utilized to improve the effectiveness of multicultural teams (Dau, 2016; Kane & Levina, 2017; Raupp & Puck, 2017). The purpose of this qualitative, multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Biculturalism research has begun filling the gaps left by the unidimensional and bidimensional models, yet literature gaps still exist on bicultural managers' unique experiences and cultural characteristics in a variety of work-related situations, including leading multicultural teams (Doucerain, Dere, & Ryder, 2013; Yampolsky, Amiot, & De la Sablonnière, 2013). This lack of a deeper understanding on the implications of bicultural competencies and skills in leading multicultural teams then leaves biculturals' unique competencies mostly underused by leaders in U.S.-based global organizations (Henson, 2016) and exposes them to workplace discrimination (Yampolsky & Amiot, 2016).

Chapter 2 constitutes the literature search strategy alongside the conceptual framework upon which the research rests. This chapter shows a synthesis of knowledge on the experiences of bicultural managers in the workplace, including the unique implications of their competencies and skills in leading multicultural teams in global organizations. Chapter 2 also includes a critical analysis of the literature in which this study is grounded.

Literature Search Strategy

The purpose of this literature review was to study current research findings on bicultural managers' competencies and multicultural team effectiveness. Numerous search engines and databases were used to retrieve exclusive literature from authorities in the field of study. Extraction was made using Google Search. The databases used comprised of Walden University Library, Business Source Complete, Sage Journals, PsycINFO, EBSCO, ProQuest, and ResearchGate. To emphasize current research assertions, the focus of the literature review was on studies published within the past 5 years.

I conducted my literature search by using search terms involving multiple combinations of the following main words or phrases: *Bicultural managerial competencies and multicultural team effectiveness, biculturalism, bicultural competencies, bicultural identity integration, acculturation, biculturals in management, multiculturalism, multicultural teams, multicultural individuals in management, multicultural managerial competence, multicultural team effectiveness, multicultural employees, cultural frame switching, boundary spanning, conflict mediation, bicultural experiences, challenges of biculturals in multicultural teams, cross-cultural competencies, cultural intelligence, global organizations, global leadership, teams, intersectionality, leadership,* and *management.*

The literature search strategy was aimed fundamentally at identifying the need for research in bicultural individuals' leadership potentials and experiences in the work context. Research reveals that relatively little is known about this group's unique

experiences and the implications of such within their work environment. Lack of understanding and support for and discrimination of this group exists, presenting extra barriers for underrepresented groups. I selected literature to examine the contributions of underutilized employees based on demographics. Another key aim of the search was to explore the role of underutilization in the managerial experiences and effectiveness of bicultural individuals. A third objective of the research was to identify whether the literature is suggestive of variations in the experiences of various underutilized groups based on their cross-cultural perceptions, expectations, and interactions. During the literature review, no peer-reviewed papers were obtainable that explored bicultural managers' competencies and multicultural team effectiveness and the implications of these participants to lead. A significant number of the peer-reviewed papers used in the literature review were published between 2014 and 2018; 15% or less of the articles used were published before 2014.

Conceptual Framework

This study was framed by three key concepts that focus on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams.

The consideration of addressing some critical global work issues by the strategic engagement of multicultural employees, such as biculturals, is gaining prominence in the

international management literature (Doz, 2016). Amidst countless discussions, the consensus among scholars regarding the characteristics of such emerging work demographic is they have deeply embedded multiple cultures and can access two or more cultural schemas (Fitzsimmons et al., 2013; Lücke et al., 2014). A theory of multicultural team effectiveness was developed by Hong (2010). As part of the theoretical framework, Hong used bicultural competence to elaborate bicultural individuals' skills at living and switching between the cultural complexities and diversities associated with multicultural team members. Although Hong's theory was acknowledged as the foremost initiative at applying the concept of bicultural competencies in organizational studies (Brannen & Thomas, 2010), proponents have argued for a bridge in the gap in the literature regarding the relationship between bicultural competencies and team effectiveness (Jang, 2017). Suggested future studies that focus on a deeper understanding of the relationship between bicultural competencies and multicultural team effectiveness have been endorsed (Jang, 2017).

Boundary spanning is characterized by the coalescing of expertise and concerns of collaborators engulfed by social, cultural, and knowledge-based boundaries (Barner-Rasmussen et al., 2014; Cramton & Hinds, 2014; Tippmann et al., 2017). Defined and individualized by unique and diverse social contexts or fields of expertise, collaborators have diverse access to terminology, tools, perspectives, and other important work-oriented knowledge that characterizes the attitudes of the entities in each context (Kane & Levina, 2017; Levina & Vaast, 2013; Roberts & Beamish, 2017). The concept of boundary spanning by bicultural managers developed by Kane and Levina (2017) is

grounded in Hong's (2010) theory of multicultural team effectiveness in which bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills, enables bicultural team members to acquire external knowledge and help overcome internal boundaries separating members from disparate cultures through increased understanding and emotional relating. When bicultural managers collaborate to span boundaries, they can be productive at resolving conflicts that can generate into a synergized outcome from the diverse proficiencies and concerns of agents individualized by institutional and cultural boundaries (Kane & Levina, 2017; Tippmann et al., 2017). Customarily, the significant variations in status, power, culture, and language among parties such as headquarters and subsidiaries or onshore clients and offshore providers in the global environment present challenges to collaborative boundary spanning (Cramton & Hinds, 2014; Hinds et al., 2014; Kane & Levina, 2017).

The current literature needs a comprehensive and thorough investigation of multicultural team dynamics and the facilitating roles biculturals who lead multicultural teams are likely to play towards cross-cultural collaboration (Crotty & Brett, 2012; Kane & Levina, 2017). To address this gap in the literature, Lisak and Erez (2015) grounded their concept of leadership emergence in multicultural teams in social identity theory (Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) which indicates that a shared social identity emerges when people's perceptions of their mutual and collective similarities are enhanced.

When multicultural team members in global organizations share a mutual interest in accomplishing a team goal, they are driven to overcome cultural barriers and sustain

positive relationships with each other (Erez & Gati, 2004; Shokef & Erez, 2006, 2008). This sense of association with others with diverse orientations working in the same global establishment reflects an individual's global identity (Shokef & Erez, 2006, 2008). Self-concept based leadership theories (Lord, Brown, & Freiberg, 1999; Shamir, House, & Arthur, 1993) emphasize the importance of three global characteristics of the global identity that may contribute to a multicultural team member being identified by other team members as an emergent leader: (a) cultural intelligence, which is defined as an individual's capability to deal effectively in culturally diverse settings (Ang & Van Dyne, 2008; Earley & Ang, 2003) and differentiates emergent global leaders from other team members (Lisak & Erez, 2015); (b) global identity, which conveys a sense of belongingness to the global work context (Erez & Gati, 2004; Shokef & Erez, 2006, 2008) and where leaders can easily facilitate communication with team members of other cultures (Lisak & Erez, 2015); and (c) openness to cultural diversity, which is ''the degree of receptivity to perceived dissimilarity'' (Härtel, 2004, p. 190). Cultural intelligence greatly differentiates emergent global leaders from other team member and enhances their role as multicultural brokers, defined as team leaders who transcend multiple cultural boundaries and help to bridge differences (Eisenberg & Mattarelli, 2016).

Following the recent managerial contributions on distributed teams and global work (e.g., Eisenberg & Mattarelli, 2016; Mattarelli, Tagliaventi, Carli, & Gupta, 2017; Vahtera, Buckley, Aliyev, Clegg, & Cross, 2017), culture is now conceptualized in the literature as multifaceted, dynamic, and highly contextualized (Brannen, 2015; Cramton

& Hinds 2014; Koppman, Mattarelli, & Gupta, 2016). Recently, scholars have moved beyond studies that consider culture as a set of regular and static patterns that characterize large groups, such as nation and societies (Kassis-Henderson et al., 2018). New management and leadership studies theorize emerging leaders in multicultural teams as possessing the ability to cross boundaries related to national and individual cultures, as biculturals do (Dau, 2016; Kassis-Henderson et al., 2018). Very few studies of emergent leadership have emphasized the importance of using the multicultural approach in empirical investigations (Lisak & Erez, 2015). An emergent multicultural team leader should be able to simultaneously understand the complex multicultural team context, have a sense of belongingness to the global team, and show tolerance and acceptance of the cultural variation within individuals and the team (Kassis-Henderson et al., 2018; Lisak & Erez, 2015). The three characteristics of cultural intelligence, global identity, and openness to cultural diversity, are found to positively influence multicultural team performance (Ang et al., 2006; Shokef & Erez, 2008) and have been linked in previous research to bicultural managers and multicultural team leaders (Barker, 2017; Engelhardt & Holtbrugge, 2017; Friedman, Liu, Chi, Hong, & Sung, 2012; Lisak et al., 2016).

Scholars have theorized that having members who understand multiple cultures can enhance team outcomes (see Brannen & Thomas, 2010; Hong, 2010). However, most of the researchers focused primarily on examining multicultural individuals' qualities that allow them to interact across cultures, rather than their complex team-level competencies that lead to better performance (Dau, 2016; Engelhardt & Holtbrugge, 2017; Lisak & Erez, 2015). The need for in-depth examination of bicultural individuals'

role in the complexity of multicultural team effectiveness is eminent (Kane & Levina, 2017; Kassis-Henderson et al., 2018). Future research may investigate how biculturals' family and social profile shape their willingness to facilitate multicultural team effectiveness (Kane & Levina, 2017). Although existing data may not reveal a relationship between biculturals' backgrounds and managerial attitudes and actions, a broader data set may reveal some interesting relationships as suggested by Fitzsimmons (2013) and Fitzsimmons et al. (2017).

Literature Review

Biculturalism and the Bicultural Identity: Defining Insights and Concepts

Biculturalism is a specific case of the more general construct of multiculturalism, referring to a phenomenon where an individual is affiliated with two cultural systems and internalizes them (Barker, 2017; Carlo et al., 2016). Comprehending biculturalism rests on its constructs or the imports of concepts such as acculturation or the acquisition of insider knowledge of two unique cultural systems that result in cultural changes in an individual (Baker, 2017; Berry, 1980, 1997) and bicultural identity negotiation wherein individuals negotiate their identities at the intersect of two cultures leading to unique self, cognitive, and emotional processes and outcomes (West et al., 2017). The identity negotiation process involves integration, hybridization, and frame switching (West et al., 2017). Understanding biculturalism include insights into the bicultural population including its prevalence as a fast-growing demographic across the world (Huynh et al., 2018; Liu et al., 2015) and the benefits and challenges of being a bicultural (Hong et al.,

2016). Biculturalism can be grasped further based on insights provided by research on bicultural managerial competencies (Hong, 2010; Kane & Levina, 2017).

Prevalence of Biculturalism

Statisticians estimated the population of people living in their nonbirth countries to be over 231 million, more than 100% up from the 1990 figure (United Nations Department of Economic and Social Affairs, 2013). This population comprises biculturals who represent a fast-growing population across the world (Liu et al., 2015; West et al., 2017). The growth in this unique demographic called biculturals is driven by the worldly spread of cultural interactions, transmissions, exposures, and variations through migration, globalization, travel, and diversity and related outcomes (Hong et al., 2016; Huynh et al., 2018).

Biculturals constitute a significant population of the developed economies (Brannen & Thomas, 2010). Between 2000 and 2010, the net inflow of migrants to Europe, Northern America, and Oceania reached a level of 3.1 million per annum, although there were signs of reduction between 2010 and 2015 (United Nations, Department of Economic and Social Affairs, Population Division, 2017). Between 2010–2050, the yearly past and projected net inflows of migrants from low-income countries such as India, Bangladesh, China, Pakistan, Indonesia to the high-income world including the United States of America, Germany, Canada, the United Kingdom, Australia, Russia was 100,000 (United Nations, Department of Economic and Social Affairs, Population Division, 2017). A 2010 census report identified 20% of the population of Germany as having immigrant status or background (Schindler et al., 2016). Whereas a quarter of

Australia's population migrated to the country, nearly a third of the population were from non-English speaking nations and 20% had at least one parent born outside the country (Department of Immigration and Border Protection, 2014). Within North America, some 42% of Canada's population identified with various ethnic origins (Statistics Canada, 2011). Aside from the statistical insights that a growing migrant population drives increases in biculturalism (Chu et al., 2017) the above phenomenon is highly characteristic of the United States of America (Zong, Batalova, & Hallock, 2018).

The United States is the number one destination for international immigrants hosting 20% or 44 million of the world's migrants as of 2017 (Zong et al., 2018). The 2016 American Community Survey by the U.S. Census Bureau showed growth in U.S.'s foreign-born population by 449,000 during the period 2015–2016, increasing the number of immigrants residing in the country to over 43.7 million or 13.5% of the overall population of 323.1 million (Zong et al., 2018). During 2015 and 2016 respectively, 1.3 million and 1.49 million foreign-born individuals moved to the United States, representing a 7% increase within the same period (Zong et al., 2018). The above figures certainly ballooned to the growth of the population of immigrants and their U.S.-born children to 86.4 million or 27% of the population by 2017 (Zong et al., 2018).

During the 2010 population census, the population of individuals who identified with at least two races was 9 million, or 3% of the population (U.S. Census Bureau, 2014) even as the population growth of this group is expected to be the fastest and to triple in size over the next three to four decades (U.S. Census Bureau, 2012). For example, a 32% increase in the interracial or interethnic population between 2000 and

2010 does not only surpass that of single-race identification for the same period (U.S. Census Bureau, 2010) but is expected to increase by nearly 20% between 2010 and 2020 and higher than that of the native population (Colby & Ortman, 2015). The interethnic household population of opposite-sex couples, for instance, grew by 28% between 2000 and 2010 whereas that of the interethnic unmarried partners was comparatively higher (U.S. Census Bureau, 2012). Overall, the population of individuals who identify with two or more races is projected to grow from 8 million to 26 million between 2014 and 2060 commanding an increase from 2.5% to 6.2% of the total U.S. population (Colby & Ortman, 2015).

Biculturals increasingly emerge from cultural mixing between groups, between individuals with different cultural orientations, and within individuals (West et al., 2017) as more and more people associate with multicultural environments and subsequently identify with two or more cultures (Hong et al., 2016). These unique cultural identity outcomes regarding individuals have emerged from phenomena such as migration, ethnicity, demography, race, and identity (Nguyen & Benet-Martínez, 2007; Schwartz et al., 2016) including hyphenated cultural identity (Chu et al., 2017; Fleischmann & Verkuyten, 2016), globalization (Schindler et al., 2016; Schwartz et al., 2016), and professionalism (Banerjee & Chiu, 2008).

A well-known phenomenon of biculturalism is related to international migrants and their immediate offspring to the high-income world such as the United States and the West (Schwartz et al., 2016). This phenomenon has been largely driven by technology, the internet, and global connections encouraging migrants to increasingly acculturate

leading to different versions of identifying with and acknowledging the characteristics of both the ethnic and host cultures (Baker, 2017; Schwartz et al., 2016). Among many, individuals acculturate through assimilation (Baker, 2017) or the preservation of the characteristics of one's ethnic culture while ensuring continued intimacy with their cultures, families, and traditions (Schwartz et al., 2016) to augment their feelings of self-efficacy, pride, and belongingness (Tajfel & Turner, 1986; Umana-Taylor et al., 2014) and sustained the care they experience through their heritage social networks (Birman, Simon, Chan, & Tran, 2014).

Other forms of biculturalism involve other forms of immigrants, non-immigrants (Hong et al., 2016; Schwartz et al., 2016), and professionals (Banerjee & Chiu, 2008). Some immigrants become bicultural by associating with hyphenated cultural identities (e.g., Chinese-Australian), a higher, synergized, emergent self-concept derived from integrating the values of the host and heritage cultures (Chu et al., 2017; Fleischmann & Verkuyten, 2016). Related research has, for example, identified this phenomenon among ethnic minorities who increasingly viewed being Chinese-Australian as a critical self-concept alongside a feeling of sturdy bonds with other Chinese-Australians (Chu et al., 2017).

Non-immigrant individuals are becoming biculturals through globalization (Hong et al., 2016; Schwartz et al., 2016). Facilitated by the internet, language, products, and the media, globalization has driven a new crop of bicultural individuals living in their ethnic countries (Schwartz et al., 2016) and are identified with a global culture or multiple cultures worldwide (Hong et al., 2016). Finally, individuals also integrate

professional cultures rather than national and regional cultures to become professional biculturals (Banerjee & Chiu, 2008). The rapid growth and spread across the world of the population of people who represent two cultures have become integral to the dynamics of most populations worldwide (West et al., 2017) and notably that of the U.S. (Colby & Ortman, 2015; U.S. Census Bureau, 2014). Biculturalism issues are not only taking center stage in countries and across the world but growing in importance across multiple research and practical domains (Chu et al., 2017; West et al., 2017).

Biculturalism Constructs

Biculturalism is a phenomenon of internalizing and negotiating two cultural systems (Carlo et al., 2016; West et al., 2017). The phenomenon is defined by acculturation and identity negotiation due to the intersect of two cultures and involves processes such as integration, hybridization, and frame switching (Van Oudenhoven & Benet-Martínez, 2015; West et al., 2017). The schema and identity dynamics of experiencing and negotiating two cultures involves having cognitive systems of both heritage and dominant cultures for social interactions within cultural contexts (Clausen & Keita, 2016; Korzilius et al., 2017). The cognitive system is a social construct for understanding the values, attitudes, beliefs, and behavioral models of a culture and the relations among these elements (Fiske & Taylor, 1991).

Biculturals utilize their dual cognitive system or cultural schema features by switching between them using cultural cues (Korzilius et al., 2017; Schwartz et al., 2016), as a quality that allows them to, among many, communicate effectively across cultures (LaFromboise et al., 1993). The dual cultural identification and integration processes

also include having knowledge about cultures (Murdock, 2016) and capturing self-labeled or group self-categorized cultural dualism demonstrated when individuals claim to be bicultural or Chinese-American, for example (Nguyen & Benet-Martínez, 2007). This process is referred to as hybridization and involves being preoccupied with a new culture as a feature of the bicultural self-identify process (Murdock, 2016). Research has also linked individuals' bicultural self-identification to their bilingual self-identification as biculturalism involves living extensively in another culture or being associated deeply with the novel culture (Murdock, 2016).

Acculturation: A Second Culture Acquisition View of Biculturalism

Acculturation is a second culture acquisition phenomenon of having insider knowledge-possession of two unique cultural systems that result in cultural change (Baker, 2017; Berry, 1980, 1997). The cultural acquisition and change process involves learning and adapting to a new culture occurring gradually across multiple dimensions of one's life including language, cognition, personality, and identity (Baker, 2017; Hong et al., 2016). Early acculturation studies were focused on categorizing individuals' dual cultural endorsements and considering it as additive (Ward & Geeraert, 2016; West et al., 2017).

Although variations in acculturation have recently been linked to differences in measurements (Nguyen & Benet-Martínez, 2013), Berry (1980, 1990) believed the process involves assimilating or relinquishing the ethnic cultural identity and favoring the host culture. The process also includes separation or retaining the ethnic culture identity and marginalizing one's relationship with the dominant culture. Third, the process

involves marginalization or disassociating from both the ethnic and dominant cultures and integration or having a positive orientation towards both ethnic and host cultures. Berry's (1980, 1990) effort was enhanced by LaFromboise et al. (1993), Birman (1994), and Phinney and Devich-Nvarro (1997).

LaFromboise et al.'s (1993) second cultural acquisition model was a nuanced and nonlinear kind involving five outcomes namely assimilation, acculturation, alternation, multiculturalism, and fusion. Respectively, the assimilation and acculturation models, similar to Berry's (1980, 1990) assimilation and integration models involved voluntary and hierarchical and unidimensional relationship constructs. The alternation model aligned with the cultural frame switching concept and provided a contrast to the traditional acculturation model characterizing having knowledge and understanding of two cultures as well as a sense of identity while maintaining one's cultural identity (LaFromboise et al., 1993). The multicultural and fusion models were respective hypothetical representations of an ideal multicultural society that acknowledged the coexistence of a positive identity between one's heritage and host cultures and a fused and emergent culture that is unique from both fundamental cultures and preferably becomes a third (LaFromboise et al., 1993). Ideals of LaFromboise et al.'s fusion models were extended in Birman's (1994) blendedness model which was also indicative of two forms of biculturals namely those who exclusively adapted both cultures and those who identified with both cultures while being oriented towards the host culture.

A follow-up research involving ethnic minorities living in a host culture (America) was conducted to conceptualize bicultural approaches based on testing the

previous models (Phinney & Devich-Nvarro, 1997). The study involving adolescents of African American and Mexican American origins was focused on how individuals identified with and engaged in their ethnic and host cultures. Although their alternation model represented the ability to switch between two cultures, it was the blendedness model representing the emergence of a new identity through the integration of both the heritage and host cultures that contributed more to the debate of being bicultural through acculturation (Phinney & Devich-Nvarro, 1997).

Despite their relevance, the acculturation models of Berry (1980, 1990), Birman (1994), Phinney and Devich-Nvarro (1997), and LaFromboise et al. (1993) were unidimensional and bidimensional representing an additive view of the occurrence of biculturalism (West et al., 2017). Thus, these theories depicted the bicultural process as a summative addition of cultural identities and ignored the processes by which biculturals negotiate their cultural identities misrepresenting the indicators of biculturals' identity and behavior and offering little insight regarding bicultural adjustment and wellness outcomes (West et al., 2017). Critics have argued that biculturalism involves diverse experiences, contexts, and management and requires new and nuanced approaches in studying and understanding it (Chu et al., 2017; Fleischmann & Verkuyten, 2016; Huff et al., 2017; West et al., 2017). The need to explore biculturals' identity negotiation processes to particularly understand their individual differences was recommended among others (West et al., 2017).

Bicultural Identity Negotiation: Understanding Biculturals' Individual Differences

Although the traditional acculturation theories helped to explain variations in biculturals' experiences and emergence, they were unidimensional, bidimensional, and additive and failed to explain biculturals' diverse differences or individual differences in biculturalism (West et al., 2017). Biculturalism involves more than the mere additive outcome of cultural intersects (West et al., 2017). Countless evidence shows dissimilar and salient values, behaviors, and expectations in the two cultures individuals integrate into their self-concepts as well as differences in their negotiation and organization (Huff et al., 2017; Lee, Masuda, Fu, & Reiche, 2018). Essentially, different biculturals experience different identity negotiations processes involving hybridization, integration, and frame switching that lead to different psychological and behavioral outcomes (West at el., 2017). The quest to acknowledge and capture distinctions in biculturals' cultural identity negotiation and comprehend the varied processes and self, motivation, and cognitive outcomes involved prompted the development of the bicultural identity integration constructs (Fleischmann & Verkuyten, 2016; Huff et al., 2017).

Bicultural identity integration is an individual difference construct that captures distinctions in the experience of biculturalism (Huynh et al., 2018) represent biculturals' subjective outlook of compatibility between their various social identities or diverse groups they belong with (Huff et al., 2017). The construct highlights not only biculturals' perceived compatibility, blendedness, integration, or harmony versus oppositional or integration difficulty but also their cultural identity integration experiences and management, their various bicultural ways, and their differences (Lee et

al., 2018; Nguyen & Benet-Martínez, 2007). Variables of the constructs reflect diverse life domains, dissimilar individualities, and different cultural contexts and deeper insights into related psychological, cognitive, and behavioral dynamics (Nguyen & Benet-Martínez, 2007).

Researchers indicated that bicultural individuals with high identity integration had a positive view of their different and conflicting cultural affiliations perceiving them as integrated and comprehensively adoptable and could effectively switch between them using cultural cues (Huff et al., 2017; Korzilius et al., 2017). On the contrary, bicultural individuals with low identity integration were found to associate their different cultural orientations with internal conflicts and strain and subsequently struggled to simultaneously adopt both (Huff et al., 2017; Korzilius et al., 2017). The above distinctions, notwithstanding, outcomes of perceived blendedness do not always occur since perceived harmony between one's cultural identities can sometimes trigger negative perceptions of dissimilar values (Cheng, Lee, Benet-Martínez, & Huynh, 2014; Huff et al., 2017). Individuals orient and integrate their dual cultural identities using cultural frame switching, the second bicultural identity integration process (Schwartz et al., 2016; Van Oudenhoven & Benet-Martínez, 2015) which is also the most recent and well-studied (Hong et al., 2016; Martin & Shao, 2016).

Cultural frame switching is the ability to engage two cultural schemas simultaneously and moving between them to engage in cultural frame switching using cultural cues (Hong et al., 2016; Martin & Shao, 2016). The competence is triggered by the need to navigate dual cultural identities (Hong et al., 2016) hence the automatic and

subconscious adaptation of behaviors to cues that are both situationally subtle (Schwartz et al., 2016) and culturally salient (Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015). For example, cultural cues such as language selectively trigger and deactivate deep-seated meaning systems in a given culture (Schwartz et al., 2016). The bilingual engagements may include translations that necessitate cultural frame switching where different frames are balanced within a given cultural context (Schwartz et al., 2016).

Biculturals can also switch their identity between situations using cultures they are prototypical towards although the motive for the occurrence may be self-enhancing and not the initiation of knowledge structures through cognitive means (Schindler et al., 2016). When a bicultural's identity is conflicted, they switch their biases away from the culture they are primed instead of assimilating with them (Hong et al., 2016). Cultural frame switching is mostly unconscious (Benet-Martínez, 2013) although their deliberate use may be necessitated to preserve their ethnic cultural values within the broader society (Schwartz et al., 2016). The stimulation and deactivation processes are impacted by an individual's cultural identity status which sometimes leads to confusion and misplaced cultural responses not aligned to situational exigencies especially when an individual's identity is misidentified or improperly acknowledged (Schindler et al., 2016).

The occurrence of cultural frame switching involves expertise and familiarity with related cultural frames (Hong, 2010; Martin & Shao, 2016; Schwartz et al., 2016). Researchers primed respondents for cultural frame switching and recognized a switch between U.S. and Chinese meaning systems when Chinese values systems were primed

on Chinese Americans although no cultural frame switching occurred when European Americans were primed with the same Chinese values systems (Fu et al., 2007). Biculturals' endorsement of ethnic and host cultural streams and ability to integrate and frame-switch are linked to key motivational, developmental, and creative constructs (Korzilius et al., 2017; Schwartz et al., 2016).

Hybridization is the third bicultural identity negotiation process and it represents "synthesizing preexisting cultures into a new and distinct form by actively combining elements of both cultures into a single end product" (West et al., 2017, p. 10). Although the notion of blendedness or perceived overlap between dual cultures offer insights into hybridization (Cheng et al., 2014), the concept represents the fusing of cultural identities towards an emerged, synergized kind (West et al., 2017). The emergent self-concept involves a mix of each culture's archetypal features developed through a blend of both cultural identities (West et al., 2017). This phenomenon can be found among non-immigrants who embrace non-Western, globalization-oriented multiculturalism (West et al., 2017). Researchers, for example, found among Urban Chinese students, a hybridized cultural identity involving a mix of modern Chinese values and imported Western individualistic values (West et al., 2017). Although the intersect of two cultures is linked to limited cognitive complexity (Roccas & Brewer, 2002), hybridization is characterized by the cognitive benefits of having weak ties with both cultures that allow for higher culture-mixing leverage uniquely fashioned and unrestricted by rigid obligatory influences from both cultures as well as cosmopolitanism (West et al., 2017).

Benefits and Challenges of Being Bicultural

Biculturalism is the best form of acculturation and has multiple positive social and psychological outcomes (Hong et al., 2016; West et al., 2017). Broad engagement with two distinct cultures attracts sustenance and resources from both and the competency in managing both cultures (Berry, 2016). Having more competency within two cultures is linked to progressive and integrative attitudes (Schwartz et al., 2016) that suggested a relationship between biculturalism and positive self-evaluation and prosocial tendencies (Carlo et al., 2016). This development involves progressive outcomes for self-based positive adjustments which include domain-specific outcomes such as academic achievement, career success, life satisfaction, and self-esteem (Chen, Benet-Martinez, & Bond, 2008; Chen, Benet-Martínez, Wu, Lam, & Bond, 2013; Nguyen & Benet-Martínez, 2013).

Research has established a dynamic relationship between bicultural identification and social networks. A positive link has, for example, been identified between bicultural identification and personal social networks (Repke & Benet-Martínez, 2017). High bicultural identity integration is linked to having access to dynamic social support networks built on highly multiple associates and interconnected broader society connections (Huff et al., 2017), extensive integrative and cognitive complexity, intellectual suppleness, and creativity (West et al., 2017), and fitting behavior (Van Oudenhoven & Benet-Martínez, 2015). Hybridizing, for example, allows biculturals to alter their self-concept and develop superior cognitive complexity wherein elements are drawn from different cultures to create multiple and productive self, psychological, and

motivational outcomes (West et al., 2017). Unlike monocultural, individuals with high bicultural identity integration are more open and resourceful when relating to people with distinct cultural orientations which includes being tolerant (Huff et al., 2017) and progressive at handling adversity and discrimination (Huynh, Devos, & Goldberg, 2014).

Despite the benefits, biculturalism is associated with social and psychological challenges. Fundamentally, the intersection of two cultures can impede biculturals' cognitive complexity (Roccas & Brewer, 2002). Among many effects of the intersect between biculturals' two cultures is the perception of disassociation or distance between their cultural orientations leading to outcomes of narrow-mindedness, limited cultural qualities, language-related stress, and living in a culture that lacks diversity or is associated with performance-oriented personal and contextual challenges (Nguyen & Benet-Martínez, 2007). Biculturals' perception of conflict between their dual cultural orientations has also been linked to fixated outlook and exposure, discrimination and stressed intercultural relations, nervousness, social unfairness, and denunciation (Nguyen & Benet-Martínez, 2007). Denial or misrecognition of biculturals' identities such as their hyphenated cultural identity, for instance, has been linked to negativity regarding their self-concept (Chu et al., 2017; Kang & Bodenhausen, 2015).

Researchers associate cultural identity misrecognition wherein one's view is ignored to psychological and physical self-outcomes (Kang & Bodenhausen, 2015) of perceived threats and subsequent isolationist or protectionist attitudes towards others including adverse intergroup costs (Cheng et al., 2014; Chu et al., 2017). Overall, managing multiple identities developed from the intersect of two cultures can be

burdensome and can lead to issues of stress, isolation, and conflicting identities for biculturals (Hong et al., 2016; Schwartz et al., 2016).

Research on Bicultural Managerial Competencies

Competencies are sets of related domains of knowledge, abilities, and behaviors and can be modeled to offer insight into managerial effectiveness in organizations (Michael Clark et al., 2016). In the cross-cultural settings of international management, managerial competencies involve cognitive and behavioral abilities that are contingent, transactional, people-oriented, dyadic, and transformational (Clausen & Keita, 2016; Hong, 2010; Kane & Levina, 2017; Lisak & Erez, 2015). Managerial competence within this context connotes the ability to function effectively within a multicultural context (Clausen & Keita, 2016; Hong, 2010) leveraging foreign knowledge, social capital, and vision (Roberts & Beamish, 2017). This distinct bicultural ability involves multiple cultural identity negotiation processes of hybridization, frame switching, and integration as well as self, motivational, and cognitive outcomes (West et al., 2017) primarily emergent from cultural intelligence, cross-cultural and intercultural abilities, and cross-cultural adaptabilities (Clausen & Keita, 2016; Hong, 2010).

Fields that share fundamental components, to some extent, share competencies, and functional similarities between traditional and emerging domains can facilitate the functioning of the traditional field within the emergent field (Hong, 2010). Comparatively, biculturalism characterizes appreciable and effective contextual, situational, and organizational leadership competencies for cross-cultural and global effectiveness (Clausen & Keita, 2016; Hong, 2010; West et al., 2017). Here, bicultural

managerial competencies involve drawing on one's identity negotiation processes to produce cognitive and motivational outcomes (West et al., 2017) for leading within a multicultural context (Hong, 2010; Furuzawa & Brewster, 2015). Bicultural managerial competence characterizes a dynamic interaction of cultural knowledge and cross-cultural skills of behavioral flexibility and cross-cultural communication and the drawing from this quality repertoire to effect cultural frame switching and apply metacognition for spanning boundaries and mediating conflicts while motivating multicultural teams towards organizational outcomes (Hong, 2010; Kane & Levina, 2017).

The first component of bicultural managerial competence is the ability to draw on two cultural-specific experiences and knowledge of explicit and tacit nature to understand and interpret one's behavior and others' using cultural frame switching (Clausen & Keita, 2016; Hong, 2010; Rickley, 2018). In a multicultural setting, this involves developing behavioral flexibility and attributional and cognitive complexities to comprehend the nature of another culture (Clausen & Keita, 2016; Hong, 2010). The processes involved in its development include cultural bridging abilities based on the specificity of international experience and knowledge of both the heritage and host cultures (Rickley, 2018). This quality allows for the development of fundamental insights into the operational context of international business and within the various coexisting systems in politics, society, and technology, among others (Hong, 2010; Rickley, 2018). The next bicultural managerial competency construct of cross-cultural abilities is facilitated by an individual's capacity to function in cultural-specific experience and knowledge (Hong, 2010; Rickley, 2018).

Cross-cultural abilities involve expertise in behavioral adaptability and cross-cultural communication (Clausen & Keita, 2016; Hong, 2010). This competency consists in using cultural-specific knowledge, language-specific knowledge, and behavioral adaptability for cross-cultural interaction to adopt appropriate and effective verbal and nonverbal communication in multicultural teams (Clausen & Keita, 2016; Hong, 2010). Behavioral adaptability involves decoding multicultural team members' behaviors and adopting appropriate self-depiction strategies that reflect the context whereas cross-cultural communication is used to effect collaborative knowledge transfer in multicultural teams (Hong, 2010; Roberts & Beamish, 2017).

Another component of bicultural managerial competence involves relating cultural-specific knowledge (the knowing aspect) to cross-cultural ability (the doing aspect) in a dynamic, interactive fashion for multicultural effectiveness (Engelhard & Holtbrügge, 2017; Hong, 2010). This competence involves switching cultural frames to access cultural-specific knowledge from one's memory faculties, examine cultural-specific schemas, and utilize cultural metacognition abilities to perform cross-cultural analysis and supervision and determining which cultural-specific knowledge to apply to cross-cultural abilities (Clausen & Keita, 2016; Hong, 2010). Cultural frame switching facilitates the appreciation of diverse cultural norms and values, the creation of new outlooks for understanding involved cultures' contingency and complexity, and the adoption of behavioral flexibility towards individuals with diverse cultural orientations (Engelhard & Holtbrügge, 2017; Hong, 2010). Despite the general features of cultural frame switching, the competence is not homogeneous among biculturals since different

individuals respond differently to cultural primes (West et al., 2017). Research linked greater context sensitivity to biculturals with low identity integration (Zhang, Noels, Lalonde, & Salas, 2017). Consistent cultural frame switching helps to develop cultural metacognition, the fourth and cultural-general knowledge component of bicultural managerial competence (Clausen & Keita, 2016; Engelhard & Holtbrügge, 2017).

Cultural metacognition is "the ability to consciously and deliberately monitor one's knowledge process and cognitive and affective states and the ability to regulate these processes and states in relation to an objective" (Thomas et al., 2008, p. 131). Cultural metacognition provides bicultural competence its dynamism and emergence from the interaction of its parts and complements its conceptualization (Clausen & Keita, 2016; Hong, 2010; Thomas et al., 2008). The quality allows for the development of novel categories of knowledge and related perspectives, the creation of explicit cultural experience, and the potential retrieval of higher general values or cultural-general knowledge (Hong, 2010; Thomas et al., 2008).

Metacognition facilitates the management of complexities in cross-cultural engagements, the understanding of both cultural variations and resemblances beyond focused cultures, the development of heightened attention to novel cultures, and the exhibition of appropriate disposition when managing in cross-cultural settings (Hong, 2010). Cultural metacognition is developed through the acquisition of cultural-general experience during international exposure and a bicultural managerial competence for differentiating and integrating across cultures (Caligiuri & Bonache, 2016; Rickley, 2018). Cultural metacognition together with cultural-specific knowledge, cross-cultural

abilities, and cultural frame switching allow bicultural managers to be competent at spanning boundaries and mediating conflicts in multicultural teams (Barner-Rasmussen et al., 2014; Clausen & Keita, 2016; Kane & Levina, 2017).

Boundary spanning involves facilitating knowledge-sharing and relationship among diverse cultures and fields of expertise (Kane & Levina, 2017; Roberts & Beamish, 2017). Global organizations require their teams and members' sociocultural, national, and knowledge-based boundaries to be spanned to effect cross-organizational and cross-border establishment of relationships and information exchanges (Kane & Levina, 2017; Liu et al., 2015; Roberts & Beamish, 2017). This bicultural managerial competence involves developing cross-cultural engagement strategies from cognitive, emotional, and behavioral flexibilities to span a team's cultures one is proficient in (Hong, 2010; Kane & Levina, 2017).

The boundary spanner acts as a broker of internal and global cultures, knowledge, and language and a mediator of conflicts in multicultural teams and global organizations (Barner-Rasmussen et al., 2014; Kane & Levina, 2017). The competence involves forging diplomacy for external support, using laser-focused communication to coordinate tasks, scouting organizations for viable market and technical insights, and guiding team information from leaking (Hong, 2010). Boundary spanning is aimed at facilitating awareness creation, capacity development, and dedication among multicultural team members towards foreign practices (Roberts & Beamish, 2017). Boundary spanning involves mediating and resolving conflicts or social irreconcilability arising from the

dissimilar cultural identities and interests of multicultural team members (Eisenberg & Mattarelli, 2016; Hong, 2010).

Multicultural teams are characterized by relationship, task, and process conflicts that reflect affection and cognition, dissimilar outlooks and ideas regarding team tasks, and controversies surrounding the doing and completion of tasks (Hong, 2010). Such conflicts require having a cultural understanding of work ethics and cross-cultural interaction to effect conflict mediation and foster appropriate consensus (Hong, 2010). The conflict situations also require sensing and comprehending the logic and sentiments underlying disputants' emotional, cognitive, and behavioral dispositions and using cultural frame switching to vary mediation approaches based on situational requirements (Friedman & Liu, 2009).

Despite their multiple qualities for multicultural teams, bicultural managerial competencies can be impacted by various issues. First, despite being integral to the organizational structure and team member endorsement, low opportunity or support may limit the effect of some bicultural managerial competencies including boundary spanning (Kane & Levina, 2017; Roberts & Beamish, 2017). Second, differences in bicultural managers' identity integration or psychological and sociocultural adjustments can create variations in their competencies (Hong, 2010; Kane & Levina, 2017). Third, inconsistencies in managerial competencies can arise based on the relationship between multicultural teams' cultural compositions and biculturals' cultural proficiencies (Dau, 2016). Competence in pertinent cultural schemas and fraternization with groups and individuals involved in those cultures can present status-related problems for groups and

team members and bicultural managers including threats to their identities and limitations to their boundary-spanning efforts (Kane & Levina, 2017).

The Bicultural Manager as a Multicultural Team Asset

Multicultural teams are situations of cross-cultural social interaction involving culturally diverse members working together on activities spanning national and global boundaries and moderated by effective bicultural competence (Clausen & Keita, 2016; Dau, 2016; Hong, 2010). Such teams depend on knowledge-intensive and information processing facilities based on the cultural diversity of its members which provides highly resourceful multiple perspectives for effectiveness at the teams' micro, organization, and global levels (Engelhard & Holtbrügge, 2017; Kane & Levina, 2017). Nonetheless, issues of power, conflict, and goal achievement (Korzilius et al., 2017) create performance issues and require agreement, integration, and trust to address (Clausen & Keilta, 2016). For example, whereas team members' pre-existing communication can facilitate creativity, innovation, and improved outcomes, they can be reluctant to share and focus on common knowledge (Engelhard & Holtbrügge, 2017).

Bicultural managers are cross-level networking agents who encourage multicultural team members to integrate and leverage their multiple inputs and activities to effect appropriate communication and relationships for their teams' effectiveness (Jang, 2017; Kane & Levina, 2017) in relation to enhancing their self-worth (Hong, 2010). Bicultural managers achieve this feat by spanning boundaries and mediating conflicts (Clausen & Keilta, 2016; Kane & Levina, 2017) using leadership, team facilitation, and decision-making strategies (Friedman & Liu, 2009). Bicultural

managers' abilities are acknowledged in cross-cultural situations because they positively facilitate the processes required for multicultural teams' functionality (Clausen & Keita, 2016). Among many, they enhance multicultural teams' transactional memory systems to address their challenges (Dau, 2016).

Bicultural managers use their global identity and acknowledgment of multicultural teams' high cultural diversity for gaining trust to facilitate inclusive task related team communication sharing and understanding required for developing innovative insights and solutions and team effectiveness (Lisak et al., 2016). Bicultural managers can foster intrapersonal engagements and interpersonal trust to limit conflicts and encourage a team's sense of collective interest towards effectiveness (Friedman & Liu, 2009). Bicultural managers can leverage their adaptability and language interpretation skills to predict task achievement (Fitzsimmons et al., 2017). Bicultural managers can enhance group cohesion and internal processes which are linked to multicultural teams' constructive performance (Engelhard & Holtbrügge, 2017; Jang, 2017).

Bicultural managers are effective decision-makers in multicultural teams (Friedman & Liu, 2009; Lisak et al., 2016). Similarly, decision-making in multicultural teams can be characterized by bounded rationality, situational complexities, stress, cognitive biases, and entrenched views (Friedman & Liu, 2009). Bicultural managers' attributional and cognitive complexities allow them to diminish these decision-making challenges and embrace unusual concepts to broaden the conceptual scope and facilitate creativity and effective problem-solving in multicultural teams (Friedman & Liu, 2009;

Lakshman, 2013). Bicultural managers' emotional flexibilities help to diminish stressful decision-making situations that cause hasty outcomes and facilitate thoughtful ones (Friedman & Liu, 2009). The range and scope of ideas and information resources that facilitate decision-making in multicultural teams are broad and complex (Friedman & Liu, 2009). Bicultural managers can also forge ties with different culturally oriented team members to draw on this extensive resource pool and make effective decisions for their teams (Friedman & Liu, 2009). Access to this rich cultural and expertise pool also encourages them to make decisions based on communication inclusion that reflects multiple interests and supports multicultural teams (Kane & Levina, 2017; Lisak et al., 2016).

Effective leadership reflects the situation being addressed and leader–follower characteristics (Friedman & Liu, 2009; Lisak & Erez, 2015). Unlike monoculturals, the characteristics, dispositions, and competence of bicultural managers make them likely candidates to facilitate multicultural teams (Dau, 2016; Doz, 2016b; Lisak & Erez, 2015). Biculturals have the cognitive and behavioral flexibility to lead diverse followers and in multiple situations (Eisenberg & Mattarelli, 2016; Hong, 2010). Bicultural managers' cultural frame switching and metacognitive abilities also enable them to adopt appropriate behaviors that are goal-oriented, participative, and supportive for multiple situations and team members (Lee et al., 2018; Lisak & Erez, 2015).

Bicultural managers use their emotional and cognitive flexibilities to adopt multiple leadership approaches and facilitate favorable leader–member exchange involving shared resource and support to connect and enhance relationships between

themselves and team members of related cultures (Friedman & Liu, 2009). Bicultural managers, invariably, have the cultural intelligence, global identity, and openness to cultural diversity to be flexible and fit into multicultural teams' multiple leadership contexts (Lisak & Erez, 2015). Bicultural managers' facilitation, leadership, and decision-making competencies involving exchanges, links, and interventions in multicultural teams make them valuable organizational human capital especially when it comes to boundary spanning (Barner-Rasmussen et al., 2014; Kane & Levina, 2017; Roberts & Beamish, 2017).

Boundary spanning is the conciliation of knowledge and relationship across cultures and fields of practice (Kane & Levina, 2017; Roberts & Beamish, 2017). The role is the most demanding function in multicultural teams (Barner-Rasmussen et al., 2014). A multicultural team's collective function of efficient knowledge transfer based on effective communication and interaction across its scope can be inhibited by members' cultural and interpersonal differences (Kane & Levina, 2017; Roberts, & Beamish, 2017). As such, leading and organizing across multiple inter-and intra-organizational boundaries has become key to the success of global organizations (Schotter, Mudambi, Doz, & Gaur, 2017). Bicultural managers are competent at spanning multicultural teams' boundaries to enable information and knowledge exchanges, internal and external relationship links, cross-cultural and cross-border interactions, and interunit interaction and interventions (Kane & Levina, 2017; Roberts, & Beamish, 2017).

Bicultural managers facilitate these functions by acknowledging team members' cultural and interpersonal differences, interacting with team members using appropriate communication strategies, and gaining their trust, support, agreement, and integration to express their voice and share ideas and knowledge for accomplishing team tasks (Hong, 2010; Kane & Levina, 2017). Bicultural managers act as multicultural brokers to transcend and bridge barriers imposed by diverse cultural and subgroup identities that rely on networks of culturally diverse subunits and enable growing relationship between identity threat and knowledge sharing (Barner-Rasmussen et al., 2014; Eisenberg & Mattarelli, 2016; Kane & Levina, 2017). The progressive and assuring strategies bicultural managers adopt enhance the network density of these subunits and provide the psychological security needed to promote acquisition and application amidst diminished conflicts (Eisenberg & Mattarelli, 2016; Hong, 2010).

Conflict mediation forms a significant part of spanning boundaries in and leading multicultural teams in that progressive relationships with conflicting parties that acknowledge differences, interests, and the participation of disputants can ensure interactional justice and procedural justice and the reconciliation needed to resolve conflicts (Friedman & Liu, 2009). Bicultural managers enact positive conflict mediation using cognitive and emotional flexibility to build cross-cultural and intragroup ties that have positive influences on rooted social networks (Friedman & Liu, 2009; Hong, 2010). The empathetic and neutral party approach bicultural managers adopt earn them trust to resolve conflicts (Hong, 2010). Conflict mediators perceived as having shared views with disputants can gain trust and offer acceptable resolutions (Friedman & Liu, 2009;

Hong, 2010). Conflict mediation leads to shared values, work ethics, innovation, informality, familiarity, information sharing, knowledge transfer that leads to tasks completion (Hong, 2010).

Issues Surrounding Bicultural Managers' Multicultural Team Contribution

Bicultural managers' contribution to multicultural teams is associated with issues and outcomes of multiple experiences, challenges, and conditions including issues of power distribution, dispersion, and intersectionality (Barner-Rasmussen et al., 2014). Negotiating their dual identities using processes such as integration, hybridization, and frame switching leads to identity experiences and psychological and behavioral outcomes superseding the effects of their individual identities and perceived models (West et al., 2017). For instance, although the intersection of their ethnic and host cultures makes bicultural managerial competencies in multicultural teams such as boundary spanning rare, valuable, and hard to imitate (Barner-Rasmussen et al., 2014), they experience issues of intersectional invisibility or misrecognition (Schindler et al., 2016; West et al., 2017). Bicultural managers are further saddled to develop competencies in intersectionality, power distribution, and dispersion when functioning in highly effective boundary spanning situations (Barner-Rasmussen et al., 2014). Meeting all criteria can be overwhelming especially in situations that involve diverse identities, multiple and opposing interests and time, countless affiliations, and painstaking methods in understanding the different cultural and professional operations of involved groups and gaining their trust and recognition as a negotiator (Kane & Levina, 2017; Roberts & Beamish, 2017).

Success in boundary spanning depends on measuring up to and gaining authentic outlier involvement in engaging involved groups, winning their acknowledgment as a negotiator, and enacting the role compared to having only the potential (Kane & Levina, 2017). Among many outcomes, focusing sometimes on the interest of or being affiliated with one team may create identity issues for both the boundary spanner and team members including marginalizing or undermining their status (Kane & Levina, 2017). That notwithstanding, individuals with well-adjusted culturally specific identities exhibit higher cultural intelligence and are perceived as having leadership qualities in multicultural teams (Lisak & Erez, 2015).

Conflict mediation can turn bicultural managers into disputants when they perceive others as outgroups (Friedman & Liu, 2009; Kane & Levina, 2017). Being primed in a particular culture can induce biculturals' to heighten their ingroup identity and develop a prototypical and bias attitude for the group in question which can lead to more conflict situations involving outgroups (Schindler et al., 2016). Resolving conflicts using an integrative approach requires extensive relationship building and the comprehension of multiple interests of teams, groups, units, and individuals which pose limitations in situations that require rapid outcomes (Kane & Levina, 2017; Roberts & Beamish, 2017). Irrespective of the outcomes, conflict resolutions always leave some parties more disadvantaged creating status-related issues and uncertainties for disputants including the conflict mediator (Kane & Levina, 2017). Inconsistencies in the compatibility of biculturals' attributes and team effectiveness are suggestive of variations

in how they impact multicultural teams' transactive memory systems and performance (Dau, 2016).

The Literature Gap in Studies on Bicultural Managers in U.S.-Based Global Organizations

A review of the most recent available statistics showed that over 231 million people have emigrated from their birth countries, which is more than 100% up from the 1990 figure (United Nations Department of Economic and Social Affairs, 2013). Biculturals are an increasingly important segment of managers employed within U.S.-based global organizations, although relatively little is known about this group's distinctive experiences and the implications of such within their work environment (Kassis-Henderson et al., 2018; Linehan, 2017; West et al., 2017). Bicultural employees are more than a theoretical construct (Friedman & Liu, 2009; Kane & Levina, 2017). Migration has created a situation in which the professional workforces of numerous developed countries are experiencing the inclusion of highly educated work demographic as biculturals (Brannen & Doz, 2010; Hong & Doz, 2013; Linehan, 2017).

The notable emergence of bicultural individuals in global, multicultural organizations has prompted more studies in bicultural competencies. Hong and Doz (2013) and Clausen and Keita (2016) have, for example, argued for the criticality of multicultural individuals in teams to develop a bicultural competence concept to help multinational corporations achieve global integration, local adaptation, and effectiveness. Biculturals are not valued solely on their understanding of the diverse cultural dispositions of societies, but also for what characterizes the negotiation and application of

these multiple schemas across cultural settings (Thomas, 2016; West et al., 2017). The extant literature in this area provides some guidance to global organizations on boundary spanning roles and recommends organizations employ bicultural individuals with competencies in the cultures to be spanned (Hong & Doz, 2013; Kassis-Henderson et al., 2018).

Most existing research on managerial boundary spanning were theoretical (Huang, Luo, Liu, & Yang, 2016; Kane & Levina, 2017) and linked to knowledge transfers in multicultural teams (Tippmann et al., 2017). One of such studies by Kane and Levina (2017) involved examining the theoretical potential of biculturals' collaborative boundary spanning abilities. The study was focused on bicultural managers' navigation strategies towards workplace social identity threats when spanning global boundaries in knowledge-intensive projects sourced from their host to their ethnic countries. Kane and Levina's study revealed relevant insights regarding bicultural managers' role as global collaborators spanning boundaries and related psychological processes. The qualitative study involved a mix of clients and industry experts from two regions with American, Ukrainian, Armenian, Russian, and Indian backgrounds collaborating on knowledge-intensive IT and financial activities. Kane and Levina found differences in the nature and spanning demands of cultural and knowledge-intensive boundaries implying varied bicultural managerial competency requirements**.** Bicultural managers were found to enact actions that impart relevant competencies, link critical stakeholders, and harness input towards empowering ethnic country collaborators and inversely hindered collaborations when they micromanaged, narrowed communication

networks, and suppressed contributions. Kane and Levina discovered key issues of bicultural identity negotiation within organizations that were consistent with the studies of Kassis-Henderson et al. (2018) and Linehan (2017). The authors recommended a future examination of the impact bicultural individuals' background may have on their inclination to enable multicultural team effectiveness (Kane & Levina, 2017).

Kane and Levina's (2017) findings were rooted in and compatible with both the traditional and emerging literature on biculturals' sociocognitive elements aside from challenging and extending the literature on bicultural competence and multicultural team effectiveness emphasizing the complexities involved in identities of both biculturals and others (Kassis-Henderson et al., 2018; Pekerti, Vuong, & Napier, 2017). The authors' findings have theoretical implications for more in-depth understandings of bicultural managers' competencies in multicultural teams especially regarding their role as collaborative cultural and knowledge-oriented boundary spanners. Numerous and emerging research including that of Engelhard and Holtbrügge, (2017) and Hong (2010) indicate that bicultural managerial competence in multicultural teams involves complex, beneficial, and problematic implications.

To ascertain whether the status conferred on biculturalism by researchers and its associated competencies merit collaborative boundary spanning in the global context, more theoretical scrutiny and empirical studies are required. By leading teams in global organizations, bicultural managers can leverage collaborative boundary spanning that enables a synergistic combination of diverse expertise towards the possible development of emerging solutions to conventional problems (Kane & Levina, 2017). Combining

diverse practices of such nature will require no average feat (Barner-Rasmussen et al., 2014) especially since it involves multiple and complex identity issues (Lee et al., 2018; Linehan, 2017). The inductive qualitative strategy of inquiry has been recommended and proven by scholars to provide required comprehensive insights into the situated and emergent nature of collaborative boundary spanning as it unfolds in settings that are characterized by collaboration between globally distributed agencies towards the remodeling and formation of workplace initiatives, innovations, and knowledge (Kane & Levina, 2017; Lee et al., 2018; Tippmann et al., 2017).

Summary and Conclusions

The literature review entailed subjects on biculturalism and bicultural managerial competency focusing on processes, outcomes, and issues at the intersection of two distinct cultures (Barner-Rasmussen, 2015; Johansson & Śliwa, 2014; West et al., 2017). The phenomenon involved bicultural managers' experiences in multicultural teams and how they may or may not be viewed as valuable organizational human capital in U.S.-based global organizations as observed in the under-researched area of bicultural leadership in multicultural teams (Dau, 2016; Kane & Levina, 2017; Linehan, 2017) and the broader international business setting (Kassis-Henderson et al., 2018). Gaps existing in the literature indicate relatively little insight into bicultural managers' experiences and the implications of their competencies and skills in leading multicultural teams (Linehan, 2017; West et al., 2017). Alongside contributing infinitesimally to findings on multicultural team leadership (Lisak & Erez, 2015) most studies on biculturals'

experiences and competencies in multicultural teams were focused on bicultural employees (Brannen & Thomas, 2010; Hong, 2010).

Most findings on biculturals were also additive and assumptive of biculturals' value as a product of their understanding of the diverse cultural characteristics of societies when compared to monoculturals (West et al., 2017). On the contrary, emerging research based on a transformative theory of biculturalism were focused on the complex identity negotiation processes involved in being a bicultural and the unique outcomes emerging from the intersection of their two cultural identities (Barner-Rasmussen, 2015; Pekerti et al., 2017; West et al., 2017). Little, for example, has been advanced to understand the components and complex processes biculturals employ to negotiate their multiple cultural schemas at the individual and situational levels (Eisenberg & Mattarelli, 2016; Thomas, 2016). Empirical evidence showed a positive relationship between individual-level resources and organizational outcomes including interunit boundary spanning (Barner-Rasmussen et al., 2014). That, notwithstanding, whether the relationship between biculturalism and its related competencies and collaborative boundary spanning in the global context merit attention remains unknown and requires research.

Chapter 3 focuses on discussing the methodology for the qualitative, multiple case study designed to achieve the research aims of the study. The chapter also features the sampling rationale approach and the data collection approach. Lastly, the logic for the study and primacy for the data collection and analysis is also discussed.

Chapter 3: Research Method

The purpose of this qualitative, multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Although biculturalism appears prominent in the psychology literature (Huff et al., 2017), empirical studies on their managerial competencies are rare in the management literature (Adler & Aycan, 2018; Fitzsimmons et al., 2017). Given that scholars call for a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams, I used an exploratory multiple case study to meet the study goals. This study was important as it investigated the underresearched area of bicultural leadership in multicultural teams. The findings of this study may be significant for theory building in the issue at hand based on the multiple case study method used which allowed broader explorations of research questions and theoretical extension. I designed the research study to meet the goal of contributing original qualitative data to the theoretical foundations of the three key concepts that focused on the management experiences of biculturals in U.S.-based global organizations.

This chapter provides detailed information on the research method and rationale for conducting an exploratory multiple case study. The central research question (CRQ) guiding this empirical investigation is presented along with the participant selection

strategy, data collection strategies and data analysis, the role of the researcher, ethical considerations, and a summary on main points of Chapter 3.

Research Design and Rationale

Effective research questions are developed to provide answers within the empirical context in theory-developing case research (Ketokivi & Choi, 2014) and facilitate the understanding of real-world cases (Morgan, Pullon, Macdonald, McKinlay, & Gray, 2017; Yin, 2017). I developed the following CRQ to meet the purpose of the study:

CRQ: What are the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams?

The nature of this research was qualitative and consistent with the purpose of the study in providing data for answering the central research question. An exploratory multiple case study approach was employed within the constructivist paradigm using in-depth interviews to explore the experiences of people living within a specific social context and generate novel meanings and information based on their viewpoints. Social constructivists encourage a more critical approach of viewing the world in relation to the self, using people's interpretations of their engagements with the environment from personal standpoints (Denzin, 2009; Rubin & Rubin, 2012). Using the constructivist paradigm to drive a qualitative study gives a voice to groups that are ethnically diverse and their experiences with dominant social groups in the workplace and within the management profession (Cooper & White, 2012; Eriksson & Kovalainen, 2015). Unlike

a quantitative method that focuses on a systematic description of the relationship between events and phenomenon based mostly on results generated in numbers, such a qualitative research method is discovery-oriented focusing on the meanings participants associate to phenomenon, related behaviors, and new experiences (Eriksson & Kovalainen, 2015; Merriam & Tisdell, 2015).

I used a multiple case study design to address the research problem. According to Yin (2017), a multiple case study design is consistent with the type of social phenomena I explored. Since multiple case studies are rooted in natural settings with the intent of understanding the process of an underexamined area, a holistic understanding of the phenomenon can thus be explored (Merriam & Tisdell, 2015; Rubin & Rubin, 2012; Stake, 2013). Multiple case studies, invariably, facilitate the collection and analyzing of several data from multiple cases; it is replicable and can be used to address a complex social phenomenon and compare different studies (Yin, 2017). This study design and process was also inductive and enabled the emergence of themes from data whiles allowing the data and bicultural managers' perspectives to drive data analysis and emerging research recommendations (see Yin, 2017).

The multiple case study design was chosen for this study contrary to the narrative, phenomenology, and ethnographic qualitative research strategies. One key reason is that, unlike the other designs that are directed towards the focus of the study, the multiple case study strategy focuses on a contemporary phenomenon within its real-life setting beyond events and the unit of analysis (Merriam & Tisdell, 2015). Generally, all three approaches are overly event-oriented: phenomenology is focused primarily on the basic

structure of experience involving how experiencing something is consciously projected whereas ethnography and narrative inquiry are respectively focused on human society and culture and stories (Merriam & Tisdell, 2015). Distinctively, the multiple case study design is characterized by multiple in-depth, holistic, within-case and cross-case inquiry of contemporary experiences, making it the best approach for this study (see Merriam & Tisdell, 2015; Yin, 2017). More so, the multiple case study design is also effective at studying a phenomenon with variables that are inseparable from the setting (Yin, 2017). Ultimately, a qualitative multiple case study that is also inductive offers the quality of building abstractions across cases to gain a deeper understanding of issues (Merriam & Tisdell, 2015; Yin, 2017).

In a case study of a social phenomenon, an individual living within a specific social context, which in this case is the bicultural manager in a U.S.-based global organization, and the central phenomenon of the study can be considered as a distinct unit of study (see Yin, 2014). Focusing the data on individuals makes the central phenomenon of the study the context rather than the aim (Eisenhardt & Graebner, 2007; Yin, 2017). As such, the employee, not the organization, becomes the investigation. When studying an employee as the focus, a descriptive, multiple case study becomes the recommended qualitative design for data retrieval for theory building (Eisenhardt & Graebner, 2007). The multiple case study design is useful for generating cross-case findings while linking the research question and the research conclusion. Given that comparisons are made, the selection of cases is thoughtful to ensure predictability of cross-case consistency or contrasts across results per the conceptual framework (Yin,

2017). Combining this approach with inductive theory while supporting the related method and design with arguments from the methodological literature, can ensure outcomes that are robust and convincing (Eisenhardt & Graebner, 2007).

Role of the Researcher

The conduct of qualitative research involves reflexivity to identify positionality impacts on the observer's study which involves critically accessing and addressing personality and identity issues informing research inquiry and findings towards the determination of accuracy and trustworthiness (Berger, 2015). The process also involves being thoroughly aware of the research phenomenon to enhance the meaningfulness of the inquiry (Berger, 2015) and being mindful to avoid the undue influence of contributors (Cumming-Potvin, 2013). Also important is understanding and acknowledging the social constructivist principle regarding the link between the individual and the body of knowledge and the practitioner's self-discovery role when gaining knowledge from contributors (Burr, 2015).

As a qualitative researcher, ensuring, disclosing, and discussing reflexivity involving my personality, assumptions, and biases was paramount during the study (see Ravitch & Carl, 2016). Fundamental to my role and affiliation with the setting, context, and phenomenon were my views of a bicultural manager in a U.S.-based global organization which were informed by my education and personal experiences. I consider myself a bicultural with expressive and extensive African and American cultures currently living in the United States. I am also familiar with some challenges associated with being an African American working in a U.S.-based global organization.

Irrespective of my lack of prior management experience in a U.S.-based global organization, I was exposed to different managerial roles in a global organization in Ghana, Africa. Being exposed to two cultures, contexts, relationships, and roles alongside my education may have made me more sensitive, fairly informed, and passionate about the numerous issues and choices of biculturalism including being a bicultural manager in a U.S.-based global organization. As such, although objectivity was prioritized, I may have brought into the research biases that may impact my data collection and analysis. However, as the principal data collection instrument, my biases were managed using the disclosure of my strategies for ensuring that the findings of the study were driven by the participants' experiences and thoughts and not my characteristics and partialities as a researcher (see Ravitch & Carl, 2016).

The dialogues developed from engaging the participants for my interview enhanced perspective and offered more insights into meanings in the given social context (see Rubin & Rubin, 2012). I acknowledged each participant uniqueness to ensure each of them represents a case study (see Eisenhardt & Graebner, 2007) providing prospects for case-comparison as explained by Yin (2017). I verified the interview responses for a more rigorous data collection process by capturing more intimate thoughts and feelings using anonymous data collection strategies particularly for those involving sensitive issues. Rubin and Rubin (2012) found that verifying interview responses safeguards the data collection process from being overshadowed by interviewer influence and opinion. Being an African American, I understand certain terms and may have insights into nonverbal cues which enriched my dialogues and engagements with participants

including asking considerably more probing and nonleading questions (see Ravitch & Carl, 2016; Rubin & Rubin, 2012).

Methodology

A researcher using multicase study can investigate a social phenomenon, perform a within-case and cross-case analysis per the same social context including treating each participant as a separate entity (Merriam & Tidsdell, 2015; Yin, 2017). Comprehending the social and behavioral interaction of elements within a broader system requires examining the contextual complexities of the given social setting (Stake, 2013). Qualitative research can offer insight into relationship dynamics and *how* and *why* they exist (Tsang, 2013). The cases involved in a multicase study are analyzed based on replication logic for cross-case contrasts and possible theoretical construct enhancements (Eisenhardt & Graebner, 2007). Achieving these requires using a qualitative method that can facilitate the probing of questions and offer originality, using multiple data sources (Eisenhardt & Graebner, 2007).

My research involved 7 participants. Six to 10 participants in qualitative research can facilitate the identification of key themes and practical applications (Merriam & Tidsdell, 2015); 10 is ideal for a homogenous population and a thorough investigation of a study phenomenon (Boddy & Boddy, 2016). My designed research and interview questions were focused on gaining a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Uniformity in analyzing the commonalities and variations in participant experiences was achieved by

my using a template to report the multiple case study findings (see Noor, 2008). Triangulating multiple data sources provided cross-source integration (see Ravitch & Carl, 2016) and the balancing of the qualities and limitations of varied approaches, offering more strength to the credibility of the study (see Guion et al., 2011; Wilson, 2014). The multiple data sources in the study involved interviews, observational field notes, and seminal writings. I based the research design on purposeful participant selection to ensure a closely assessed research question and the observation of a carefully chosen group (see Eisenhardt & Graebner, 2007; Ritchie, Lewis, Nicholls, & Ormston, 2013).

Qualitative multiple case study offers intensive investigation involving holistic and telling characteristics of real-life events (Merriam & Tidsdell, 2015; Yin, 2017). A case study approach is most fitting for studies that are bounded by time and are also based on answering how and why questions (Yin, 2017). A multicase study, contrary to a single case study, is recommended for studies involving multiple cases and aimed at providing novel theoretical or conceptual contributions while offering a rich, definitive picture of human interaction (Eisenhardt & Graebner, 2007). Analyzing data within a multicase study requires a cross-case synthesis to enhance external validity, the trustworthiness of data, and present a more dynamic or rigorous research (Merriam & Tisdell, 2015).

A case study design protocol helps to enhance the reliability of a study (Yin, 2017). For example, the research method and research outline the process and organization involved in conducting the multiple case study (Tsang, 2013).

Characteristically, a qualitative multicase study design involves research questions and interview questions for uncovering participants' experiences, participant selection rationale, data collection and field strategies, a data analysis method, and a reporting template (Noor, 2008; Stake, 2013). A participant selection pool commences the research design.

Participant Selection Logic

Population. This study was aimed at understanding perceptions of a sample of participants chosen for this study from within the population of bicultural individuals in management in the United States. This relates to 86.4 million or 27% of immigrants and their U.S.-born children who were living in the United States in 2017 (Zong et al., 2018). Considering that the migrant population in the United States includes a bicultural population that is anticipated to grow from 8 million or 2.5% in 2014 to 26 million or 6.2% by 2060 (Colby & Ortman, 2015), it is significant for the study to note that it is constituted of a highly educated work demographic that forms part of the professional workforces of developed countries (Brannen & Doz, 2010; Hong & Doz, 2013; Linehan, 2017) including U.S.-based global organizations.

Sampling criteria. Research integrity in qualitative study requires defining a population and implementing a fitting sampling method when selecting a sample population (Tracy, 2010). I used purposeful selection criterion and snowball sampling strategies to recruit participants for this case study (see Guibbert et al., 2008). Participants had to meet the following inclusion criteria: managers in US-based global organizations; self-identify as bicultural; had been assigned by employers as leaders in

multicultural teams for at least 3 years; and possessed knowledge regarding their experiences with the topic being studied. Consistent with Merriam and Tisdell's (2015) suggestions about the snowball sampling technique, a few study participants meeting the above criteria were asked to refer subsequent participants likely to meet the same criteria to me. The snowball sampling strategy was expected to help identify these *hidden populations*, which in this case are bicultural individuals in managerial position in U.S.-based global organizations; a population which may be tough to recognize with other sampling techniques which are unhelpful in unearthing intimate insights about the target sampling pool (see Noor, 2008).

In-depth interviews are appropriate for investigating issues involving intersectionality. especially when it includes addressing key populations and diversity (Jordan-Zachery, 2007; Ritchie et al., 2013). I conducted seven in-depth, face-to-face individual interviews with bicultural managers employed in the workplaces of U.S.-based global organizations until data saturation was. The number of in-depth interviews is acceptable for identifying key themes and operational interpretations (see Merriam & Tidsdell, 2015). A researcher ensures the credibility of a study by adhering to the participant selection including meeting the minimum recruitment criteria (Merriam & Tisdell, 2015).

Sampling selection. The study was based on a purposeful selection of bicultural managers employed in managerial positions and leading multicultural teams in U.S.-based global organizations. The participants intersect at multiple cultural streams or ethnic and host cultures and may share features of underutilization with other

multicultural groups including globalization-based biculturals and triculturals (see Schwartz et al., 2016). That, notwithstanding, this study does not involve the latter groups. I conducted 7 in-depth interviews with bicultural managers to collect adequate and quality data and provide diverse understanding of perceptions and interactions of bicultural managers.

Six to 10 cases are considered appropriate for an in-depth inquiry in a qualitative study (Boddy & Boddy, 2016; Merriam & Tisdell, 2015; Yin, 2017). The initial six interviews are expected to facilitate the emergence and documentation of key themes (Merriam & Tidsdell, 2015) whereas 10 interviews can provide insights into common perceptions and experiences (Guest, Bunce, & Johnson, 2006). Theme enhancement occurs when researchers and participants collaborate using the coordination of self, social, and cultural mindfulness (Cumming-Potvin, 2013).

The bicultural manager employed in a U.S.-based global organization and leading a multicultural team was the study's unit of analysis whereby in-depth interviews of each unit offered rich information that links data to theoretical propositions or allowed for cross-case analysis (see Merriam & Tisdell, 2015; Yin, 2017). Among others, determining sample size sufficiency was based on the focus of the study, availability of time and material resources, and the dependability and complexity of information provided (Guetterman, 2015; Yin, 2017).

Qualitative research is premised on gaining insight into people's culture and behavior using their subjective interpretations of their experiences, events, and other inquiry areas (Ravitch & Carl, 2016). Methodologically, it is characterized by diverse

means of exploring the complexity and subjectivity of peoples' lived experiences and meaning making (Ravitch & Carl, 2016). Selecting an appropriate method to ensure this characteristic is based on ontological and epistemological understandings, the researcher's focus, participants' social and cultural systems, and so forth (Stake, 2013). Although it has a theoretical property, qualitative research includes the examination of concepts and constructs beyond the confinement of statistical and tangible interpretations (Cooper & White 2012; Ravitch & Carl, 2016).

Qualitative research is inductive, reflexive, systematic, and recursive and allows people to understand seemingly innate qualities (Ravitch & Carl, 2016). It facilitates pattern recognition enabling researchers to identify fundamental and emerging descriptors including superficially arbitrary occurrences that characterize all personal and systemic engagements (Cooper & White, 2012). Themes emerging from identified patterns facilitate shared-perspective insights accommodating the transformation of worldviews through evolving social models or ideals (Ravitch & Carl, 2016). Patterns can unearth transformations among ethnic and gender issues (Cooper & White, 2012) and affirm entrenched or robust dispositions that defy legislative and nondiscriminatory philosophical mutations in society (Merriam & Tisdell, 2015). Using a qualitative research method in this study allowed a thorough analysis of attitudes, behaviors, and perceptions which shape the experience of the bicultural manager working in a U.S.-based global organization and leading a multicultural team. A distinctive and holistic exploration of bicultural managers' interactions and their assessment of their work

experience in a bounded setting offered a credible base for evaluation and effective replication.

Sampling strategy. The scope of this study was restricted to the population of biculturals' management positions in U.S-based global organizations. The seven bicultural managers selected as interviewees using the purposeful, criterion, and snowball sampling techniques (see Cooper & White, 2012) work in a U.S.-based global organization, lead multicultural teams, and are among a marginalized group. Data were gathered using in-depth, semistructured interviews. The in-depth interview technique is appropriate for exploring intersectionality issues, enabling the researcher to flexibly evaluate various overlapping aspects of a phenomenon devoid of fragmentation (Jordan-Zachery, 2007). Semistructured in-depth interview encourages conversational engagements between the interviewer and interviewee that induce a sense of informality and spontaneity and facilitate the capturing of the import of participants' experience that makes their responses valuable to the study (Davis, 2016).

A biculturals' agentic experience in a characteristic multicultural team is distinct from that of a monocultural (West et al., 2017). However, identity-based studies indicate that little is relatively known and understood about bicultural managers' experiences in multicultural teams as demonstrated in how their strategies for handling related workplace social identity issues generate varied leadership and organizational implications, especially when spanning boundaries (Kane & Levina, 2017). Exploring the legacies and beliefs formed from their living experiences using in-depth interviews allowed the accounts of the participating bicultural managers to be comprehensively and

rigorously captured per their individual worldviews, opinions, and realities until saturation was reached (see Yin, 2017).

The success of the study depended on the selected population and the sample size. Enough insight for an intensive study of this phenomenon was based on allowing those selected to offer views, perceptions, and observations regarding their work experience in a multicultural workplace. An appropriate context for capturing data from participants' rich narratives, characteristics, and dispositions was achieved by establishing rapport in dialogic engagements between the participants and the researcher (see Davis, 2016; Guetterman, 2015). The constructivist paradigm in consonance with this study depends on generating vivid descriptive data from participants' living experiences and their collaborative engagement with the researcher which can also offer deeper insights into participants' responses (Baxter & Jack, 2008; Rubin & Rubin, 2012).

Data collection for this study was achieved using a purposeful sampling technique based on individualized, in-depth, semistructured interviews. Although the purposeful sampling technique helped to unearth various meanings and experiences from a sample of seven bicultural managers working in a multicultural team, the in-depth, semistructured interviews and strategy facilitated more flexibility in participant questioning and the address of questions towards saturation (see Eriksson & Kovalainen, 2015).

Instrumentation

Specific instrumentation is used in a case study for gathering data from multiple sources and to provide adequate data collection instruments to answer research questions (Yin, 2017). Examining every response together with the features and selection of

participants were paramount in the data analysis process on account of the various forms of measurement and questions developed in relation to the research topic. It is important to gather instrumentation protocols that align with the purpose of the study and contribute original qualitative data to the conceptual framework. Instrumentation was carefully chosen to allow for the generation of themes to support insights that emerge from studying the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Three sources of data were used in this study: (a) a semistructured interview protocol (see Appendix B) whose items have been designed and standardized by previous researchers, (b) reflective field notes kept by the researcher throughout the data collection process, and (c) archival materials.

Interview protocol. The interview guide for this study (Appendix B) consisted of semistructured questions per a research conducted by Hong (2010) at Essec Business School in France on the role of multicultural individuals in facilitating the effective functioning of global teams. The interview protocol is an accessible document and the interview protocol questions had already been piloted (Hong, 2010, 2012) and required no repetition. Validation is important but not critical to qualitative research since concepts invariably reflect the realities of the body of study (Merriam & Tisdell, 2015). That, notwithstanding, qualitative researchers employ content validity to ensure the measurement instrument captures the concept it was designed to measure by containing sufficient representation of items that operationalize the concept (content validity) and differentiated items based on an adequate criterion (criterion-related validity) and

ensuring that the measure used aligns with the theories defining the test (construct validity) (Sekaran & Bougie, 2013).

The interview questions used in this study were grounded in theoretical literature, the authors' knowledge, and Hong's (2010, 2012) insight into bicultural managers leadership in global teams, bicultural competence, and multicultural team effectiveness. The interview protocol employed in this study was consistent with the three key concepts defining my conceptual framework and focused on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams.

The interview protocol pilot process was conducted by Hong (2010, 2012). Professor Hong conducted 36 in situ interviews over a period of a year by eliciting her participants' views and observations regarding biculturals and their personal experiences in working with and managing multiculturals in teams. Through these interviews, she learned that firms in France recognize a multicultural workforce and have tried to use their managers' unique competencies for various business purposes. Hong recommended that her study be replicated in other contexts, cultures, and locations to further validate her findings. I followed Hong's recommendations (Hong, 2010, 2012) to further extend the original study for generalizability and transferability, by adding maximum variance to the sample in terms of location (see Palinkas et al., 2015). By opening the participant

pool to bicultural managers across U.S.-based global organizations through recruitment on the LinkedIn professional platform, more detail could be discovered on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams.

The semistructured interview strategy is designed to facilitate a researcher's subjective understanding of a phenomenon or phenomena (Flick, 2009; Kvale, 1995). Hence, using piloted, semistructured interview questions in a case study of this kind was valuable in gaining a detailed understanding of the phenomenon being explored and insight into each participant's account. The study design ensured the trustworthiness of this research's collected data, aimed at extending theory using transferability of said data. Transferability, likewise external validity, establishes the level of using the findings of one study in other contexts (Merriam & Tisdell, 2015). This notion of transferability and validity presents a challenge for qualitative research in that it limits findings to given contexts and individuals (Klenke, 2016) and presents the likelihood of applying the products of this multiple case study research using maximum-heterogeneity sampling to nonparticipant individuals (Stake, 2013).

Reflective field notes. In this study, netnographic field notes assembled through an online data source, which in this case was the semistructured interview conducted via Skype was the third instrument used to gather data from research participants (Kozinets, 2015). Skype allows the researcher to employ participants in distant or remote locations, aiding replication. Additionally, Skype eliminates contextual information from the interview engagement which may help the researcher to avoid personal reflexivity and

maintain a significantly unbiased atmosphere (Hanna, 2012). Using Skype to interview the participants made it convenient for me to assemble my field notes using the internet.

Collecting data online may involve interviews, introspection, and interactions (Merriam & Tisdell, 2015). Reflective field notes become significantly more salient compared to observational field notes since some online data collection interactions are not recorded and kept while occurring. Field notes generated from gathered online data involves records of the researcher's own observations concerning subtexts, pretexts, contingencies, conditions, and personal emotions occurring throughout their duration online, and in association with their online engagements, and experiences (Morgan et al., 2017). Field notes mostly offer key details about the functioning of online social interactions while making apparent and helping to decode the explanations underlying cultural actions, relative to providing a more characteristic recording or description of them (Kozinets, 2017).

The emergent and inductive nature of qualitative data collection makes it relevant for researchers to take notes on multiple online social experiences including captivating information or sites, social groups, events, and resources that arise during the process. The analyzed observational data subsequently inform the gathering of additional self-report data as experienced in semistructured interviews (Yin, 2017). Simultaneously using both field notes and online data collection methods is favorable due to the subtle nature of knowledge transfer, the behavioral way it is, and the frail nature of recollection, which erodes swiftly. Capturing participants' unadulterated response during data collection requires unfiltered online events, interactions, and responses allowing for the

transference of raw emotions, deep-seated feelings, and sensitivity in the data. Also critical is for respondents' perceptions, positions, and responses to be as unobstructed as possible. The higher details of the human experience are a critical component to netnography; field note inscription is the means by which these key aspects emerge as a part of the record. Minor refinements may hint at or in fact be intangible, unpredictable, or unforeseen event, yielding to complexities that offer in-depth insights into the interpretation and address of diverse stimuli (Kozinets, 2015, 2017).

Developing netnographic field notes prompts the beginning of the data analysis process in a study such as this one driven by a qualitative study purpose and research methods (Kozinets, 2017). This method has been used in similar studies such as that of McKinlay et al. (2017) where a multiple case study design using case study observational research methods to explore the research questions within real-world settings where the observational field notes launch a sequential order of data collection, data analysis, and synthesis (Yin, 2017).

Archival data. Archival data may be any sort of information, previously collected by others, and available for systematic study and a source of data collected within the case study design (Jones, 2010; Yin, 2017). I reviewed and annotated peer-reviewed scholarly papers from at least 300 scientific journals. I gathered archival data to create a database to include information from government, business, company and media reports, white papers, and popular media (newspaper, magazine) relevant to the study. These reports were not substantive for the literature review but served as a source

of data triangulation to complement the semistructured interviews and reflective field notes.

Procedures for Recruitment, Participation, and Data Collection

This study was intended to gain a deeper understanding of the leadership experiences of bicultural managers employed to lead multicultural teams in U.S.-based global organizations and involved multiple data collection sources including in-depth, semistructured interviews. This aim and initiative allowed the information derived from an interviewee's responses to be based on their observations, opinions, and suggestions instead of being restricted to defined questions framed by theoretical proposition; analyzing the interviewee's historical and contemporary dispositions and nonverbal attitudes and nuances of the interviewee as related to the dialogue which was the focus of the inquiry (see Rubin & Rubin, 2012; Yin, 2017). Case study inputs were also gathered using data sources such as direct observation and participant recollection, digital journals, and seminal literature on the study topic; this provided further data and insight into the phenomena being explored and strengthened the validity and reliability of the research (see Yin, 2017). Further, an all-inclusive understanding of the phenomena being investigated was pursued during data analysis by merging the various data derived from the multiple data sources as indicated by Baxter and Jack (2008). Personal notes from the various interviews were analyzed, coded, and recorded electronically to develop concepts, strengthen the validity and reliability of the study, and ensure consistency across the research questions through the conclusive stage of the study (see Yin, 2017).

The data collection aspect of this study involved face-to-face interviews, in relation to Internal Review Board (IRB) approval by Walden University. Seven bicultural managers were selected with the purposeful sampling technique from a sample of biculturals meeting the inclusion priority per the LinkedIn professional network website. Using social media to recruit study participants broadens the scope of the research population including access to those who may be difficult to reach; social media sites are also data sources for eligible scientific interferences and inclusions (Gelinas et al., 2017). The population on the LinkedIn website involved managerial, minority, and women's groups which served as participation recruitment sources. The employed snowball sampling method ensured the appropriate participant number was presented in the research as indicated by Sadler, Lee, Lim, and Fullerton (2010). As suggested by Rowley (2012) and Yin (2017) the overall purpose of the study was shared with each participant out of which seven were engaged in an average of one-hour long semistructured interviews. Convincing replication design characterizing the general phenomenon was generated from the seven multiple case study interviews for the reader; this includes consistent results or contrasts given the propositions of the study (see Yin, 2017). Interviews were curtailed as findings reached redundancy wherein relevant details ceased to emerge from the process (see Mason, 2010; Yin, 2017).

Bicultural managers working in multicultural teams were the interview participants selected for this study. Examining participants' perceptions, behaviors, experiences, beliefs, and coping strategies regarding their experience as a minority and underutilized workgroup was the aim of the interviews. The selection of multiple

bicultural managers fulfilling the inclusion criteria ensured variability, strengthened reliability, and enhanced inquiry replication regarding her or his experience as an underutilized minority in the workplace (see Yin, 2017). LinkedIn is a social media professional online platform adequate for reaching the appropriate participant number for the study (see Gelinas et al., 2017). A shortfall in using the initial sampling method to generate the needed participants required adopting the snowball sampling method to broaden the participant base (see Sadler et al., 2010) using the LinkedIn professional website. A follow-up consultation with interviewed participants was done using emails for member accuracy and verification.

Interviews were conducted in person and through Skype and phone, and the results were electronically recorded, documented, and coded with Microsoft Excel software. As a research tool, Skype enriches the research with inputs from both face-to-face interview and telephonic investigation (Hanna, 2012). Interviews using Skype allowed (a) the interviewer to eliminate the expense of commuting for face-to-face interview while engaging participants from distant locations which can enhance replication; (b) the elimination of context-based information during interviews, which facilitates a researcher's reflexivity process while ensuring a highly unbiased atmosphere, and (c) the participant to feel at ease being questioned by a relative stranger (Hanna, 2012). Among many, the Microsoft Excel sheet format was used for data collection and storage, documenting the interview schedule, categorizing findings based on several themes, and organizing questions and participants numerically to enhance confidentiality (see Bree & Gallagher, 2016). Information collected were stored and secured in a

fortified location using a private, password and biometrically secured computer with passwords and biometric security accessible exclusively by the research conductor.

Transcription of interviews was conducted next for accurate and permanent recording of answers towards thematic analysis as suggested by Yin (2017). The transcript process entailed developing and keeping during interviews, handwritten notes characterizing captured nonverbal behaviors and cues for deeper insight and the validation of participants' views (see Katz, 2014). Combining the researcher's notes with other data gathering methods for providing evidence can facilitate improved construct validity through triangulation (see Guion et al., 2011). Each interviewee was provided a copy of their interview transcripts for data source triangulation to affirm the accuracy of each statement and confirm attitudes underlying established behaviors, beliefs, or responses regarding systemic phenomena as recommended by Yin (2017).

While playing multiple roles, the responsibility of a qualitative researcher is also high. A qualitative study requiring an in-depth examination of sensitive topics, such as this research involving inter-racial discrimination issues, can be risky emotionally and so forth for both the participant and researcher (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). As such, research partners had access to clearly established protocols for addressing distress supervised by the Dissertation Chairperson. More so, standards for researcher self-disclosure, unbiased expression of emotion during the interviews, and ways of ending the research relationships was expressly defined and communicated to participants using the Informed Consent Form (see Aluwihare-Samaranayake, 2012). The sensitive nature of the research subject requires clarifying the confidentiality terms to

the participants, eliminating attributable labels such as name or identifiable characteristic, and the separation of storage for discernible information and data (see Yin, 2017).

A database was established for the historical, seminal, and current peer-reviewed papers on the central topic of study alongside transcription review and analysis to avail the findings of the study for replication in similar research (see Yin, 2017). After the data collection phase of the study, participants were informed that the materials used in this study are strictly for research purposes and will be destroyed after 7 years.

Data Analysis Plan

This study involved an empirically driven, deliberate, systematic scrutiny of data across the numerous phases and moments of the research framed by sense-making using collected data and transparency as suggested by Merriam and Tisdell (2015) and Ravitch and Carl (2016). The process was framed by theoretical propositions consistent with the notable interest domains for the study and related to the research questions of how and why the phenomenon works and evolves given insights from seminal literature (see Yin, 2017). Achieving the aim of the study was focused on semistructured interviews of open-ended questions and probes and suitable, accurate, and well-organized data collection techniques. The data collection process spanning three months involved data triangulation and integration to develop emergent themes (see Cooper & White, 2012) and inferences based on evidential trails developed from interviews, field notes, and the related literature (see Ravitch & Carl, 2016).

The data analysis in this study involved the triangulation of a significant number of interviews and data (see Katz, 2014) to unearth key ideas and emerging themes (see

Merriam, 2014). I documented and categorized common thoughts based on defining words, views, and firmly established opinions to develop a reliable and accurate database as suggested by Yin (2017). Content analysis was commenced after organizing and coding the interviews to identify patterns (see Saldaña, 2016) and contents based on theoretical suppositions (see Yin, 2017). Quality audits were undertaken for the collected data, the data collection methods, the reviewed data, and a review of the researcher. The purpose of triangulating multiple sources of data and evidence was to strengthen the reliability, internal validity, and constructive validity of the study (Yin, 2017).

Thematic analysis was primarily dependent on recognizing relationships, similarities, and differences in the research data (see Ravitch & Carl, 2016). Themes that were identified reflected both the recognition of patterns, commonalities, the researcher's sense-making agenda, and the research questions; these key factors helped to determine whether nonrecurring and recurring insights will be considered for within-case or cross-case analysis (see Ravitch & Carl, 2016). Multiple themes were categorized using higher coding analysis that acknowledges common associations among multiple cases (see Saldaña, 2014). The codes linked data sources and integrated themes across multiple methodologies including interviews, journals, and dialogues (see Ravitch & Carl, 2016; Saldaña, 2014). This data source triangulation enhances the quality of the study and endorses a more rigorous consideration of the data (Yin, 2017). Attitude is often communicated using cues that are expressed nonverbally, audibly, bodily, subconsciously, and so forth (Stake, 2013). These communication cues were captured in my handwritten notes to, among others, help in generating context-based reports of

nonverbal dispositions and nature for a more inclusive recollection (see Ravitch & Carl, 2016). Copies of the digitally transcribed response of research participants were given to them to study and verify for accuracy meaning confirmation (see Merriam & Tisdell, 2015) and used to review researcher reflexivity and positionality (see Berger, 2015).

I focused the data analysis technique on a cross-case approach to synthesize key within-case findings and subsequently generate themes for a multiple case analysis (see Yin, 2017). The comparatively low number of cases involved in this study required word tables to identify cross-case patterns contrary to the use of meta-analysis in case studies involving larger number of cases (see Yin, 2017). The challenges of analyzing real-life experiences due to the complexity of causal links and difficulty in identifying patterns was augmented by cross-case comparison which reinforces validity and facilitates generalization to the analysis (see Yin, 2017). I found equally, seemingly characteristic data to be without merit during the cross-case analysis. The cross-case analysis facilitated a systemic assessment of the logic linking the research data to the study propositions (see Yin, 2017). I advanced an evidence-based coherent argument based on data integration, reduction, and interpretation to strengthen the trustworthiness of data (see Cooper & White, 2012; Yin, 2017).

Issues of Trustworthiness

In qualitative study, methodological integrity underlines the establishment of trustworthiness (Merriam & Tisdell, 2015). Building a fittingly coherent methodology based on the purpose of the study is as critical as developing a rigorous research design and strategy for objectivity and reliability (Levitt, Motulsky, Wertz, Morrow, &

Ponterotto, 2017). Scientific research is invariably characterized by the trust elements of credibility, transferability, dependability, and confirmability.

Credibility

I adopted multiple relevant strategies supporting data trustworthiness to achieve credibility. This involved using seminal methodology imports by Denzin and Lincoln (2011) and Yin (2017) and so forth to reach rigorous research conclusions. Customarily, data credibility was informed by the member checking process and concerns of outsiders who were unacquainted with the process or question the credibility of the data (see Merriam & Tisdell, 2015). As expected, triangulation, consistency, prolong observation, saturation, participatory research, research journaling and electronic recordings, an audit trail, cross-case synthesis, and word tables were employed to back the credibility of the data analysis conclusions (see Cooper & White, 2012; Morse, 2015; Ravitch & Carl, 2016; Yin, 2017).

Data credibility in a qualitative research methodology is also informed by research design that speaks to the research questions of the study. This multiple case study was designed to integrate diverse voices and the display of features of commonality, divergence, redundancy, and variety for an in-depth understanding of a broader population group (see Stake, 2013). I strengthened the credibility of the data using an all-inclusive multiple case study design supportive of the relevance of a fitting sampling strategy that acknowledges participants as representatives of members of a larger, selected world (see Flick, 2009).

Transferability

For transferability, the research design provided a comprehensive contextual description for a readership understanding of the fieldwork and a universal application assessment of the research findings contextually and participant wise (see Morse, 2015; Yin, 2017). Rich, descriptive data from participants' responses detailing their accounts of their agentic experience drove the transferability process (Yin, 2017). I enhanced transferability through the intentional selection of a sample of bicultural managers across and beyond the United States working in multicultural teams, from the LinkedIn professional network.

Dependability

Dependability in this study involved detailing the research design description, data collection strategies, among others, to provide an appreciable procedural insight for replicating the study. It entailed overlapping data collection methodology involving field notes, semistructured interviews, and daily journals for within-case and cross-case comparison and contrast of themes using analysis from multiple sources, used to triangulate at the traverse of themes (see Yin, 2017). These data gathering approaches, informed by scholarly studies and rigor, contribute replicable results (Yin, 2017); besides, code analyses emphasize observations supporting the phenomenon and are cloned across the data findings (Morse, 2015). Using triangulation and word coding allows for a definitive broadening of the areas of interest of the research and strengthens dependability (Yin, 2017). I also considered reports of flaws, slipups, and alteration in procedures during the analysis.

Confirmability

Ample demonstration to prove that the findings of a research were informed by participants' experiences and thoughts and not on the researcher's characteristics and bias were ensured in this study (Ravitch & Carl, 2016). This included enacting procedures that establish a rationale that findings are based on evidence and void of preconceptions (Ravitch & Carl, 2016). Researchers strengthen confirmability by employing designed instruments not manipulated by them, although the data interpretation process is not devoid of an analyst's characteristics and beliefs (Ravitch & Carl, 2016). Customarily, the "commonality of assertion" (Stake, 2013; Yazan, 2015) was demonstrated using data source triangulation (Ravitch & Carl, 2016; Yin, 2017), a purposively selected diverse sample (Merriam, 2014; Morse, 2015), audit trail transparency from data gathering through interpretation reflecting the background, context, and preconceptions of the researcher (Denzin & Lincoln, 2011).

Overall, the confirmability approach for this study included a description of my role and affiliation with the setting, context, and phenomenon, data source triangulation, audit trail transparency from data gathering through interpretation, and the presentation of how data was analyzed from coding through categorization and the development of themes.

Ethical Procedures

Ethics in research has emerged as a principal concern for governing bodies and the public for some time now. The development was triggered by numerous scientific practices that raised serious ethical issues during World War II leading to the Nuremberg

Code created during the Nuremberg War Crime Trials. Despite providing immense benefit to society, some scientists employed approaches that prompted grave ethical probes hence the establishment of the Nuremberg Code to enact ethical standards and practices in science (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978). Customarily, three ethical principles were established by the Commission to guide the conduct of scientific research and practice by separating practice from research, establishing fundamental ethical principles, and detailing methods for applying the general principles (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978). The Commission described the first ethical principle as "respect for persons" which to Yin (2017) represents dignified treatment of human beings, a critical requirement for a good study.

Adherence to the ethical guidelines established in 1978 by the United States Department of Health and Human Services as outlined in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* was paramount to the researcher. Ethical behaviors were informed by the principles of respect for persons, beneficence, and justice which was also emphasized. Per the principle of respect for persons: the participant's individuality and aptitude were well-regarded and consideration was made of the reality that not all individuals are capable of intentional application of self-reliance and power. As such, all care was provided to ensure respondents' responses to research questions were not influenced by compulsion or external manipulation (see Gostin, 1995).

Beneficence, the second ethical principle, was enacted to ensure the well-being of the participant and society regarding the research study (see Bowie, 2017). A researcher is responsible for ensuring the reasonably anticipated risks of a study are outweighed by the benefits during and after the study. Practicing beneficence implies actively guarding research participants against harm, both physically and psychologically. The final ethical principle, justice, represents fair and equitable treatment of all participants and the offering of potential benefits any study involving participants provides (Sieber & Tolich, 2013).

Participant safety and confidentiality is the core of ethical qualitative research in given the sensitivity of the topic and group; reliance on honesty and discretion helps to avoid malfeasance (Shank, 2006) as reasonable care is ensured to uphold ethical standards. Determining the ethical nature of a research requires efficacy, predispositions, and issues reflexivity (Ravitch & Carl, 2016). More importantly, investigating ethnicity topics requires transparency about the nature and purpose of the inquiry, diligence in securing participant confidentiality, and openness.

Participant responses are often impossible to screen or predict since qualitative research method involves participants' testimonies through direct engagement or observations which may include confidential and revealing details about their life (Rubin & Rubin, 2012). As such, I, the researcher, explained to the participant the terms of research touching on the purpose, terms of reciprocity, risk assessment analysis, terms of agreement, data access between the participant and researcher, source of data collection,

confidentiality, informed consent, and the ethical versus legal responsibilities governing the study.

Integrity is across the scope of a research practice and the exercise of good stewardship is paramount for a researcher wherein disclosure of the following is made: intellectual rights, precise description of all contributions to a research project, and upfront report of potential and identified conflicts of interest that could impact shared commitment to responsibilities between researcher and participant (National Research Council of the National Academies, 2002). I sought approval from the IRB of Walden University preceding the commencement of the data collection process. I enacted actions to address ethical concerns, matters of self-governance, forthrightness, dependability while maintaining participant privacy and avoiding a breach of trust in the study.

Since the current study involved participants from a vulnerable population in relation to sensitive topics of workplace experiences, diligent attention was ensured so that the methods and approaches of this study met the highest ethical standards. The action that were taken by me reflected participant privacy, “do no harm”, offer informed consent, and establish justification (see Aluwihare-Samaranayake, 2012; National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978; Sanjari et al., 2014). I designed the study to empower participants, encouraging them to openly narrate their experiences while accurately representing those responses toward a balance of power (see Aluwihare-Samaranayake, 2012; Sieber & Tolich, 2013).

In a case study, ensuring anonymity to avoid disclosing the identity of an individual within a sample especially regarding sensitive or controversial topics involves examining the revealing nature of a case regarding an individual's identity (Ravitch & Carl, 2016; Yin, 2017). Addressing issues of power and interpretive authority wherein the self-determination power of an individual or group defined the research process (Ravitch & Carl, 2016), considering that individuals belonging to social systems or groups are subject to hierarchical structures and complexities (Rubin & Rubin, 2012). Among many, I ensured that data and reporting were aggregated as against individual contextualization or display whiles allowing the definitive voices of the individual and participant to speak to the process (Ravitch & Carl, 2016). I also prevented intrusion by not participating in information unrelated to the current study (Sanjari et al., 2014). This strategy helped me to curtail the amount of information gathered from the World Wide Web that is largely personal and misleading. Customarily, I acquired informed consent from potential interviewees which required reviewing the "terms of use" of websites aside from possibly involving it in instrumentation during the study to, among many, provide participants with thorough insights into the expectations they share with the researcher regarding the research project (Gelinas et al., 2017).

The Belmont Report on Ethical Principles and Guidelines for the Protection of Human Subjects of Research issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1978 outlined ethical principles and guidelines for conducting scientific research involving human beings based on previous abuses of human beings. The principle of beneficence, for example,

was designed for the well-being of the participant and society via research (Bowie, 2017). Given this foundation, the physical and psychological risk faced by individuals and the society was thoroughly examined in relation to the benefits of the study (Aluwihare-Samaranayake, 2012). I addressed the outcomes of the assessments to determine feasibility, maximize benefits, and minimize harmful effects to participants and the society (see National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978).

The principle of justice speaks to who merits or identifies with the benefit and the burden of the study (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978). The principle of justice notion embodies the principle of accurate and fair representation of the community accommodating the researcher (Aluwihare-Samaranayake, 2012) while acknowledging the labor law tenets regarding participants' age, competence, vulnerability, and equal distribution to avoid fatiguing or overreaching participants (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, Md., 1978). This principle was also ensured in my study.

Summary

Chapter 3 detailed the research design and rationale, the researcher's role, any possible ethical dilemmas, and quality control measures considered for this study. The design was informed by the nature of the study; participant selection and accompanying instrumentation were chosen consistent with the purpose of the study. A description of the research design and purpose for the selection was also outlined in this chapter.

Concerns of credibility, transferability, dependability, and confirmability were also addressed using information on the ethical procedures to be strictly adhered to subject to the Internal Review Board acting as potential risk managers.

Chapter 4 features a review of the data collection alongside data analysis and the presentation of the findings and results of this multiple case study. This includes results for each data source, data analysis, coding procedures, and the impact of the study on the field of management. This chapter also features answers to the research questions and an evaluation of the findings of the study.

Chapter 4: Results

The purpose of this qualitative exploratory multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams**.** The central research question was developed in this theory-extending case study research to provide data from within the context of the empirical setting (see Stake, 2010). By acting on this, I gained a deeper understanding on how working in U.S.-based global organization affected their leadership experiences. The central research question used as a guide for this study was as follows:

- What are the management experiences of biculturals in U.S.-based global organizations and the implication of their competencies and skills in leading multicultural teams?

The central research question was developed using identified gaps in existing literature on the management experiences of biculturals in U.S.-based global organizations and how to more effectively support this employee group's management of their complex identity negotiation processes and the unique outcomes emerging from the intersection of their two cultural identities (see Barner-Rasmussen, 2015; Pekerti et al., 2017; West et al., 2017). A literature gap was identified in insight into the management experiences of biculturals and the implication of their bicultural competencies and skills in leading multicultural teams (see Linehan, 2017; West et al., 2017).

This study was framed by the concept of bicultural competence (Hong, 2010), the concept of boundary spanning by bicultural managers (Kane & Levina, 2017), and the

concept of leadership emergence in multicultural teams (Lisak & Erez, 2015). As detailed in Chapter 2, these 3 concept frameworks are founded in seminal theories which emphasized addressing some critical global work issues by the strategic engagement of multicultural employees such as biculturals (see Doz, 2016) in that they are skilled at living and switching between the cultural complexities and diversities associated with multicultural teams (Hong, 2010; Lücke et al., 2014; Schwartz et al., 2016). A compelling case can be made in support of bridging the gap in the literature regarding the relationship between bicultural competencies and multicultural team effectiveness (Dau, 2016; Jang, 2017) focusing on the effective identification, understanding, and management of biculturals' unique abilities and related challenges (Brannen & Thomas, 2010; Linehan, 2017). Additional insight can be gained into bicultural managers' strategies for handling multicultural workplace social identity issues and the related negative and positive implications for their leadership and authority especially in collaborative boundary spanning situations (Kane & Levina, 2017).

Research on multicultural team effectiveness, such as boundary spanning, has shed light on bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills (Hong, 2010). Research in this area can facilitate bicultural team members' effort in gaining external knowledge and overcoming internal boundaries separating them from disparate cultures through increased understanding and emotional relating (Hong, 2010; Kane & Levina, 2017). The findings of my empirical investigation are aimed at advancing knowledge on bicultural workers job experiences in

multicultural workplaces and to contribute original qualitative data to the study's conceptual framework.

This chapter constitutes a description of the results of the multiple-case study, categorized into two main steps. The first step is a thematic analysis of the collected data based on the multiple sources of the study: (a) a semistructured interview protocol (see Appendix B) whose items have been designed and standardized by previous researchers; (b) reflective field notes that I kept throughout the data collection process, and (c) archival data. The second step is a cross-case analysis in which the findings of the initial thematic analysis of data were synthesized to answer the central research question. According to Boyatzis (1998), a variety of approaches can be employed in thematic analysis to essentially get the same rigor in that every approach offers something to qualitative data analysis; the flexibility of thematic analysis allows variations in what researchers do with the themes they discover based on the purpose of the research and the analysis process.

In a multiple case study, the case itself may be a person, an event, an entity, or other unit of analysis (Yin, 2017). Case study research is a qualitative method used in explaining the reason, which may include how or why a social phenomenon functions. It is considered the best research method when researchers have insufficient control over behavioral events, especially when the events of interest are emergent (Yin, 2017). Case study allows direct observation of those interviews and the events of persons involved (Yin, 2017). When the study is focused on a person it is considered a single case concerning an individual; a multiple case study involves more than one person with the

aim of replicating the same findings across multiple cases by exploring the differences and similarities between and within cases (Eisenhardt & Graebner, 2007**;** Yin, 2017).

This multiple case study approach is based on a replication logic where the researcher attempts to replicate the same findings across cases by exploring the differences and similarities between and within cases (Eisenhardt, 1989; Yin, 2017). Multiple cases may be employed to extend current theory, fill theoretical categories, make available examples of polar types, or imitate formerly selected cases; mine is an extension study, providing both replication evidence whiles extending the results of preceding studies in novel and important theoretical directions (see Bonett, 2012). The minimum number of cases in a multiple case study is linked to the study's purpose and the research question. Each case within a multiple-case design may surge the generalizability of findings beyond the study's sample group. To gain an in-depth understanding of the phenomena, researchers are advised to limit the number of cases (Eisenhardt, 1989) preferably to between six and 10 cases (Boddy & Boddy, 2016; Merriam & Tisdell, 2015; Yin, 2017).

Investigating a social phenomenon using a multiple case study can involve individuals living within the setting of that social context as a separate unit of study (Yin, 2017). Each of the seven cases in this study was defined by the unit of analysis. When the focus of the data is individually based, the study's central phenomenon, which in this case is the bicultural manager experiences in a U.S.-based global organization workplaces is the context and not the target of study (see Eisenhardt & Graebner, 2007; Yin, 2017) making the employee, not the organization, the investigation. A descriptive,

multiple case study becomes the recommended qualitative design for data retrieval towards theory building when studying an employee as the focus, (Eisenhardt & Graebner, 2007). The unit of analysis in this study was the bicultural manager in U.S.-based global organization workplaces.

In this chapter, the recurring themes and key coding categories are presented in detail supported by the participant voices. More so, this chapter entails the following: coding categories and themes, tables or summarized demographics of the study's sample population, and a cross-case synthesis of themes across cases per Yin's (2017) endorsement for rigorous multicase study data analysis.

Research Setting

For this multiple case study, the data were collected based on semistructured interviews with seven bicultural managers in multicultural work environments on Skype and phone telecommunications platforms. The participants for this study were initially contacted using the LinkedIn networking platform and once the potential participants were identified, follow up contact was made via e-mail. Although the scheduling process was challenging, especially when working with participants living in various time zones, the process overall was successful. Once consent was acknowledged, the interview time and date were provided via email. The criteria for selection of required participants were (a) managers in US-based global organizations, (b) self-identifying as biculturals, (c) assigned by employers as leaders in multicultural teams for at least 3 years, and (d) possessing knowledge regarding their experiences with the topic being studied. The interviews were conducted one on one in the private setting of the participants choice via

Skype or phone with minimal interruptions. The semistructured format allowed participants to become and remain fully engaged during the interview. Aside from being aware of the confidentiality agreement, participants seemed to express themselves openly and without concern.

Demographics

I conducted the interviews using one-on-one audio conferences via Skype or phone telecommunication platforms. All the interviews were recorded by using two recording devices: Skype recorder, a free program that captures audio recordings via Skype and a phone-based audio call-recorder. The interviews ranged from 42 minutes up to 1 hour, 43 minutes. The participants took part in the study, and seven bicultural managers employed in a U.S.-based global organization were featured. The participants ranged in vast from the ages of 37 to 73. Every participant interacted with diverse employees of various cultures backgrounds daily and all were responsible for managing or leading them on the job.

This study considered age, gender, years at present position, and the industry sector in which they work as these demographic issues were relevant variables in the defining conceptual framework. The given assumed names are in an XY format so that X is presented by the generic letter P for "participant" and Y is the number identifier assigned to each participant. The full demographics follow in Table 1.

Table 1

Participants' Demographics and Characteristics

Participant	*Age*	*Gender*	*Bicultural background*	*Years at present position*	*Industry sector*
Participant 1	43	Male	Ghanaian American	5	Government
Participant 2	37	Male	Cameroonian American	1.5+	Finance/Insurance
Participant 3	50	Male	Ghanaian American	8.5+	Higher Education - University
Participant 4	49	Male	Ghanaian American	16	Mining
Participant 5	73	Male	Ghanaian American	22	Charity/Non-Profit
Participant 6	37	Female	Greek American	11	Higher Education - University
Participant 7	55	Female	Brazilian American	3+	Information Technology

Data Collection

The data collection process began on February 8, 2019, following IRB approval from Walden University (Approval Number IRB Approval #: 02-07-19-0527542). The data collection process concluded on May 7, 2019, when data analysis of interviews and reflective field notes uncovered no new themes, compelling me to conclude the presence of saturation. The evidence of data saturation in themes became clear during the semistructured interview with participant P6; her responses were familiar to the responses of P1 and P3. No new data or theme was discovered in the semistructured interview with P7 compared to the responses from participants P1, P3, P4, and P6.

The evidence of data saturation within the set of raw data revealed itself in themes that included intersectionality issues based on biculturalism. This appeared in the form of challenges to adapt to multiple cultural situations continually in the workplace. The

method, scope, and number of interviews used in this exploratory study are consistent with prior studies based on in-depth interviews (see Hamlett, 2014; Neubert, 2016). Data triangulation was employed to identify data ideas pointing to similar conclusions (Tracy, 2010; Yin, 2017) whereas immersion and crystallization were for the potential existence of multiple realities (Tracy, 2010). I triangulated data across individual cases, observations advanced in the literature review and field work, and participants' and interviewer's successive reflections as recommended by Yin (2017). Themes emerging from the analysis were structured into more general categories and themes to address the purpose of the study and research questions to develop an original contribution and extend the theoretical foundation of the study's conceptual framework.

Over a period of 3 months, I correlated five tasks: (a) participant recruitment, (b) interview scheduling and conducting (c) reflective field notes recording, (d) seminal literature review, and (e) participant interview transcript review. The study was subject to a data collection process and audit trail to establish rigor. In addition, the study was based on established study questions which were proven successful in meeting the given criterion thus establishing content validity.

Beginning after the IRB approval by Walden University, I used reflective field notes to record and keep my emotions, thoughts, and reflections during the data collection process. The recording activity also included reactions and experiences to formal aspects of the data collection process involving responses of the participants' recruitment process, and the receipt of the consent forms. My reactions to the informal aspects of the data collection process were also recorded. This involved issues of

empathy and admiration gained with participants as a result of interactions with me throughout this process.

The interviews were conducted as expected amidst anticipated delayed responses and scheduling conflicts due to time zones. The delayed responses to the recruitment emails on LinkedIn and personal accounts may have been due to infrequent logins by potential participants. In every interview, participants described their daily experiences as bicultural individuals in multicultural workplaces. During the interview, a definition of bicultural was provided for each participant, so that all participants had an interpretation of the concept of a bicultural individual. The questions addressed the managerial experiences of the bicultural in multicultural workplace related to bicultural competence, as well the leadership experiences related to biculturalism and how these experiences help shape the organization.

Initial Contact

I initiated contact by recruiting participants by employing criterion search via the LinkedIn Business and employment networking websites. The parameters were (a) managers in US-based global organizations, (b) identifying as biculturals, (c) assigned by employers as leaders in multicultural teams for at least 3 years, and (d) possessing knowledge regarding their experiences with the topic being studied. The search yielded several profiles of bicultural managers of ages 37 or older, employed in a multicultural workplace. In alternative cases, participants were informed of the criteria that they must be bicultural managers and employed in a U.S.-based global workplace. The final participant formally consented to the interview on April 23, 2019, concluding the search

for new participants. Inbox messages were sent to several individuals describing themselves in their LinkedIn profile as working in a U.S.-based global workplace.

A handful responded and immediately followed up, providing their email addresses to be contacted. Consent forms were subsequently sent to participation in the study. Others who responded to the initial contact were slower in taking subsequent actions to provide the necessary information required for receiving emails of consent forms. More so, others who responded to the initial contact and expressed interest in the study failed to meet the study criterion or provide any subsequent information for continued participation. Although they did not meet the criteria, some individuals who were contacted provided positive feedback and acknowledged the usefulness of the study expressing how instrumental it could be for organizations. Some potential study participants were asked to contact others who fit the study criteria.

Interviews

One participant responded immediately after initial contact and I received the formal consent within a few days. The rest of the participants responded after an average of 1 week after the initial contact and an average of one week to sign the informed formal consent. Several of the participants were scheduled to interview after a week or more in order to accommodate their busy work and life schedules. Three of the participants were rescheduled due to issues like personal and professional issues or communication issues.

Once the interview was scheduled, most of the participants were easily found on the Skype Network or communicated with via phone. Participants provided their Skype usernames or phone numbers making it easier to locate and communicate with them

using their full names or phone numbers. Participants interviewed via Skype were given my username for the appropriate identification and connection. Every participant agreed to be audio-recorded via Skype, and a Skype recorder, a free program that captures audio recordings via Skype was used to provide audio recording as a back-up mechanism. The phone-based audio-interviews with participants involved a handheld phone-audio recorder software.

Interviews were conducted without interruptions and successfully as outlined in Appendix A. The study participants worked in U.S.-based global organizations located in multiple time zones spanning various countries across the world. Using the Skype and phone platforms made interviewing participants convenient in these varied locations, aiding replication (see Yin, 2017).

All interviewees were encouraged to respond openly to the questions. The semistructured interview design was largely conversational, allowing me to seize the quality of the managerial experiences of the participant observing verbal cues in a less formal interview setting. More so, using reflective field notes allowed for improved construct validity via triangulation (see Guion et al., 2011).

Reflective Field Notes and Journaling

I began recording reflective field notes upon IRB approval. The recording included my anticipation and eagerness at the commencement of the data collection process and my fears, overthinking, achievements, and disappointments regarding the recruitment search and the difficult task of obtaining formal consent and scheduling interviews. I also recorded the process of selecting the interview tools that would ensure

accurate data collection and my own impressions and views to minimize any personal bias and expectation. As the interviewer, my passion with each interviewee was to give attention to participants' managerial experiences as they shared them desiring that they be shared. I analyzed deeply the verbal communications including the tone and attitude of the participants. The field notes and transcript reviews allowed participants the opportunity of reflecting on their responses and sentiments, in the most confidential setting (see Bolger, Davis, & Rafaeli, 2003).

Although very few effective observations were captured during the interview follow-up reflection was done as needed for inference (see Patton & McMahon, 2014). This aided the process in addition to establishing patterns and themes during the interview. The mindset of the participant may be expressed nonverbally by breathing heavily among many. The handwritten notes provide important information as each interviewee expressed their managerial experiences and the deep reflections and recollections they experience.

Overall, participants expressed ample awareness of the challenges they experienced in the workplace as biculturals and were largely opinionated. Although the study was focused on the managerial experiences of biculturals in U.S.-based global organizations, I noticed and reflected on situations where most of the bicultural managers strongly associate exemplary professionalism to their host or United States. culture. Another interesting point captured via my reflective field notes was the bicultural managers' ability to recognize both the differences of and similarities among their employees based largely on their cultural backgrounds. Per my field notes, I was also

able to notice differences in how the bicultural managers identify with their ethnic cultures given their current living locations or social settings.

The topic of using boundary spanning as a multicultural team leader was very prominent. Every participant recalled adapting their behaviors and creating environments to facilitate the bringing together of expertise and interests of team members separated by social, cultural, and knowledge-based boundaries. However, most recalled facing challenges to their boundary spanning efforts leading multicultural teams. Challenges such as team members' diverse locations in especially different time zones, communication issues, and stereotypical and non-supportive attitude of team members were mentioned. Interestingly, the challenge of continuous learning about one's team especially about team members was pointed out by a few participants.

Transcript Review

The completed interview transcripts were sent to participants via emails for verification and review. The correspondence and exchanges between the participant and the researcher assured accuracy and addressed participants' concerns regarding their narrations and communications. This process addresses concern over the data accuracy whiles improving credibility (Merriam & Tisdell, 2015). Overall, changes made in the interview transcripts were minimal with a few word omissions that were unclear.

Response to the request that participants reviewed the interview transcript and confirmed its accuracy or made appropriate changes was slower than expected. Some participants responded within 72 hours, whiles others took a bit longer. I believe this is due to participants' busy schedules and their assurance in the quality of the recording to

transpose their words accurately and clearly, making transcription more of a formality than anything else. Overall, participants affirmed the accuracy of the transcriptions prior to data usage for coding. Edits to the transcriptions were minor and had no bearing on the topic of interest for this study. Hand coding commenced once the transcripts were updated and edited. Participants' approved files were stored in accordance with the data collection design set forth in Chapter 3.

Data Analysis

In this study, the descriptive coding strategy was adopted to analyze raw data collected whiles meanings were assigned to segments of raw data using the descriptive coding strategy (see Saldana, 2016); I used emerging words and phrases for the categorization and thematic analysis. The raw data (transcripts) collected from the interviews contained the in-depth experiences of seven participants. The data collected based on the interview questions provided detailed information for an in-depth contextual understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams.

In qualitative, exploratory studies, coding drives the process of the data collection driving the researcher to redesign the instruments and the perspectives for ongoing studies. Reshaping the analysis is what took place during this multiple case study leading to themes that emerged from bicultural managers working in multicultural or U.S.-based global workplaces. Since multiple case studies are situated in common settings aimed at understanding the process of an underexamined area, a comprehensive understanding of

the phenomenon can, in a context as such, be explored immediately as data collection begins whiles progressing through the data analysis process (Eisenhardt, 1989; Stake, 2013). Such a method allows the researcher to explore differences whiles comparing and contrasting results within and between cases (Yin, 2017). The multiple case study design allows for replication and supports the exploration of complex social phenomena as I compared results between and among the seven cases analyzed for this study. The use of an inductive research approach in the multiple case study strategy allowed for themes to emerge from the data, bicultural managers' perspectives in leading multicultural teams in workplaces such as U.S.-based global organizations, to drive data analysis whiles facilitating the recommendation of further research (see Yin, 2017).

Thematic analysis is driven by the standardized process of coding raw data, fundamentally from interviews whiles examining meaning and providing a description of the social reality of participants during theme creation (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). Thematic analysis is part of the qualitative descriptive design and based on sets of methods for analyzing textual data to formulate and develop themes used in the data analysis process for reflecting on their full meaning to answer the central research question of a qualitative study. The data base for this study was established accurately through the recording and categorization of thoughts that were consistent using key words, views, and deeply rooted sentiments (see Yin, 2017).

I developed the thematic analysis for this study by hand coding the data through a systemic process planned-out in the descriptive coding method recommended by Saldana (2016). Meanings to segments of data to provide an inventory of words or phrases for

indexing and categorization of data were given using the descriptive coding method recommended by Saldana (2016). I achieved this by using the interviews and the description of the managerial experiences of the participants which revealed a theme (see Vaismoradi et al., 2016). Once transcript review-checking was finalized, I hand-coded the interview notes using an Excel spreadsheet to enter the transcribed responses of participants to the questions. The triangulation data and word coding also allowed a larger recognition of patterns and increased dependability by alluding to consistent relationships across multiple cases (see Yin, 2017).

Once the data were entered, I highlighted key phrases that were consistent with answering the interview questions. The thematic analysis was conducted using pattern recognition based on interview discussions. The themes and patterns were individualized during the content analysis; nonrecurring evidence was linked to individual case compositions. Codes from raw data were identified using the 'ground-up' data analysis strategy suggested by Yin (2017). Phrases or sentences identified as relevant for answering the central research question were extracted from the transcribed interview data of each participant. The extracted segments of data were analyzed, and codes assigned to them. The codes were chronicled according to each interview question. Further coding analysis of the interviews accumulated in categorizing various themes by characteristic common relationships across multiple cases (see Yin, 2017). The following is a description of the finalized categories and themes of this multiple case study, to demonstrate the coding process for each of those categories and themes.

Five categories constituting a total of 16 themes were identified for this study. The categories are (a) bicultural competence, (b) boundary spanning, (c) cultural intelligence, (d) global identity, and (e) leading multicultural teams.

The five coding categories were grounded in the conceptual framework constituting the bicultural competence framework (Hong, 2010), the boundary spanning by bicultural managers framework (Kane & Levina, 2017), and the leadership emergence in multicultural teams framework (Lisak & Erez, 2015).

The bicultural competence framework (Hong, 2010) is premised on the multicultural team effectiveness theory developed wherein bicultural competence constitutes bicultural individuals' skills at living and switching between the cultural complexities and diversities associated with multicultural team members. Bicultural competence refers to a set of dynamic interrelating dimensions involving knowledge and cross-cultural abilities made possible by cultural frame switching and cultural metacognition (Furusawa & Brewster, 2015; Hong, 2010). Suggested future studies that focus on a deeper understanding of the relationship between bicultural competencies and multicultural team effectiveness have been endorsed (Jang, 2017).

Built on the theory of multicultural team effectiveness (Hong, 2010) the boundary spanning by bicultural managers framework (Kane & Levina, 2017) is defined by bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills, which enables bicultural team members to gain external knowledge to help overcome internal boundaries separating members from dissimilar cultures based on increased understanding and emotional relating. Boundary spanning

involves the coalescing of expertise and concerns of collaborators engulfed by social, cultural, and knowledge-based boundaries (Barner-Rasmussen et al., 2014; Cramton & Hinds, 2014; Tippmann et al., 2017).

Bicultural managerial competence is the ability to utilize the dynamic interaction of cultural knowledge and cross-cultural skills of behavioral flexibility and cross-cultural communication to effect cultural frame switching and apply metacognition for boundary spanning and conflict mediation to motivate and lead a multicultural team towards an expected organizational outcome (Clausen & Keita, 2016; Hong, 2010; Lisak & Erez, 2015). The leadership emergence in multicultural team framework (Lisak & Erez, 2015) is grounded in social identity theory (Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) based on the enhancement of shared social identity, emergent from people's perceptions of their mutual and collective similarities. Emergent leader refers to a team member who compared to other members of the same group, has gained significant potential influence to lead based on peer-perception or gained nomination through an interactive process (Lisak & Erez, 2015).

Founded on self-concept based leadership theories (Lord, Brown, & Freiberg, 1999; Shamir, House, & Arthur, 1993) the emergence of a multicultural team member comes from being acknowledged by other team members as an emergent leader possessing cultural intelligence or the capability to be effective in culturally diverse settings (Ang & Van Dyne, 2008; Earley & Ang, 2003) different from other team members (Lisak & Erez, 2015), global identity or the exhibit of a sense of belongingness to the global work context (Erez & Gati, 2004; Shokef & Erez, 2006, 2008) involving a

leader's ability to easily facilitate communication across a culturally diverse team (Lisak & Erez, 2015), and openness to cultural diversity or ''the degree of receptivity to perceived dissimilarity'' (Härtel, 2004, p. 190). Cultural intelligence greatly differentiates emergent global leaders from other team member, enhancing their role as multicultural brokers, who are team leaders with the ability to transcend multiple cultural boundaries and facilitate the bridging of differences (Eisenberg & Mattarelli, 2016). Multicultural team refers to ''individuals from different cultures working together on activities that span national borders" (Snell, Snow, Davidson, & Hambrick, 1998, p. 147).

The manual descriptive coding used in this study enabled me to fully immerse in the data leading to an effective, contextual understanding of data (see Finfgeld-Connett, 2014). Being a novice researcher, the descriptive manual coding method suggested by Saldana (2016) was preferably effective for me compared to the Computer Assisted Qualitative Data Analysis (CAQDAS) programs during the analysis of data from this study. The data analysis acknowledged all data gathered from the study's archival sources in the form of statistical reports and my reflective field notes kept throughout the data collection process. These were used for reflective purposes concerning participants' responses during the within-case and cross-case data analysis.

Overall, there were five conceptual categories based on the conceptual framework and 16 reformulated themes gleaned from the cross-case synthesis technique (see Yin, 2017).

Conceptual Category: Bicultural competence

Themes: 1) Living between two cultures; 2) recognizing cultural complexities; and 3) using bicultural competence as a multicultural team leader.

Conceptual Category: Boundary Spanning

Themes: 1) collaborating across cultures; 2) behavioral adaptability; and 3) using boundary spanning as a multicultural team leader.

Conceptual Category: Cultural intelligence

Theme: 1) stronger identification with one culture within a bicultural identity; 2) broader acceptance of cultural diversity; and 3) using cultural intelligence as a multicultural team leader.

Conceptual Category: Global identity

Themes: 1) bridging ethnic cultural differences; 2) openness to cultural diversity; and 3) using one's global identity as a multicultural team leader.

Conceptual Category: Leading multicultural teams

Themes: 1) requires cross-cultural communication skills; 2) resolving conflicts due to cultural diversity; 3) challenges to collaborative boundary spanning; and 4) prioritizing cross-cultural collaboration for positive team outcomes.

Table 2

Coding and Theme Examples

Participant	Interview Excerpt	Category	Theme
Participant 1	**"**I was born in Ghana. My parents are both Ghanaians. I migrated to the United States probably in 2002, thereabout, and since then, I have been there.	Bicultural competence	1) living between two cultures; 2) recognizing cultural complexities; 3) using bicultural competence as a

Participant	Interview Excerpt	Category	Theme
	Occasionally I go back to Ghana. So, I've been exposed to the two different cultures, Ghanaian culture and the American culture as well." "I work with them. I mean, as I said, I have a lot of room to accommodate the different types of people that I deal with. As a team leader, yeah, as I said, it's a hugely diverse team. I treat each person differently. I know how to handle them. I don't treat them all as the same, in a sense that I might joke differently with this person, and I might joke differently with this person because of knowing the type of people they are, which boils down to the cultural undertone or upbringing. So, I deal with them differently, but at the end of the day, the job has to be done, and that ultimately is what that matters." "The unique nature of my behavior stems from the exposure to the different cultures. I believe I'm more understanding. I'm able to appreciate diversity. I'm able to appreciate differences that come across, and I'm able to deal with it instead of just		multicultural team leader.

Participant	Interview Excerpt	Category	Theme
	looking at it from just one angle. I'm able to see it from different angles, just by virtue of my exposure to the different cultures. So, I would say compared to say other managers, that is the advantage that I have is the fact that I have a different exposure, I'm able to see things differently."		
Participant 2	"Leadership has to be someone who is ready to serve and if you are trying to serve other people, people have different attitudes, people have different ways. In order to serve everybody correctly without discrimination, you have to adapt to their nature... You have to be able to do what we call psychology." "I try to adapt to everybody's situation. If I see that you're a slow learner, I try to adapt to that. If I see that you're a fast learner, I try to encourage you to do things too good. I try to understand everybody the way they are and see how I can make some improvements to it."	Boundary spanning	1) collaborating across cultures; 2) behavioral adaptability; 3) using boundary spanning as a multicultural team leader.
Participant 3	"I do not work as if I am the boss, you report to me, and no. I go with we are in this together, and everyone and everybody is part of		

Participant	Interview Excerpt	Category	Theme
	this, and that is the way I work. And when I create that environment, I realize that people thrive. You think for yourself, you speak for yourself, and you do well for yourself." "I want everybody to bring everything you know to the table. I don't want to be the person in the room as the one who knows everything, or the one who is in charge of everything, no. I may be the lead, but I want the team to take the lead, or to lead the effort. Everyone has a leadership role. Everyone has something to do." "So regardless of your background, you are important, you are significant to the team. That is the kind of environment I create for all my teams."		
Participant 3	"Dealing with different systems and different people, and living in different places, have had an impact on my personality, my behavior, and everything." "I thrive and I do well in different environments. It's because of these identities. As much as there are challenges, there are also a lot of benefits because I am not, at this point, necessarily strictly aligned	Global identity	1) bridging ethnic cultural differences; 2) openness to cultural diversity; 3) using one's global identity as a multicultural team leader.

Participant	Interview Excerpt	Category	Theme
	to specific culture, it makes me very open-minded. It makes me very much acceptable of other cultures, and also very conscious of other cultures, wherever I am. And I think because of that, I treat others with respect. And when others don't do that, I understand why they may not do that, because they may not understand the world as much as I do."		
Participant 7	'I've been managing people from different cultures for the last 25 years, since I moved to US, because I managed people from Latin America region, so from different countries in Latin America, 12 countries in Latin America that I manage. I did global roles in Citibank, then I manage people in a 100 plus countries, and the same thing at Visa, and now, the same thing at Oracle. So, every team that I've managed in my previous role and this current role, are people from different countries and different regions. So, I learn every time you interact with a different culture, you learn a little bit about their culture, and you learn how to interact, how to accept, how to be flexible, how to		

Participant	Interview Excerpt	Category	Theme
	adapt to different cultures, and then understand a little bit about the differences, and what is accept in a culture and what is not accept in a culture, and understand those differences are important, for the job.'		
Participant 1	"I mean, as of now, I identify myself as an American. I'm a naturalized US citizen, and I subscribe to all the tenants of the United States country. As I said, yes, I identify myself as an American." "So, there's more, in as much as it's fun to deal with such diversity, you always also have to have that cultural sensitivity at the back of your mind because certain things that might appeal to one culture might not be able to appeal to one culture, so that is ... it's something that as a manager or as a leader, you have to be aware that you can't treat everybody the same way**."**	Cultural intelligence	1) stronger identification with one culture within a bicultural identity; 2) broader acceptance of cultural diversity; 3) using cultural intelligence as a multicultural team leader.
Participant 4	"I'm not American no. I'm not an American no I'm a Ghanaian."		
Participant 5	I lived in America my whole life and came back. I feel very connected to Ghana."		

Participant	Interview Excerpt	Category	Theme
Participant 6	"I think behaviors truly are very dependent on our cultural backgrounds and upbringing, right? I think that in many ways, the way I behave differently, my tendency is to be…typical of a Greek Mediterranean person. In other words, a lot of gestures, a lot of body movement, for example. The way I communicate, the way I talk, the way I converse with others, and I realize that that's not necessarily obviously how others communicate or how others express themselves." "I try to be a little more controlled, and I try to hold back some of how I communicate to make sure that it's more consistent with what would be expected in my environment in terms of the field of where I work, but also my general cultural environment. To some degree I do feel like I may need to modify my approach based on the setting."		
Participant 1	"I have two team members that most of the time argue a lot, and most of the time, I ignore the argument because in the end, as soon as they finish arguing, as soon as they finish arguing, they would go back to,	Leading multicultural teams	1) requires cross-cultural communication skills; 2) resolving conflicts due to cultural diversity; 3) challenges to collaborative

Participant	Interview Excerpt	Category	Theme
	"Hey. What do you want to have for lunch?" And then they will move on."		boundary spanning; 4) prioritizing cross-cultural collaboration for positive team outcomes.
Participant 7	"I think we all have different standards and values in our culture, and not all the cultures are the same. And I have many, many years of experience, so I learn today the differences between cultures, and I manage a person from Asia, from Japan and from China. And when I manage a person from Argentina and when I manage a person from Germany, they're very, very different cultures, so the way I address my person in China, or I ask them to do something, has to be different from the way I talk to my German employee and the way I talk to my Argentinian employee. So, the Asians are very traditional while the Latinos are very friendly and outgoing. And European by all themselves, they're very... you know, more like structure mindset, so there are many differences between regions and between cultures. So, I think the challenge as I said, is to learn, understand each culture and make sure you're flexible and you		

Participant	Interview Excerpt	Category	Theme
	adapt to those cultures, or a relationship, with the other person.”		
	“On the cultural aspect, maybe I would say probably Latinos, are little bit more emotional, and Irish are more emotional, in handling difficult situations, than the Americans. The Americans are more rational than emotional, and the Latinos and certain Europeans in my group is an Irish group. They tend to be more emotional on reacting to challenges, and it could be a good emotion or a bad emotion. They could react very excited or very nervous, and the Americans are usually more rational. They don't show much emotion. However, if the group has been working together for a long time, they kind of start getting a little bit of the other one, kind of cultural side. And the Americans start opening up a little bit more, when they feel more comfortable with the group, and they start showing a little bit more emotion. And the Latinos and the Irish, start learning a little bit more to have more self-control.”		

Participant	Interview Excerpt	Category	Theme
	"Well, I think the main challenge today is we're all in a different location, now as I mentioned. So, I have a person in Australia and I have three people in Ireland. And in US, I have people in different locations as well. I have a team in Florida, a team in Utah, and a team in Maryland. So, the challenge is when we try to do meetings, but everybody needs to be in the meeting, is the time zone. Time zone is one issue, and the second is the language as well. You know because people have different languages, so we all do all our meetings in English. So, we have the accent, I have an accent, so I think a language and time zone differences are main challenges now." "When you're a boss, you have to ensure that the team is working together, so you have to be the one driving the teamwork, and the collaboration, and help to overcome the obstacles of the team. So, first, as a boss, you put more, more effort."		

The following is a brief description of each of the 16 themes.

Living between two cultures. This theme referes to the identification with two cultural frames and the development of expertise and familiarity with related cultural frames or being resourceful in both. It involves facilitating cultural frame switching to allow easy adaptation to situationally salient cultural contexts.

Recognizing cultural complexities. This theme refers to the acknowledgement of diverse cultural norms and values whiles creating new outlooks for understanding the contingency and complexity of involved cultures and adopting behavioral flexibility towards individuals with diverse cultural orientations.

Using bicultural competence as a multicultural team leader. This theme refers to the phenomenon of drawing on one's bicultural competencies involving identity negotiation processes to produce cognitive and motivational outcomes to lead a multicultural team.

Collaborating across cultures. This theme refers to the fostering of a synergistic combination of diverse expertise between globally distributed agencies to remodel and forge workplace initiatives, innovations, and knowledge towards the possible development of emerging solutions to conventional problems.

Behavioral adaptability. This theme refers to the decoding of multicultural team members' behaviors and the adoption of appropriate self-depiction strategies reflecting the context.

Using boundary spanning as a multicultural team leader. This theme refers to leadership in multicultural teams that facilitates knowledge-sharing and relationship among diverse cultures and fields of expertise. It involves acting as a broker of internal

and global cultures, knowledge, and language and mediating and resolving conflicts in multicultural teams and global organizations.

Stronger identification with one culture within a bicultural identity. This theme refers to the attitude of being strongly affiliated with either the ethnic or host culture after experiencing cultural change within one's self by possessing insider knowledge of both cultural systems.

Broader acceptance of cultural diversity. This theme refers to openness and resourcefulness in relating to people with diverse cultural backgrounds which includes being tolerant and ingenious at handling adversity and discrimination.

Using cultural intelligence as a multicultural team leader. This theme refers to leadership in a culturally diverse setting which involves having global identity to convey a sense of belongingness to the global work environment and openness to cultural diversity or receptivity to perceived distinctions. It represents leadership in a multicultural setting that transcends multiple cultural boundaries and enables the bridging of differences.

Bridging ethnic cultural differences. This theme refers to the fostering of intrapersonal engagements and interpersonal trust in ethnic-oriented cultural situations for one's self and other individuals in a multicultural context to limit conflicts and encourage a sense of collective interest.

Openness to cultural diversity. This theme refers to an individual's level of receptivity to perceived differences.

Using one's global identity as a multicultural team leader. This theme refers to leadership based on a sense of belongingness to the global work context that includes the proficiency to facilitate communication across a culturally diverse team.

Requires cross-cultural communication skills. This theme refers to the need for cultural-specific knowledge and language-specific knowledge to adopt appropriate and effective verbal and nonverbal communication in cross-cultural settings.

Resolving conflicts due to cultural diversity. This theme refers to the mediation and resolution of conflicts or social irreconcilability arising from diverse cultural identities and interests of multicultural team members.

Challenges to collaborative boundary spanning. This theme refers to situations that may limit the ability to facilitate collaborative boundary spanning. Some of the challenges are limited opportunity or support for boundary-spanning efforts, status-related problems for groups, multicultural team members, and bicultural managers involved in collaborative boundary spanning situations. Additional challenges include the multicultural nature of the setting and communication issues including language variations.

Prioritizing cross-cultural collaboration for positive team outcomes. This theme refers to the facilitation of cross-cultural networking to encourage multicultural team members to integrate and leverage their multiple inputs and activities for effective communication and relationships towards team goals.

Evidence of Trustworthiness

The case study approach reflects the evidence and data of a real social phenomenon. The case study approach necessitates acuteness and competence from the researcher to ensure that the data analysis results can be viewed, and the requirements are met with methodological rigor (Yin, 2017). The recommended processes by qualitative methodologists and seminal case studies must be adhered to accurately to ensure the trustworthiness of multiple case study data (Eisenhardt, 1989; Stake, 2013; Yin, 2017). Evidence is provided in this section for trustworthiness to add rigidity to the results from data analysis and to confirm that the study is consistent with the protocols of the qualitative methodology. Evidence of trustworthiness permits an added value to a qualitative study (Lincoln & Guba, 1985). I discuss evidence of trustworthiness based on the categories of credibility, transferability, dependability, and confirmability.

Credibility

Credibility in this study points to the implementation of multiple pertinent strategies validating the trustworthiness of the data (see Merriam & Tisdell, 2015). Conclusions reached in this study were uncompromising based on the systematic processes, previously identified by seminal methodology scholars such as Denzin and Lincoln (2011) and Yin (2017). Additional credibility was acquired per the transcript review method, developed to address the concerns of individuals who may investigate the credibility of the data (see Merriam & Tisdell, 2015). The participants were interviewed in a location of their choosing, enhancing revealing responses and comfort. The

participants were educated about the confidentiality agreement and their ability to quit or refuse the interview at any time.

The data analysis was sustained through triangulation, persistent observation, saturation of participatory research, cross-case analysis, and word tables (see Yin, 2017). In addition, I emphasized the significance of sampling to incorporate participants who are typical members of the broader *bicultural manager group*, enhancing the credibility of this study (see Baltes & Baltes, 1990; Yin, 2017). Adopting the cross-case synthesis analysis method enabled similarity, dissimilarity, redundancy, and variation to crisscross towards gaining a better understanding of the broader group (see Stake, 2013). One-on-one interviewing via Skype and phone along with audio recording enhanced credibility, increasing consistency in observing each participant in relation to hidden communication to capture subtle instances that could be overlooked in audio recording.

Transferability

Transferability involves the provision of evidence to the reader to make maneuverability judgments probable for those seeking to utilize the findings of the study in other locations, populations, or contexts (Lincoln & Guba, 1985). This study was focused on examining the significance of transferability in selecting a research design in light of whether the chosen environment was adequate to apply to other contexts and participants (Yin, 2017). Interview questions had been pilot tested in previous studies (see Taneva et al., 2018) and were selected based on the high likelihood of transferability.

Using an online professional network to choose candidates from across the world offered an expansive diversity for this study and improves transferability. Transferability

depends on the thick, descriptive data provided in the accurate accounts of the authentic experience of each participant (Taneva et al., 2018; Yin, 2017). The selective and purposeful selection of the sample of bicultural managers in U.S.-based global multicultural workplaces strengthens transferability by facilitating an overall understanding of the context of the study. Interviewing via Skype and phone allowed the researcher to utilize participants in locations near and abroad, aiding replication. More so, the Skype and phone platforms allowed the interview interaction to transcend contextual information which helped to limit personal reflexivity by the researcher and ensured an atmosphere that is unbiased (see Hanna, 2012).

Dependability

Dependability characterized my action as a researcher, and the consistency in the effectiveness of the approach designed to accomplish credibility and transferability towards meeting the research standards in an independent audit. The participant selection process was thoroughly assessed for dependability. The recruitment selection was based on a purposeful sample from a criterion-based search on the LinkedIn online business network. I emailed the criteria for participation in the study to participants, resulting in a confirmation response on whether they met the criteria for consideration. Individuals who expressed interest in participating in the study were subsequently sent a consent form reiterating the participation criterion. Interview questions necessitated participants to provide verbal statements about meeting the criteria. Dependability of the results gleaned from the interview protocol was enhanced based on Hong's (2010) design and validation of the questions in a research conducted at Essec Business School in France on

the role of multicultural individuals in facilitating the effective functioning of global teams.

The external auditor of the research audit trail is the methodology expert of my Dissertation Committee. The methodology expert inspected the following five stages of the audit process: (a) pre-entry, (b) determination of auditability, (c) formal agreement, (d) determination of trustworthiness (dependability and confirmability), and (e) closure (see Lincoln & Guba, 1985). Materials include archived audio, field notes, written member-verified transcripts, and reports which demonstrate findings that echo with seminal literature.

Confirmability

Confirmability denotes the application of measures establishing the rationale that findings are devoid of predisposition and are evidence-based (Shenton, 2004). The methodology expert of my Dissertation Committee serves as external auditor of this study. As suggested by Lincoln and Guba (1985), the study was audited by the methodology expert for data collection alignment, analysis, findings, interpretations, and recommendations. Confirmability is fortified using instruments that are designed to be independent of research manipulation, despite my beliefs and characteristics as an analyst being an instinctive part of the study (Yin, 2017). Data collection tools including triangulation (Shenton, 2004; Yin, 2017), a purposefully selected derived sample (Merriam, 2014; Morse, 2015), and audit trails capturing the researcher's background, context, and previous understanding (Denzin & Lincoln, 2011) were useful in the development of the "commonality of assertion" (see Stake, 2013; Yazan, 2015). In

addition, field notes were kept during the study to secure my beliefs and interpretations observed. The field notes also helped to reduc researcher bias by enriching self-awareness before, during, and after the data collection and data analysis processes (see Affleck, Zautra, Tennen, & Armeli, 1999).

Study Results

The specific research question was developed in this theory-generating multiple case study to provide answers within the context of the empirical setting (see Ketokivi & Choi, 2014). Records of the management experiences of biculturals in U.S.-based global organizations, provided insights based on whether their management experiences and relationships with team members as well as the implications of their competencies and skills in leading multicultural teams differed significantly from that of other managers such as monoculturals in environments that are considered multicultural. I, also, explored the interaction of bicultural managers leading U.S.-based multicultural teams located outside the United States and how intersectionality may impact the competencies of bicultural managers in multicultural work-settings**.** The research question guiding this study was as follows: What are the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams? This multiple case study helped to unearth such behaviors, activities, and characteristics emerging from the data analysis ascribed to the related themes and patterns that emerged from the raw data derived from the interviews. The identifiable traits of themes and patterns occurred in two phases: (a) thematic analysis of the textual data and (b) cross-case synthesis analysis.

Cross-case synthesis analysis is characterized by examining the similarities, differences, and themes across cases and it is utilized when the unit of analysis is a case, considered as a bounded unit as an individual, artifact, place, or event or a group (Cousins & Bourgeois, 2014; Merriam & Tisdell, 2015). The data analysis process in this study was based on a constant comparative approach in order to compare the new group of data to the existing data during the entire study aimed at contrasting and comparing the thematic patterns across cases (see Yin, 2017). This analysis was to create rich, thick commentaries from every participant's narrative aimed at revealing their personal experiences and perceptions of the phenomenon under exploration as discussed by Patton and McMahon (2014). The concern was to identify inconsistencies in their responses.

The data analysis involved the overall data that includes interviews, field notes, member verified transcriptions, reflections of the internal auditor, and the findings of seminal research articles (see Patton & McMahon, 2014). The analysis continued with a cross-case synthesis procedure for familiarity, unfamiliarity, and redundancy as well as crystallization of the gathered data (see Stake, 2013). The emergent themes were classified, and the resultant findings were cross referenced for graphic representation establishing the groundwork for cross-case analysis. Cross-case analysis, a transcendent component of the multiple case study design, involves separating the management of cases whiles analyzing them collectively with other cases in the study, thereby elevating the researcher's power to act while generalizing the findings (Eisenhardt, 1989; Yin, 2017).

Multi-case study requires a consistent procedure for the collection and analysis of data across all cases (Yin, 2017) providing a common platform for cross-case comparisons and thematic analysis. I followed the same procedure in this study during the collection of data for all seven participants**.** A consistent process for manual coding, categorization, and identification of emergent themes across the seven cases was adopted. The data analysis was executed in two stages: within-case content analysis of data collected from each participant and a cross-case synthesis of data and comparison of emergent themes across the seven cases.

Phase One: Thematic Analysis of the Textual Data

A step by step method of how to conduct a relevant and rigorous thematic analysis exists in the literature (Nowell, Norris, White, & Moules, 2017). The thematic analysis written portion must offer "a concise, coherent, logical, nonrepetitive, and interesting account of the data within and across themes" (Nowell et al., 2017, p. 1). A thematic analysis must, more so, involve a vivid presentation of the logical processes depicting how the findings were developed overall to make the emergent implications regarding the data set dependable and credible. I made the following thematic analysis in alignment with King (2004) suggesting that a key component of the final report should include the direct quote from participants. Shorter quotes enhance the understanding of specific points of interpretations whiles demonstrating the pervasiveness of the themes; lengthy quotes offer the reader a clear view of the authentic texts. This presentation of raw data must be situated within the thematic analysis narrative to depict the 'complicated story of the data', transcending from a basic narrative of the data to a

credible analysis supported by the multiple approaches of establishing trustworthiness (Braun & Clarke, 2006).

Supported by the pivotal insights from the in-depth interviews, the following themes were analyzed and presented here in relation to the central research question.

Living between two cultures. This theme refers to participants' dual cultural identity status. It also refers to why and how they can facilitate cultural frame switching to adapt to situationally salient cultural contexts in the teams they lead. The narratives of all seven participants indicated they were biculturals as they have associated extensively with and are functioning effectively in a minimum of two cultures. Some of the questions that elicited responses about their bicultural status were (a) Tell me about your background; where you were born, where you grew up, your parents' cultures?, and (b) How do you identify culturally?

The views of participant 1 and 6 summed-up what was gathered about this theme from all seven participants. Answering the question about his cultural background, participant 1 stated: "I was born in Ghana. My parents are both Ghanaians. I migrated to the United States probably in 2002, thereabout, and since then, I have been there. Occasionally I go back to Ghana. So, I've been exposed to the two different cultures, Ghanaian culture and the American culture as well."

The nuanced response of participant 6 to the question "how do you identify culturally" was additionally enlightening for how most of the participants felt and what emerging research findings indicate about bicultural identity integration. She said "I don't know. I suppose a lot of people might choose one over another, so for me it might

be, I might, do I feel more Greek or do I feel more American? It's a difficult question to answer, I'll tell you that, Eric, because I truly by now feel bi-cultural. Obviously, I think, culturally speaking I still feel very Greek. I think that that can be supported by the fact that that was my formative years. That's where I grew up, that's where my value system was created during those years and during that period of my life. At the same time, I feel that I have also incorporated quite a bit of the American identity in me as well, so I think I've kind of morphed and transitioned to truly be very comfortable in both environments. If I have to pick one response, I'll say Greek. If I can pick two, then I'd say Greek American."

Recognizing cultural complexities. This theme refers to participants' recognition or appreciation efforts towards diverse cultural norms and values in the teams they lead as well as their efforts to create new outlooks for understanding the contingency and complexity of related cultures and adopt behavioral flexibility towards individuals with diverse cultural orientations. Responses from all participants indicate they recognized the cultural complexities in their teams. A statement from Participant 1 summarize their views as follows: "My previous team was not as multicultural as the current team." Participant 1 also stated: "I understand the diversity and the diverse nature of the team, I make it an effort to go extra in terms of accommodating the different behaviors or the different attitudes. So, I just don't let it just happen. I'm more proactive, to make sure that I am understanding and also accommodating of such behaviors because if not, then you might just take one instance and make a judgment call that might be inaccurate. Because I have a diverse team, and then also by virtue of the fact that I understand the

different cultures that I have been exposed to, I'm able to know that yes, I don't expect to have a straight line. It's going to be up and down. It's going to be different types. It's going to be a different kind of team because if I had just been exposed to one environment, then I would have found it a little bit difficult to really accommodate the different types of cultures that I'm dealing with, but because I have been exposed to, I'm able to understand the various behaviors and the various attitudes of these different or diverse teams that I have."

Participant 7 reemphasized this theme when she said, "So, the Asians are very traditional while the Latinos are very friendly and outgoing. And European by all themselves, they're very... you know, more like structure mindset, so there are many differences between regions and between cultures. So, I think the challenge as I said, is to learn, understand each culture and make sure you're flexible and you adapt to those cultures, or a relationship, with the other person."

Using bicultural competence as a multicultural team leader. This theme refers to participants' effort at drawing on their bicultural competencies through identity negotiation process to lead their multicultural teams with cognitive and motivational products. Participant 1 was very expressive of this quality when asked about his work ethics with team members. He said, "I work with them. I mean, as I said, I have a lot of room to accommodate the different types of people that I deal with. As a team leader, yeah, as I said, it's a hugely diverse team. I treat each person differently. I know how to handle them. I don't treat them all as the same, in a sense that I might joke differently with this person, and I might joke differently with this person because of knowing the

type of people they are, which boils down to the cultural undertone or upbringing. So, I deal with them differently, but at the end of the day, the job has to be done, and that ultimately is what that matters." The other six participants also indicated having knowledge and understanding of the cultural diversity in their teams and developing effective strategies and dispositions in relation to that.

Participant 7 touched on this theme in a humbling but passionate way by saying, "I think we all have different standards and values in our culture, and not all the cultures are the same. And I have many, many years of experience, so I learn today the differences between cultures, and I manage a person from Asia, from Japan and from China. And when I manage a person from Argentina and when I manage a person from Germany, they're very, very different cultures, so the way I address my person in China, or I ask them to do something, has to be different from the way I talk to my German employee and the way I talk to my Argentinian employee." Participants in general were expressive of their bicultural nature having extensive experiences leading multicultural teams with the use of their bicultural competencies.

Collaborating across cultures. This theme refers to participants efforts at fostering synergistic combination of diverse expertise between globally distributed agencies to remodel and forge workplace initiatives, innovations, and knowledge towards the possible development of emerging solutions to conventional problems. Four participants emphasized insights into this theme. This is how participant 3 summarized their views by giving indications of the global reach of a team as well as his managerial reach and efforts: "And by the way, talking about multicultural, Nokia was a big

company, so we had departments all over the world. I was dealing with teams in Ukraine, Germany, Sweden. I think we had Korea, and Russia. And of course, India." Participant 3 provided further details about his efforts regarding this theme when he said, "I do not work as if I am the boss, you report to me, and no. I go with we are in this together, and everyone and everybody is part of this, and that is the way I work. And when I create that environment, I realize that people thrive. I got that concept from I was trained by Nokia. I was trained in Finland through the Finnish education system, and the Finnish concept of work, which is very different. They want everybody to do well. You think for yourself, you speak for yourself, and you do well for yourself." He also said this: "I don't want to be the person in the room as the one who knows everything, or the one who is in charge of everything, no. I may be the lead, but I want the team to take the lead, or to lead the effort. Everyone has a leadership role. Everyone has something to do…..so regardless of your background, you are important, you are significant to the team. That is the kind of environment I create for all my teams."

Behavioral adaptability. This theme refers to participants' commitment towards decoding multicultural team members' behaviors and adopting appropriate self-depiction strategies reflecting the context. When asked whether they think they make more effort to adapt to their team members or colleagues, virtually every participant expressed their awareness and disposition of adapting to the behaviors and working styles of their team members to collaborate with them and help their teams to function effectively. Participant 2, for example, was emphatic about this quality in his statement: "Leadership has to be someone who is ready to serve and if you are trying to serve other people,

people have different attitudes, people have different ways. In order to serve everybody correctly without discrimination, you have to adapt to their nature. You have to be able to do what we call psychology." "I try to adapt to everybody's situation. If I see that you're a slow learner, I try to adapt to that. If I see that you're a fast learner, I try to encourage you to do things too good. I try to understand everybody the way they are and see how I can make some improvements to it." Participant 7 emphasized this theme further by saying, "but besides the management aspect, on the relationship, no, but managing people, requires you to be very flexible and very understandable, and make sure that you adapt to the different styles and different cultures when managing people."

Using boundary spanning as a multicultural team leader. This theme refers to participants' leadership of multicultural teams which involves the facilitation of knowledge-sharing and relationship across diverse cultures and fields of expertise. This involves acting as brokers of internal and global cultures, knowledge, and language and mediating and resolving conflicts in their teams. Participants provided diverse emphasis on insights into the use of boundary spanning qualities such as behavioral adaptability, cross-culture collaboration, and conflict resolution. That, withstanding, each of them indicated spanning boundaries to facilitate the acquisition of external knowledge for and drive their team members to overcome internal boundaries separating them from disparate cultures and facilitate their teams' effectiveness. They all indicated achieving this feat by promoting understanding and emotional relating among their team members. Participants 3 and 6 were very passionate and elaborative in their use of this bicultural competence in leading their various teams.

Participant 6 discussed her efforts at adapting her behavior to suit situations in her team and collaborating across cultures in this statement: "what has also been my observation is that the same way I make an effort or at least I try to make an effort to learn about them and to see where our similarities and our differences may be, they too are open to that. At least for a predominantly younger generation that I'm in contact with, they also tend to be open-minded. Again, these are folks who changed, tried to leave home and move to another country and culture altogether. I think that that personal relationship and that time together helps me understand who they are and recognize that generalizations about a cultural group can be helpful to some degree but they don't necessarily define who an individual is. I try not to stereotype, 'Oh, you're from Germany so you're this,' or, 'Oh, you're from Brazil so you're that.'"

Bridging ethnic cultural differences. This theme refers to participants' commitment at using intrapersonal engagements and interpersonal trust in ethnic-related cultural situations for themselves and other individuals in their teams to limit conflicts and encourage a sense of collective interest. All the participants discussed efforts towards this theme. Participant 2, for example, discussed using intrapersonal engagements for his personal cognitive orientation when he said, **"**Been in the group, oh, okay. I believe I'm gaining more confidence in myself as I continue to be a leader because when I started as a leader previously in my ... In my previous job, I was a maintenance engineer, controlling a group of technicians, I didn't have much confidence because my color was making me to be feeling less important in the society because of my color. When I started working in my previous job, before my current job, I didn't

have much courage. Much confidence wasn't available, so I was feeling so low to myself. The more I continued to work with other people and different culture, I see that, because of my education they give me much respect. They give me much respect in my job. So, I look at it as an opportunity. I look at it as an opportunity to be able to excel more. So, the more I stay with different cultures and work more, it gives me confidence. But previously I didn't have this confident. I think my identity just come as aspect of my continued ability to lead more people. So, it grows every day. It increase every day."

Participant 6 talked about her efforts at facilitating interpersonal trust this way: "Some individuals in my team are more conscious of deadlines. They're more proactive. They try to be always on time at a meeting, or certainly something, even ahead of time, whereas others have a more sort of lax approach towards that topic. Obviously when it is a team environment where perhaps, obviously they have to work with each other, not just with me, that is an area where I have observed some differences in the attitudes towards time." She added, "I think that typically I try to make a point about what is expected. Not only what I expect of the team, but also what is expected of the team from my supervisors, from the general organization objectives that are set for us. I try to communicate that in a way that still helps everyone align their individual work."

Openness to cultural diversity. This theme refers to participants' efforts at being receptive to perceived differences. Talking about this quality, participant 3 said "Dealing with different systems and different people, and living in different places, have had an impact on my personality, my behavior, and everything." "I thrive and I do well in different environments. It's because of these identities. As much as there are challenges,

there are also a lot of benefits because I am not, at this point, necessarily strictly aligned to specific culture, it makes me very open-minded. It makes me very much acceptable of other cultures, and also very conscious of other cultures, wherever I am. And I think because of that, I treat others with respect. And when others don't do that, I understand why they may not do that, because they may not understand the world as much as I do." Statistically, every participant's openness to the cultural diversity in their team was high.

Participant 6 discussed insights into this theme by saying, "I was raised in an environment where you work to live, right? Where quality of life was very important, where family time was very important, where personal time was very important. My experience in the United States has been something close to opposite, right? A much more work-oriented mentality where oftentimes, in reality, work comes first, and, quote, life comes second. That is something that I have also observed as a difference, and to some degree modified my approach to others as well."

Using one's global identity as a multicultural team leader. This theme refers to participants' approach to leadership that is informed by a sense of belongingness to the global work context that includes the proficiency to facilitate communication across a culturally diverse team. A statement by participant 7 embodied virtually the imports of this theme. She stated: "I've been managing people from different cultures for the last 25 years, since I moved to US, because I managed people from Latin America region, so from different countries in Latin America, 12 countries in Latin America that I manage. I did global roles in Citibank, then I manage people in a 100 plus countries, and the same thing at Visa, and now, the same thing at Oracle. So, every team that I've managed in my

previous role and this current role, are people from different countries and different regions. So, I learn every time you interact with a different culture, you learn a little bit about their culture, and you learn how to interact, how to accept, how to be flexible, how to adapt to different cultures, and then understand a little bit about the differences, and what is accept in a culture and what is not accept in a culture, and understand those differences are important, for the job."

Participants 1, 3, and 6 ascribed similar sentiments. Participant 6, for example, said "definitely, I would say so. I think that especially in the environment where I am right now, and like I said, even though this is a small town relatively speaking, there is a good healthy population of international students. Even outside, in the community, there are a couple of large-sized companies that employ individuals from not only the area but internationally as well, which is kind of unusual for small-town U.S.A. but I really think it's affected my ability to relate to others. I think that's given me a competitive advantage in not only sympathizing but empathizing. I think it has affected how I approach relationships with my peers, with my students. I feel that there is common ground, that I have with people that kind of helps connect me, at least especially with those diverse populations. Even though somebody else may not be Greek, for example, still we may have a commonality in both being, excuse me, non-American in the sense that we were born and raised somewhere else."

Stronger identification with one culture within a bicultural identity. This theme entails details of participants' stronger identification with either the ethnic culture or host culture after possessing insider knowledge of both cultural systems and

experiencing cultural change within their individual selves. Here, although every participant provided details of the culture they strongly identify with, some responses were nuanced indicating the issue of intersectionality within participants' bicultural identity. First, participants 1, 3, 6, and 7, gave emphatic responses about their American identity despite acknowledging primary association with their ethnic culture. Participant 6 offered a nuanced response of her stronger identification to her ethnic identity and a mixed feeling about her Greek American identify. This is her narrative: "you know, I suppose ... I don't know. I suppose a lot of people might choose one over another, so for me it might be, I might, do I feel more Greek or do I feel more American? It's a difficult question to answer, I'll tell you that, Eric, because I truly by now feel bi-cultural. Obviously, I think, culturally speaking I still feel very Greek." Participants 7's response was similar to participant 6's.

Participants 2, 4, and 5, expressed strong association with their ethnic cultures. Participant 4 stated: "I'm not American no. I'm not an American no I'm a Ghanaian." Participant 5 stated: "I lived in America my whole life and came back. I feel very connected to Ghana." Despite their submissions, participant 2 was more acknowledging of his American identity than participants 4 and 5. This could be due to the social environment they have predominantly and currently live in: participant 2 predominantly and currently lives in America whereas participants 4 and 5 live currently and predominantly in their ethnic countries. Participants 1 and 3 felt strong about their American identity although participant 3 considered himself a global citizen.

Broader acceptance of cultural diversity. This theme refers to participants' openness and resourcefulness in relating to people with distinct cultural orientations which includes being tolerant and ingenious at handling adversity and discrimination. This quality was observed across all the participants' narratives. Participant 6 emphasized it subtly as: "I think behaviors truly are very dependent on our cultural backgrounds and upbringing, right? I think that in many ways, the way I behave differently, my tendency is to be…typical of a Greek Mediterranean person. In other words, a lot of gestures, a lot of body movement, for example. The way I communicate, the way I talk, the way I converse with others, and I realize that that's not necessarily obviously how others communicate or how others express themselves." She also said "I try to be a little more controlled, and I try to hold back some of how I communicate to make sure that it's more consistent with what would be expected in my environment in terms of the field of where I work, but also my general cultural environment. To some degree I do feel like I may need to modify my approach based on the setting."

Participant 7 also believed in being open to understanding the various cultural backgrounds of her team members. This is her view: "So, I think the main challenge I think is you need to learn to be open to understand the culture. From a simple gesture of a fine example, you go to Japan, they bow to you as a compliment. When you give the business card, they pick up the business card with the two hands, those are situations that are in their culture, means respect. In some other cultures, respect is different. I don't think there are any crisis that I have faced in my career; I would say that I'm more learning, learn to understand this culture and that the other culture. And I think too... and

I don't know if you're going to ask questions about manager and employee relationship, but that side, there are challenges in managing people from different culture. But besides the management aspect, on the relationship, no, but managing people, requires you to be very flexible and very understandable, and make sure that you adapt to the different styles and different cultures when managing people." Generally, every participant showcased significant acknowledgement of the cultural diversity in their teams and being highly open and accommodating to its realities.'

Using cultural intelligence as a multicultural team leader. This theme entails details about participants' leadership in culturally diverse settings informed by their global identity and openness to cultural diversity or their receptivity to perceived cultural distinctions. It represents their leadership in a multicultural setting that transcends multiple cultural boundaries and enables the bridging of differences. All the participants ascribed to this quality as partially indicated in participant 7's statement: "I lived in many different locations, and I've been working with countries, different countries for the last 25 years. So, I travel 70% of my time to international markets, and I have responsibility for Asia, for Europe, for Latin America and for US, in my role, and my previous roles."

Additional imports of this theme were showcased in participant 6's statement when she said "I think behaviors truly are very dependent on our cultural backgrounds and upbringing, right? I think that in many ways, the way I behave differently, my tendency is to be…typical of a Greek Mediterranean person. In other words, a lot of gestures, a lot of body movement, for example. The way I communicate, the way I talk, the way I converse with others, and I realize that that's not necessarily obviously how

others communicate or how others express themselves. I try to be a little more controlled, and I try to hold back some of how I communicate to make sure that it's more consistent with what would be expected in my environment in terms of the field of where I work, but also my general cultural environment. To some degree I do feel like I may need to modify my approach based on the setting."

Further insights into this competence were provided by participant 3 whiles talking about using his global identity to lead previous teams: "talking about multicultural, Nokia was a big company, so we had departments all over the world. I was dealing with teams in Ukraine, Germany, Sweden. I think we had Korea, and Russia. And of course, India. I was a team lead, a project analyst. I was based in Texas. Irving, Texas, but I was dealing with all these teams around the world, so that is how we operated." This is his statement on another IT project he managed: "I was based in Texas, and my biz manager was in Texas. I was managing across all these teams, and I was the project manager for all these. Because one project involved all these teams, and that is why I am very much used to staying up late. Because at any point in time, I was up on a meeting with Japan, UK, or India, or here in the United States. That was Anritsu." He also considered himself a "global citizen." Averagely, all the participants recalled using a minimum of two of the three core competencies of cultural intelligence to lead their teams.

Requires cross-cultural communication skills. This theme reflects participants' understanding and demonstration of the skills needed for cross-cultural interaction in their various teams. It reflects participants' insights into and use of cultural-specific

knowledge and language-specific knowledge to effect verbal and nonverbal communication towards the facilitation of collaborative knowledge transfer in their teams. This is how participant 7 described her awareness of the importance of these skills regarding her team: "On the cultural aspect, maybe I would say probably Latinos, are little bit more emotional, and Irish are more emotional, in handling difficult situations, than the Americans. The Americans are more rational than emotional, and the Latinos and certain Europeans in my group is an Irish group. They tend to be more emotional on reacting to challenges, and it could be a good emotion or a bad emotion. They could react very excited or very nervous, and the Americans are usually more rational. They don't show much emotion. However, if the group has been working together for a long time, they kind of start getting a little bit of the other one, kind of cultural side. And the Americans start opening up a little bit more, when they feel more comfortable with the group, and they start showing a little bit more emotion. And the Latinos and the Irish, start learning a little bit more to have more self-control." Participant 7 demonstrated her understanding and application of the importance of cultural-specific knowledge and language-specific knowledge for effective verbal and nonverbal communication in her teams this way: "I think we all have different standards and values in our culture, and not all the cultures are the same. And I have many, many years of experience, so I learn today the differences between cultures, and I manage a person from Asia, from Japan and from China. And when I manage a person from Argentina and when I manage a person from Germany, they're very, very different cultures, so the way I address my person in China, or I ask them to do something, has to

be different from the way I talk to my German employee and the way I talk to my Argentinian employee. So, the Asians are very traditional while the Latinos are very friendly and outgoing. And European by all themselves, they're very... you know, more like structure mindset, so there are many differences between regions and between cultures. So, I think the challenge as I said, is to learn, understand each culture and make sure you're flexible and you adapt to those cultures, or a relationship, with the other person." Participant 1 and 6 expressed similar sentiments.

Resolving conflicts due to cultural diversity. This theme reflects participants' efforts towards conflicts or social irreconcilability arising from diverse cultural identities and interests of the multicultural members of the teams they lead. Most participants did not directly touch on the issue of conflict in their teams. However, participant 1 showcased insights into this theme in this statement: "I have two team members that most of the time argue a lot, and most of the time, I ignore the argument because in the end, as soon as they finish arguing, as soon as they finish arguing, they would go back to, 'Hey. What do you want to have for lunch?' And then they will move on." Participant 4 shared similar sentiments as that of participant 1.

Participant 6 shared a contrary insight which also reflects that of the rest of the participants. Her view was "Again, thankfully, I have not observed any conflict, say for example between team members, nothing that was particularly disruptive to what we were there to accomplish."

Challenges to collaborative boundary spanning. This theme make reference to participants' insights into and demonstration of situations that may limit their ability to

effect collaborative boundary spanning. Participants shared awareness of how their efforts to facilitate collaborative boundary spanning was impacted by issues involving their teams' multicultural characteristics, communication and language variations, limited opportunity or support for their efforts to span boundaries, status-related problems for groups and members of their teams and themselves. They also shared some strategies for managing these challenges. Participants' views were aligned on the challenges posed by their teams' multicultural characteristic to collaborative boundary spanning. Views about the challenges presented by communication issues and language variation to collaborative boundary spanning were emphasized by participant 1, 2, 6, and 7. This is how participant 7 shared some of the views: "Well, I think the main challenge today is we're all in a different location, now as I mentioned. So, I have a person in Australia, and I have three people in Ireland. And in US, I have people in different locations as well. I have a team in Florida, a team in Utah, and a team in Maryland. So, the challenge is when we try to do meetings, but everybody needs to be in the meeting, is the time zone. Time zone is one issue, and the second is the language as well. You know because people have different languages, so we all do all our meetings in English. So, we have the accent, I have an accent, so I think a language and time zone differences are main challenges now." Participant 3 also emphasized the challenge of team members' diverse locations in different time zones.

Some views shared by participant 6 highlighted additional challenges: "Well, I think the fact that we don't always know what we don't know, and certainly I can say the same thing for myself. I may be, myself, a bicultural individual. I may be at a point

where I realize that not everyone is quite the same, and that that's beautiful, but at the same time I don't know what I don't know. I think that that is oftentimes the difficulty with coming in contact with a diverse population. I think it would be a fallacy, again, to stereotype, and to not make an attempt to learn more about the other person and what makes them motivated, what makes them interested, what turns them off. Right? What may alienate them, so I depend on others' kindness, that if I do something or say something that I shouldn't or say something in a way that I shouldn't or use an expression that I shouldn't, I depend on the others' kindness to realize that I may not know everything that I should know."

Participant 7 mentioned continuous learning as a challenge in leading her team and discussed how she managed. She recalled "So, every team that I've managed in my previous role and this current role, are people from different countries and different regions. So, I learn every time you interact with a different culture, you learn a little bit about their culture, and you learn how to interact, how to accept, how to be flexible, how to adapt to different cultures, and then understand a little bit about the differences, and what is accept in a culture and what is not accept in a culture, and understand those differences are important, for the job."

Regarding lack of support and status-related issues, participant 3 believed "people see you, and the first thing they think about is this is an African. Because granted, Africa doesn't have a good name, especially when he comes to areas of expertise, like technology. They see you, and you are the lead of IT team. How can an African be a lead of IT team? It's not like an African cannot, but that is the perception……people

come to my department. And when they are sent to the dean of that department, which is me. They come in, and you can see that they don't expect to see or they don't think that…but after we go through whatever it is that they need, you can see that they've changed. They come in with this perception or the stereotypical perception. Then, after they've interacted with me, now they are a different person." The challenge of stereotype-based attitude impacting collaborative boundary spanning efforts was also emphasized by participant 2 and 5.

Prioritizing cross-cultural collaboration for positive team outcomes. This theme make reference to participants' commitment towards the facilitation of cross-cultural networking to encourage multicultural team members to integrate and leverage their multiple inputs and activities to effect appropriate communication and relationships towards team goals. This phenomenon was described by Participant 7 when she said "When you're a boss, you have to ensure that the team is working together, so you have to be the one driving the teamwork, and the collaboration, and help to overcome the obstacles of the team. So, first, as a boss, you put more, more effort." Participants 3 and 6 also showcased this theme in their narratives. Participant 6 recalled "I think that something I do try to stress is that we all have something in common here, and so I want everybody to feel safe and comfortable and able to voice out what could even be the craziest idea or question. I think that being able to help the team members identify where their commonalities are, be it in background or communication or anything that may unite them, helps them bond with each other. It's also what helps me bond with them and vice versa, and so, again, I have found that trying to build a personal relationship to the

degree that it's doable has really strengthened the professional relationships as well, and that helps the collective team perform better and have a higher sense of commitment and loyalty to what we're doing. Yeah, yeah. Please."

Second Phase: Cross-Case Synthesis and Analysis

Cross-case synthesis and analysis was utilized as the data analysis technique to synthesize critical findings of individual cases studies and arrange themes across the seven cases in this study (see Yin, 2017). Due to the comparatively low number of cases inherent in a qualitative study, I developed word tables to search for patterns across cases as opposed to the meta-analysis associated with large numbers of case studies (see Yin, 2017). Since the causal links in real-life experiences are complex and patterns may not be readily observable through just a thematic analysis of the study's textual data, the cross-case synthesis method strengthened the trustworthiness of the data and allowed generalization to the analysis process (see Eisenhardt, 1989; Yin, 2017). I used the cross-case synthesis data analysis method to systemically assess the logic which links the data to the propositions (see Yin, 2017). By consolidating and interpreting the data, I was able to establish an evidence-based argument to be analyzed through the lens of the study's conceptual framework (see Cooper & White, 2012; Yin, 2017).

The cross-case synthesis process was ongoing as I analyzed each of the seven interviews. In Figure 1, I provide the reader with a multiple case study cross-case synthesis graph as a visual representation of the overall management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Through this second phase of the

data analysis process I systemically identified the convergent and divergent data across cases and removed any superfluous data unrelated to the purpose of the study (Yin, 2017).

The cumulative theme frequencies of occurrence by participant are illustrated in Figure 1, wherein I present a multiple case study cross-case synthesis graph as a visual representation of the bicultural participants' experiences of applying their bicultural competencies and skills in leading multicultural teams.

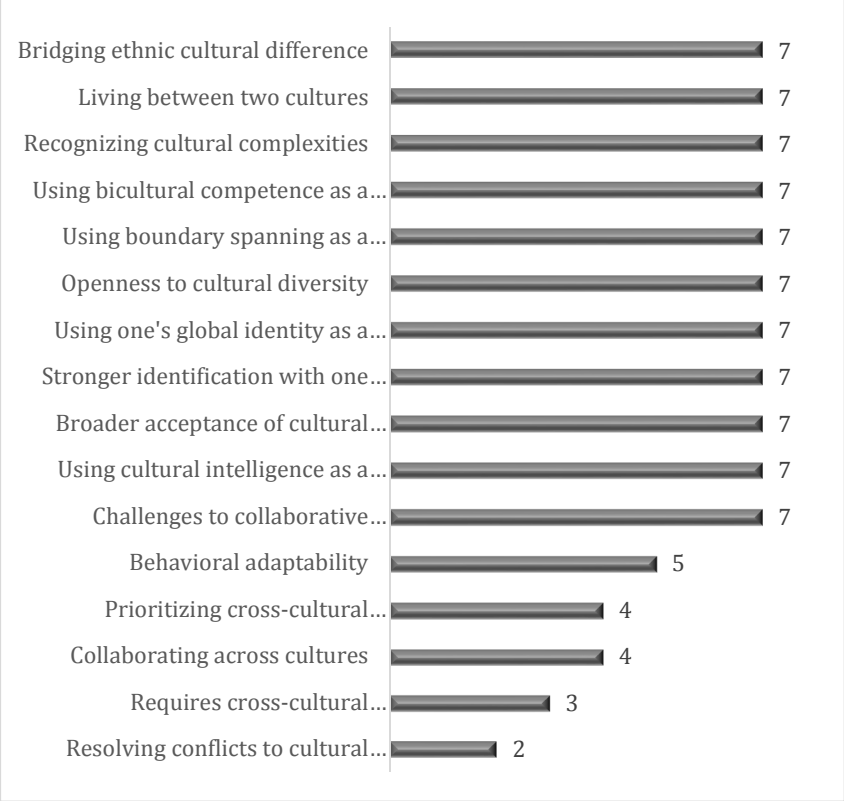

Figure 1. Multiple case analysis (theme frequency of occurrence by participant).

Ten themes featured prominently across the data collected from all 7 cases. Four themes that were most prominent among the 10 constituted a combination of other themes. The four themes were using bicultural competence as a multicultural team leader, using boundary spanning as a multicultural team leader, using one's global identity as a multicultural team leader, and using one's global identity as a multicultural team leader. All 7 participants associated significantly with the theme using bicultural competence as a multicultural team leader indicating they drew on their bicultural competencies involving cultural frame switching and identity negotiation processes to produce cognitive and motivational outcomes to lead their various multicultural teams.

Fundamentally, the participants identified with a minimum of two cultural frames, developed expertise and familiarity in both cultures, and were resourceful in both cultures. These foundations enabled them to adapt and relate to situations of multiple cultural contexts or undertones aided by cultural frame switching and to recognize diverse cultural norms and values including cultural complexities whiles leading their teams. They subsequently appreciated this cultural dynamism within their teams, adopted new and appropriate paradigms for understanding, and varied their behaviors strategically towards the culturally diverse members of the teams they lead.

Second, each of the 7 participants significantly indicated using boundary spanning as a multicultural team leader. They facilitated knowledge-sharing and relationship among their team members who come from different cultural backgrounds and fields of expertise. That, notwithstanding, those who recalled collaborating across cultures per their teams were average in number. These participants expressed being able to broker

the synergy of multiple expertise across globally dispersed agencies to recreate and develop workplace initiatives, innovations, and knowledge to develop practical solutions to the problems they faced by their teams. Additionally, 5 of the 7 participants mentioned using behavioral adaptability whiles leading their teams; they indicated deciphering their team members' behaviors and adopting appropriate self-representation strategies that fit the context. Overall, the 7 participants mentioned acting as brokers with a significant number of them discussing their ability to negotiate across cultures internally and globally.

Most participants expressed being brokers of knowledge and language in their teams. Although most participants did not directly touch on the issue of conflict, there were indications that they were aware of the potential or realities of social irreconcilability in their teams having a sense of the diverse cultural identities and interests of team members. Overall, 3 participants shared insights into conflicts in their teams: 2 of them provided examples of conflict occurring in their teams due to cultural diversity and how they resolved them whiles the third only mentioned and discussed insights into the absence of conflict in her team.

All the participants demonstrated insights into challenges to collaborative boundary spanning in their teams. Every participant had ample knowledge into how their efforts to facilitate collaborative boundary spanning was impacted by challenges related to their teams' multicultural characteristics, communication and language variations, limited opportunity or support for their efforts to span boundaries, status-related issues

for groups and members of the teams and the participants themselves. The participants also mentioned some of their strategies for managing these challenges.

Overall, participants facilitated effective cross-cultural interaction in the teams they managed. They, first, demonstrated ample awareness that the achievement of cross-cultural collaboration in the multicultural teams they manage requires cross-cultural communication skills such as cultural-specific knowledge and language-specific knowledge to drive effective verbal and nonverbal communication and facilitate collaborative knowledge transfers among others. They also gave details of various activities they leveled towards harnessing these skills to lead their teams which included prioritizing cross-cultural collaboration for valuable team outcomes. All the participants demonstrated giving prominence to cross-cultural networking to facilitate their team members' efforts at integrating and leveraging their multiple inputs and activities for effective communication and relationships towards team goals. This theme was discussed by participants whiles sharing insights into how they manage the daily activities or the various projects concerning their teams.

Using cultural intelligence as a multicultural team leader was the third most prevalent theme discussed by all 7 participants. Each participant was very expressive of his or her ability to provide leadership that fits their teams emphasizing their capacity to manage beyond multiple cultural boundaries and facilitate bridging differences. First, all the participants expressed evidence of global identity and openness to cultural diversity. Second, they shared experiences of stronger identification with one culture within a bicultural identity: although they all have acquired second cultures and have insider

knowledge-possession of two unique cultural systems that resulted in altering their cultural orientations, every participant expressed stronger feelings towards one culture over the other. They also showcased cultural intelligence by broadly accepting cultural diversity. Thus, every participant discussed being open and resourceful in relating to their culturally diverse team members. Participants for example, shared knowledge of being tolerant and creative in their management of adversity and discrimination whiles leading their teams.

The fourth key theme, using one's global identity as a multicultural team leader, a component of cultural intelligence, also featured prominently among all participants. Every participant mentioned being able to lead their teams with a sense of belongingness to a global workforce which involves the skill to facilitate communication across their culturally diverse team members. Alongside their ability to use global identity to lead their teams, all the participants demonstrated high levels of openness to cultural diversity: their receptivity to the perceived diversity in their teams was high. Additionally, every participant discussed having the qualities associated with bridging ethnic cultural differences: they leveraged intrapersonal engagements and interpersonal trust needed to prevent and manage ethnic-driven conflicts within themselves, within and among team members. Some participants also discussed using these skills to prevent and resolve conflicts between themselves and the members of the teams they lead. Although 2 participants discussed encouraging a sense of collective interest among their predominantly ethnic-based multicultural team members, on a whole, participants discussed little on conflicts in their teams suggesting there were significant efforts

towards conflict limitation developed from the existence of intrapersonal trust in the teams they lead.

Triangulation

Specific instrumentation is used in a case study to provide adequate data collection instruments and gather data from multiple sources to answer research questions (Yin, 2017). It is, thus, paramount to gather instrumentation protocols that align with the purpose of the study and contribute original qualitative data to the conceptual framework. Instrumentation was carefully chosen to allow for the generation of themes to support insights emerging from studying the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Three sources of data were used in this study: (a) a semistructured interview protocol (see Appendix B) involving items that have been designed and standardized by previous researchers, (b) reflective field notes kept by the researcher throughout the data collection process, and (c) archival materials.

Aside from integrating data sources, the codes linked themes across multiple methodologies including interviews, field notes, historical literature, and archival materials (see Saldana, 2015; Stake, 2013). Triangulating the data sources enhanced the quality of the study and facilitated a more collective consideration of the data (Yin, 2017). Valuable to the data collection process were handwritten notes: they supplemented the audible data recorded in the interview tape (see Saldana, 2015) which were translated literally; they provided a contextual insight into nonverbal behaviors that include fears and uncertainty, heightening the comprehensive documentation of

participant interactions. Each study participant was provided a copy of their interview transcript to read whiles verifying their responses for accuracy. The interview transcripts aided in reviewing my positionality and reflexivity as the researcher (see Berger, 2015; Merriam & Tisdell, 2015).

An interview protocol was utilized for the semistructured interviews (see Appendix B) to standardize the data collection process. Evidence of the study plan's development can be found in the research record's audit trail (see Stake, 2013). The audit trail is comprised of uploaded articles, member checking, synthesis of reports for transcript review, coding structure, and memos indicating the documentation, changes, and additions occurring in the course of a study including the progress made on the research (see Yin, 2017). Methodological triangulation and an audit trail were employed to strengthen the dependability of the study results (see Guion et al., 2011). Physical artifacts involved databases and government reports on bicultural managers' leadership experiences within the multicultural labor market globally. I also referred to data from my reflective journal notes when analyzing the data to ensure the process of methods triangulation.

My maintenance of a neutral state as a researcher was aided by reflective journaling. The practice of researchers recording and documenting their emotions regarding conditions, behaviors, or events that can trigger an emotional reaction was recommended by Yin (2017). Practicing reflexivity involves avoiding researcher bias by the researcher noting in a journal beliefs and emotions regarding the data (Lincoln &

Guba, 1985). As much as possible, I worked on holding back my own judgments as participants discussed their experiences.

After completing the semistructured interviews with the participants I continued in the method triangulation process to answer the research question. I located about 200 articles including popular media (magazine, newspaper), white papers, and company media, business, and government reports pertinent to my study. Despite not being substantive for the literature review, these reports served as complementary sources for the overall data collection process. Also, I read and subsequently annotated peer-reviewed scholarly papers from over 280 scientific journals. I analyzed 250 physical artifacts, such as government, media, and company reports, directly connected to my themes following the semistructured interviews, in order to proceed with the process of method triangulation aimed at finding an answer to the research question (see Yin, 2017). I used this archival data set to develop deep, thick, rich information within the following themes: (a) living between two cultures; (b) recognizing cultural complexities; (c) using bicultural competence as a multicultural team leader; (d) collaborating across cultures; (e) behavioral adaptability; (f) using boundary spanning as a multicultural team leader; (g) stronger identification with one culture within a bicultural identity; (h) broader acceptance of cultural diversity; (i) using cultural intelligence as a multicultural team leader; (j) bridging ethnic cultural differences; (k) openness to cultural diversity; (l) using one's global identity as a multicultural team leader; (m) requires cross-cultural communication skills; (n) resolving conflicts due to cultural diversity; (o) challenges to

collaborative boundary spanning; and (p) prioritizing cross-cultural collaboration for positive team outcomes.

My extensive experience of reading hundreds of sources aided in questioning the meaning of recurring ideas and concepts to generate themes that were empirically accurate, comprehensive, value-adding, trustworthy, and fair. This interpretation process is the methodological triangulation of sources of evidence that can ensure the richness of data, provision of answers to the research question, and attribution of meaning to the data (see Fusch & Ness, 2015). In effect, the methodological triangulation of three data sources provided enough thick, rich information to replicate the study design (see Guion, Diehl, & McDonald, 2011; Yin, 2017). The study results were analyzed and interpreted within the conceptual framework whiles the findings were illustrated to show their contributions to the extant body of knowledge on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams.

Summary

A case by case analysis was conducted and presented in the chapter with a total of seven separate cases, leading to a cross-case analysis and synthesis process to provide answers for the central research question of this multiple case study: What are the management experiences of biculturals in U.S.-based global organizations and the implication of their competencies and skills in leading multicultural teams?

Based on the findings of this multiple case study, a total of five categories enclosing a total of 16 themes were identified for this study leading to thick, rich data on

the experiences of the study participants. The five coding categories were grounded in the conceptual framework of the study. This includes Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams. The five coding categories are (a) bicultural competence, (b) boundary spanning, (c) cultural intelligence, (d) global identity, and (e) leading multicultural teams.

This multiple case study revealed such behaviors, activities, and characteristics emerging from the data analysis ascribed to the related themes and patterns that emerged from the raw data derived from the interviews. The identifiable traits of themes and patterns occurred in a two-phase data analysis process: (a) thematic analysis of the textual data and (b) cross-case synthesis analysis. Once analyzed data were arranged across the multiple cases in this study, the 16 themes gleaned from the raw data include the following: (a) living between two cultures; (b) recognizing cultural complexities; (c) using bicultural competence as a multicultural team leader; (d) collaborating across cultures; (e) behavioral adaptability; (f) using boundary spanning as a multicultural team leader; (g) stronger identification with one culture within a bicultural identity; (h) Broader acceptance of cultural diversity; (i) using cultural intelligence as a multicultural team leader; (j) bridging ethnic cultural differences; (k) openness to cultural diversity; (l) using one's global identity as a multicultural team leader; (m) requires cross-cultural communication skills; (n) resolving conflicts due to cultural diversity; (o) challenges to collaborative boundary spanning; and (p) prioritizing cross-cultural collaboration for

positive team outcomes. In addition to binding data sources, I enhanced the trustworthiness of the study's data by employing methodological triangulation of three data sources: interviews, journaling/reflective field notes, and archival data (Guion, et al., 2011). I analyzed and interpreted the multiple case study results through the lens of the conceptual framework.

In Chapter 5, I will further interpret the study findings in terms of how they compare and contrast to the literature described in Chapter 2. I will demonstrate the significance of the research for theory, practice, and social change and how my study results extend the body of knowledge on bicultural managers and multicultural team leadership and contribute original qualitative data to the theoretical foundation of the study's conceptual framework. I will also describe the managerial practice implications of the study results and how future scholarly research can extend the findings of this study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative, multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. The nature of the study was qualitative, aligning the methodology with the purpose of the study and providing data for the research questions. Given that scholars called for a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams, I used an exploratory multiple case study to meet the study goals. This study was framed by three key concepts that focus on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence, Kane and Levina's (2017) concept of boundary spanning by bicultural managers, and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams. Designing my research strategy to address critical global work issues by the strategic engagement of biculturals answers calls for such empirical investigation in the international management literature (see Doz, 2016).

A multiple case analysis of seven interviews and then thematic analysis revealed 16 reformulated themes gleaned from the cross-case synthesis technique reflecting the daily experiences of bicultural managers, and include the following: (a) living between two cultures; (b) recognizing cultural complexities; (c) using bicultural competence as a

multicultural team leader; (d) collaborating across cultures; (e) behavioral adaptability; (f) using boundary spanning as a multicultural team leader; (g) stronger identification with one culture within a bicultural identity; (h) broader acceptance of cultural diversity; (i) using cultural intelligence as a multicultural team leader; (j) bridging ethnic cultural differences; (k) openness to cultural diversity; (l) using one's global identity as a multicultural team leader; (m) requires cross-cultural communication skills; (n) resolving conflicts due to cultural diversity; (o) challenges to collaborative boundary spanning; (p) prioritizing cross-cultural collaboration for positive team outcomes.

Interpretation of Findings

The findings of this multiple case study confirm or extend current knowledge in the discipline, with each case presenting examples of issues discussed in the literature review in Chapter 2. In this section, the study's findings are presented and reviewed in the context of the 5 categories that emerged from the data analysis. I compared each of these 5 categories with relevant concepts from the conceptual framework and the extant literature reviewed in Chapter 2. I provided evidence and a rationale based on the seven semistructured interviews to support how the study's findings either confirm or disconfirm existing knowledge, or even extend it. Extension studies, such as this multiple case study, provide not only replication evidence but also support extending prior research results with offering new and important theoretical directions (see Bonett, 2012).

This study findings confirmed the concept of multicultural team effectiveness developed by Hong (2010). As part of the theoretical framework, Hong used bicultural

competence to elaborate bicultural individuals' skills at living and switching between the cultural complexities and diversities associated with multicultural team members. Although Hong's theory was acknowledged as the foremost initiative at applying the concept of bicultural competencies in organizational studies (Brannen & Thomas, 2010), proponents have argued for a bridge in the gap in the literature regarding the relationship between bicultural competencies and team effectiveness (Jang, 2017). The bicultural managers who participated in my study used cultural competence as team leaders, indicating that they possess two cultural frames and had expertise and effectiveness in both cultures in leading their teams. They also switched their cultural frames to adapt and relate to situations of multiple cultural contexts and recognize diverse cultural norms and values and the cultural complexities in the teams they lead. They lead their teams using adopted novel and effective mindsets for understanding, whiles varying their behaviors in relation to the culturally diverse members of their teams. These are competences Hong (2010) identified as bicultural competencies and associated with multicultural team effectiveness.

This study results confirm that boundary spanning is characterized by the coalescing of expertise and concerns of collaborators separated by social, cultural, and knowledge-based boundaries (see Barner-Rasmussen et al., 2014; Cramton & Hinds, 2014; Tippmann et al., 2017). The participants in this study facilitated knowledge-sharing and relationship across diverse cultures and fields of expertise in leading their teams. Among others, they acted as brokers of internal and global cultures, knowledge,

and language whiles being aware of the issue of conflict in their teams and acted to mediate and resolve them.

Defined and individualized by unique and diverse social contexts or fields of expertise, collaborators have diverse access to terminology, tools, perspectives, and other important work-oriented knowledge that characterizes the attitudes of the entities in each context (Kane & Levina, 2017; Levina & Vaast, 2013; Roberts & Beamish, 2017). The concept of boundary spanning by bicultural managers developed by Kane and Levina (2017) is grounded in Hong's (2010) theory of multicultural team effectiveness in which bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills, enables bicultural team members to acquire external knowledge and help overcome internal boundaries separating members from disparate cultures through increased understanding and emotional relating. The study results confirmed that when bicultural managers collaborate to span boundaries, they can be productive at resolving conflicts that can generate into a synergized outcome from the diverse proficiencies and concerns of agents individualized by institutional and cultural boundaries. Customarily, the significant variations in status, power, culture, and language among parties such as headquarters and subsidiaries or onshore clients and offshore providers in the global environment present challenges to collaborative boundary spanning (Cramton & Hinds, 2014; Hinds et al., 2014; Kane & Levina, 2017). This is exemplified per my study results where bicultural team leaders reported that conflict resolution is integral to boundary spanning. They did not only associate conflicts

to the cultural difference in their teams but identified them and worked to resolved them using mediating skills.

The current literature needs a comprehensive and thorough investigation of multicultural team dynamics and the facilitating roles biculturals leading multicultural teams are likely to play towards cross-cultural collaboration (Crotty & Brett, 2012; Kane & Levina, 2017). To address this gap in the literature, Lisak and Erez (2015) grounded their concept of leadership emergence in multicultural teams in social identity theory (Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) which indicates that a shared social identity emerges when people's perceptions of their mutual and collective similarities are enhanced.

My study result confirmed that when multicultural team members in global organizations share a mutual interest in accomplishing a team goal, they are driven to overcome cultural barriers and sustain positive relationships with each other. This sense of association with others with diverse orientations working in the same global establishment reflects an individual's global identity (Shokef & Erez, 2006, 2008). Self-concept based leadership theories (Lord, Brown, & Freiberg, 1999; Shamir, House, & Arthur, 1993) emphasize the importance of three global characteristics of the global identity that may contribute to a multicultural team member being identified by other team members as an emergent leader: cultural intelligence, which is defined as an individual's capability to deal effectively in culturally diverse settings (Ang & Van Dyne, 2008; Earley & Ang, 2003) and differentiates emergent global leaders from other team members (Lisak & Erez, 2015); global identity, which conveys a sense of belongingness

to the global work context (Erez & Gati, 2004; Shokef & Erez, 2006, 2008) and where leaders can easily facilitate communication with team members of other cultures (Lisak & Erez, 2015); and openness to cultural diversity, which is ‘‘the degree of receptivity to perceived dissimilarity’’ (Härtel, 2004, p. 190). Cultural intelligence greatly differentiates emergent global leaders from other team members and enhances their role as multicultural brokers, as exemplified per my study results where bicultural team leaders reported that they easily transcend multiple cultural boundaries and help to bridge differences (see Eisenberg & Mattarelli, 2016).

Participants in this study had cross-cultural competence or “the ability to function effectively in another culture” (Gertsen, 1990, p. 346). As multicultural team leaders, they facilitate synergistic combination of diverse expertise between globally distributed agencies to remodel and forge workplace initiatives, innovations, and knowledge towards the possible development of emerging solutions to conventional problems. They use their global identity as multicultural team leaders informed by a sense of belongingness to the global work context and the proficiency to facilitate communication across a culturally diverse team. They also use cultural intelligence as multicultural team leaders and are open to cultural diversity.

Following the recent managerial contributions on distributed teams and global work (e.g., Eisenberg & Mattarelli, 2016; Mattarelli et al., 2017; Vahtera et al., 2017), my study results confirm research by Armstrong-Stassen and Schlosser (2011) which suggested that culture is now conceptualized in the literature as multifaceted, dynamic, and highly contextualized. Recently, scholars have moved beyond studies that consider

culture as a set of regular and static patterns that characterize large groups, such as nations and societies (Kassis-Henderson et al., 2018). New management and leadership studies theorize emerging leaders in multicultural teams as possessing the ability to cross boundaries related to national and individual cultures, as biculturals do (Dau, 2016; Kassis-Henderson et al., 2018). Findings of this study confirm that the bicultural manager leading a multicultural team prioritizes cross-cultural collaboration for positive team outcomes aided by cross-cultural communication skills. This involves facilitating cross-cultural networking to encourage multicultural team members to integrate and leverage their multiple inputs and activities to effect appropriate communication and relationships towards team goals. They do this by spanning cultural and knowledge-based boundaries, resolve conflicts, and so forth.Very few studies of emergent leadership have emphasized the importance of using the multicultural approach in empirical investigations (Lisak & Erez, 2015). The findings of my study are consistent with scholars concluding that an emergent multicultural team leader should be able to simultaneously understand the complex multicultural team context, have a sense of belongingness to the global team, and show tolerance and acceptance of the cultural variation within individuals and the team. The three characteristics of cultural intelligence, global identity, and openness to cultural diversity are found to positively influence multicultural team performance (Ang et al., 2006; Shokef & Erez, 2008) and have been linked in previous research of bicultural managers and multicultural team leaders (Barker, 2017; Engelhardt & Holtbrugge, 2017; Friedman et al., 2012; Lisak et al., 2016). As indicated in my study these qualities are also associated with stronger

identification with one culture within a bicultural identity, broader acceptance of cultural diversity, and bridging ethnic cultural differences.

The results of my study confirm scholars' assumptions that having members who understand multiple cultures may enhance team outcomes (see Brannen & Thomas, 2010; Hong, 2010). However, most of the researchers focused primarily on examining multicultural individuals' qualities that allow them to interact across cultures, while my research extends these theoretical works by exploring how bicultural managers' complex team-level competencies can lead to better multicultural team performance. Evidence of bicultural managers' complex team-level competencies identified in this study include bicultural competence, boundary spanning, cultural intelligence, and global identity. These competencies have been identified in the extant literature including the conceptual works framing this study to undergird biculturals' ability to enhance multicultural team performance (Hong, 2010; Kane & Levina, 2017; Lisak & Erez, 2015).

Fundamental competencies biculturals use as multicultural team leaders have been identified in the literature and the conceptual works framing this study. That, notwithstanding, I have used this study to confirm and extend prior findings and the conceptual work framing this study. I have confirmed that leading a multicultural team requires complex team-level competencies that can facilitate better multicultural team performance. Researchers have argued for a bridge in the gap in the literature regarding the relationship between bicultural competencies and team effectiveness (Jang, 2017). The emerging literature needs a comprehensive and thorough investigation of multicultural team dynamics and the facilitating roles biculturals leading multicultural

teams are likely to play towards cross-cultural collaboration (Crotty & Brett, 2012; Kane & Levina, 2017). I have, in this study, confirmed that applying the multicultural approach in empirical investigations is key to unveiling emerging data about multiculturals such as biculturals working in multicultural environments.

Limitations of the Study

Limitations, a characteristic of every research study, are elements of the study that are out of the researcher's control and impact the trustworthiness of the study results (Golafshani, 2003). Schram (2006) suggested a range of five to 10 participants for a typical qualitative study, claiming that a large sample size could hinder a deeper investigation. I, however, recognize that the primary methodological limitation of this case study is the small sample size (see Boddy & Boddy, 2016; Stake, 1995). Limitations were also met with whiles recruiting the sample of seven participants. A database or specific professional association for such information regarding bicultural managers does not exist necessitating the use of purposive network sampling to locate potential entities.

Another limitation of the study is that the case study method has received scholarly criticism for not offering statistical generalization which limits transferability of data results or the general population from which the sample of seven bicultural managers were recruited (see Yin, 2017). Yet, the multiple case study method was not used for this purpose but for both trustworthiness of the data results and helping to guard against observer bias and enhancing cross-case comparison and advancing theory extension (see Eisenhardt & Graebner, 2007; Stake, 2013). While I used the multiple-case study to gain a deep understanding of the management experiences of biculturals in

U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams, the data collection process and sample size were driven by the element of data saturation (see O'Reilly & Parker, 2013).

The selection of seven participants was designed to allow more units of analysis for a multiple case study while increasing the possibility of revealing uncommon observations or variances. To manage the limitation of possibly overlooking any divergent data, I conducted conversational interview discussions using probes so that the bicultural managers could provide more detail on candid events in leading their multicultural teams. Issues pertaining to the dependability of the study results may also be raised in small sample studies such as this one (see Merriam & Tisdell, 2015). Dependability may be limited due to the geographic location differences of the participants. Observations may vary among participants per the scope of their demographic characteristics. Most of the participants were African Americans, which also could limit the variability of views. Mitigating the limitations due to the highlighted issues involved using a maximum variance of sampling to improve the transferability of the study results. This criterion-based sampling generated a diverse group of bicultural manager participants to support the maximum variation sampling method (see Palinkas et al., 2015).

In qualitative research, a maximum of 10 participants represents a significant sample for practical interpretation (Boddy & Boddy, 2016; Stake, 1995). However, there were hindrances to attaining such larger samples. The likeliness of a fewer number of biculturals in leadership in U.S.-based global organizations may have been a contributory

factor. More so, there was the challenge of finding bicultural leaders in U.S.-based global organizations who fit all the selection criteria. The limited access to social media platforms that provide such information necessitates the acquisition of personal knowledge to gather potential participants. The key reason for choosing a qualitative study to meet the purpose of my study is the overabundance of diverse characteristics that makes it problematic to generate a participant pool significant enough for a quantitative analysis.

The seven participants selected were designed to provide significant units of analysis for a multiple case study and increase the prospect of revealing uncommon observations or variances. Confidentiality of participant identities was most central in the study so that the bicultural manager did not face any problems in the form of discrimination from their coworkers or employers (see Merriam & Tisdell, 2015). Also, the issue of memory lapse as time elapsed between being a bicultural leading a multicultural team and the interview was dominant. To address this issue, my interviews involved conversational discussions to allow the bicultural manager to share candid events and possibly kindle recall.

Concerns of the dependability of the study results may be raised in small sample studies of this nature. Dependability may be limited by participants' geographic location differences. Observations may differ concerning the location of the U.S.-based global organizations, the nature of multiculturalism experienced by the participants, the participants' bicultural orientation, or the participants' locations or social settings. Whereas an online professional network was used to select candidates, a maximum

variance of sampling enhanced the transferability of the study. This criterion-based sampling merged a diverse group of bicultural managerial participants to support maximum variation sampling (see Benoot, Hannes, & Bilsen, 2016).

Limitations of the study can be considered, as the positionality and bias a researcher brings to bear on the analysis of both the interview data and journal notes which are integral to the data collection techniques in case study research (Merriam & Tisdell, 2015; Stake, 2013). Reflexivity also impacts the data analysis process with regards to the trustworthiness of the data being a significant part of qualitative research (Ravitch & Carl, 2016). As a researcher, I was committed to working with integrity to make this research credible. My approach for reducing reflexivity bias included being particularly sensitive to any contradictory findings per the extant literature to eliminate any preconceived notions that could influence my judgment from related existing studies (see Yin, 2017). Trustworthiness of the data was secured from reflexivity-generated bias using evidence from other data sources to support participants' insights whiles searching for adverse evidence as promptly as possible (see Alvesson & Sköldberg, 2017).

Recommendations

The need for in-depth examination of bicultural individuals' role in the complexity of multicultural team effectiveness is paramount and has been a part of previous scholarly call for further research in the area of bicultural managers (Kane & Levina, 2017; Kassis-Henderson et al., 2018). Future research may investigate how biculturals' family and social profile shape their willingness to facilitate multicultural team effectiveness (Kane & Levina, 2017). Although existing data may not reveal a

relationship between biculturals' backgrounds and managerial attitudes and actions, a broader data set may reveal some interesting relationships as suggested by Fitzsimmons (2013) and Fitzsimmons et al. (2017).

A study addresses the quest to fill a gap in theoretical knowledge and make recommendations for emerging studies (Merriam & Tisdell, 2015). Results from this qualitative multiple case study are consistent with the research findings in the extant literature and in some cases extended the findings presented within the conceptual framework. Organizational leaders in U.S.-based global organizations, have a critical knowledge gap on the incomparable experiences of biculturals' cultural frame switching that facilitates easy adaptation to situationally salient cultural contexts while promoting cultural diversity within organizations (Linehan, 2017; Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015). This study is significant as it may lead to a better understanding of the phenomena being studied and provide information-rich data and recommendations for emerging studies and policy initiatives.

Recommendation 1: Quantitative Validation

Emerging researchers can utilize the strengths and limitations of this study to validate and replicate the research findings using appropriate quantitative research methods or fitting qualitative research models to address subjects in diverse contexts. Utilizing a quantitative research method including survey could provide key insights into the transferability of my findings per a larger sample population, family, social profile, and extended geographic scope. Although some of my study findings indicate consistency in participants' views, broader-sampled views of biculturals leading

multicultural teams may differ based on family, social profile (Kane & Levina, 2017), and location. Longitudinal studies that examine over time changes in bicultural identity integration within family and social profile could prove beneficial in understanding the relationship between bicultural leaders' competencies and multicultural team effectiveness. An extensive quantitative study might reveal discrepancies and similarities underlying changes in various dimensions of my study.

Recommendation 2: Qualitative Replication

Researchers are encouraged to use the multi-case study method for future research relating to this study to discover how research findings differentiate among bicultural managers leading multicultural teams. Research exploring how biculturals' family and social profile shape their readiness to facilitate multicultural team effectiveness is recommended (Kane & Levina, 2017). Fitzsimmons (2013) and Fitzsimmons et al. (2017) believe studying the relationship between biculturals' backgrounds and leadership dispositions and actions can reveal thought-provoking findings. Research into how a team's bicultural characteristics shape the relationship between bicultural managers' competencies and multicultural team effectiveness is also recommended. More so, merging research conducted on similar study can be based on a sample that is equally gender-balanced; this could reveal key insights into the gendered aspect of the relationship between bicultural managers' competencies and multicultural team effectiveness.

Recommendations for Future Research

Themes and findings from my study may provide opportunities for emerging research allowing for a more contextual exploration of the management experiences of biculturals in multicultural teams and the implications of their bicultural competencies and skills in leading multicultural teams. This research may also facilitate extensions to the conceptual framework of the study by offering original, qualitative data to first, the bicultural competence framework built on bicultural individuals' competencies arising from cultural metacognition, behavioral adaptability, and cultural general skills and involves the proficiency of living and switching between the cultural complexities and diversities associated with multicultural team members. The concept of bicultural competence (Hong, 2010) was introduced into organizational studies (Brannen & Thomas, 2010) to bridge the gap in the literature on the relationship between bicultural competencies and team effectiveness (Jang, 2017).

Additional qualitative data may also add to the boundary spanning by bicultural managers framework (Kane & Levina, 2017) defined by the coalescing of expertise and concerns of collaborators engulfed by social, cultural, and knowledge-based boundaries (Barner-Rasmussen et al., 2014; Cramton & Hinds, 2014; Tippmann et al., 2017) which requires bicultural managers to use their bicultural competence to acquire external knowledge and overcome internal boundaries separating members from disparate cultures through increased understanding and emotional relating. This study can also provide data to extend research on the challenges associated with collaborative boundary spanning due to variations in status, power, culture, and language among parties such as headquarters

and subsidiaries or onshore clients and offshore providers in the global environment (Cramton & Hinds, 2014; Hinds et al., 2014; Kane & Levina, 2017).

Qualitative data may also be added to the leadership emergence in multicultural team framework (Lisak & Erez, 2015) grounded in social identity theory (Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) indicating that the enhancement in people's perceptions of their mutual and collective similarities creates shared social identity. The qualitative data offered in this study may support the quest to provide a comprehensive and thorough investigation of multicultural team dynamics and the facilitating roles biculturals leading multicultural teams may play towards cross-cultural collaboration (Crotty & Brett, 2012; Kane & Levina, 2017).

The ever-changing demographics and increasing number and recognition of biculturals as an important segment of managers (Kane & Levina, 2017) has created a boost of awareness regarding the importance of exploring biculturals as a source of talent for collaborative boundary spanning globally (Furusawa & Brewster, 2015). Among many, emerging research can be focused on the attraction and development of and support for biculturals in HRM practices such as global talent management programs (Furusawa & Brewster, 2015) especially in leading multicultural teams.

Recent managerial contributions on distributed teams and global work (e.g., Eisenberg & Mattarelli, 2016; Mattarelli, Tagliaventi, Carli, & Gupta, 2017; Vahtera, Buckley, Aliyev, Clegg, & Cross, 2017) support the conceptualization of culture in the literature as multifaceted, dynamic, and highly contextualized (Brannen, 2015; Cramton & Hinds 2014; Koppman, Mattarelli, & Gupta, 2016). Culture is considered as more than

a set of regular and static patterns characterizing large groups, such as nation and societies (Kassis-Henderson et al., 2018). Emerging management and leadership theories define emerging multicultural team leaders that include biculturals as having competencies to cross boundaries related to national and individual cultures (Dau, 2016; Kassis-Henderson et al., 2018). Effective multicultural team leadership that also drives the team's performance requires cultural intelligence, global identity, and openness to cultural diversity (Ang et al., 2006; Shokef & Erez, 2008). These three competencies have been found to not only characterize emergent leadership in multicultural teams (Lisak & Erez, 2015) but to be associated with bicultural managers (Barker, 2017; Engelhardt & Holtbrugge, 2017; Friedman, Liu, Chi, Hong, & Sung, 2012; Lisak et al., 2016). Despite this development, empirical inquirers studying key leadership phenomena in multicultural settings such as emergent leadership are yet to give prominence to the multicultural approach (Lisak & Erez, 2015). Responses from my study participants provided significant demonstrations of cultural intelligence, global identity, and openness to cultural diversity (Ang et al., 2006; Shokef & Erez, 2008).

Although having members who understand multiple cultures can boost team outcomes (Brannen & Thomas, 2010; Hong, 2010) most researchers focused largely on examining multicultural individuals' cross-culture qualities. Researchers need to focus more on their complex team-level competencies that lead to better performance (Dau, 2016; Engelhardt & Holtbrugge, 2017; Lisak & Erez, 2015). Most of my participants discussed having key leadership competencies for multicultural teams beginning with the ability to live in two cultures. They also shared insights into challenges to leadership

effectiveness especially in collaborative boundary spanning situations that include issues of communication, language variations, location of team members, team members and leader's ethnic orientation, team members and leader's dominant cultural identity, interpersonal identity. The need for in-depth examination of bicultural individuals' role in the complexity of multicultural team effectiveness is eminent (Kane & Levina, 2017; Kassis-Henderson et al., 2018). Biculturals as ethnic minorities in multicultural teams may face intersectionality issues involving identity processes and outcomes (West et al., 2017). Discrimination from dominant groups may lead to hostile outcomes of inhibited self-esteem, sense of belonging, and motivation, increased substance abuse, depression, and impaired cognitive performance (Hong et al., 2016). Kane and Levina (2017) stressed on examining the impact the bicultural leader's workplace social identity challenges may have on their ability to effect collaborative boundary spanning. The competency to effectively lead a multicultural team as in having bicultural leadership competence is both an individual-level and team-level phenomenon (Kane & Levina, 2017; West et al., 2017).

Recommendations for Practice

Irrespective of the refined nature of a research design, recommendations by a researcher for professional practice require interpretation: Professional practice is informed largely by qualitative research (Stake, 2010). Those interpretations are informed by the researcher's professional and personal experiences, sample-based experiences, and the experiences of the study audiences (Stake, 2010). My own experiences being a bicultural and associating with biculturals in both personal and

professional settings as well as my own stage of career offered an experiential lens by which the study findings were evaluated. This also allowed me to access the significance of my research results for decision-makers in multicultural teams such as human resource managers and team members. Decision-makers in multicultural teams can facilitate the creation of work environments to support bicultural managers' strategies for managing related social identity issues linked to negative and positive outcomes of their leadership and authority especially when performing the role of collaborative boundary spanning (Kane & Levina, 2017). The effective identification, understanding, and management of biculturals' unique abilities and related challenges have been positively linked to multicultural team effectiveness (Brannen & Thomas, 2010; Linehan, 2017).

Multicultural team decision-makers need recommendations on management practices that will effectively support bicultural's ability to lead multicultural teams. Further insights should be gained regarding how biculturals' family and social profile shape their willingness to facilitate multicultural team effectiveness (Kane & Levina, 2017). Managing multicultural teams exposes biculturals to complex intersectional issues of identity, social, and psychological processes with self, team, management, leadership, and organizational implications (Kassis-Henderson, Cohen, & McCulloch, 2018; West et al., 2017). Decision-makers in global organizations must pursue a broader understanding of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. This study can inform that process by enabling decision-makers in global organizations designing global talent management programs to comprehend ways

of attracting and integrating bicultural individuals and their competencies for organizational success (Furusawa & Brewster, 2015). It can facilitate decision-making that creates working environments where biculturalism is considered a valuable management asset within multicultural teams (Dau, 2016; Korzilius et al., 2017).

Implications

Positive Social Change

United State is growing as a global society due to the continuous rise in immigration and birthrates and the likelihood of the minority population becoming nearly half of the country's population by the middle of the 21st century (Frankfort-Nachmias & Leon-Guerrero, 2015). By mid-century, social scientists are committed to prioritizing positive cross-cultural phenomena to help improve the lives of more than half of the world's population (Cameron, 2017). The results of the current study are potentially beneficial for the bicultural leader, their families, society, and the economy. The findings of this study can contribute to the field of knowledge in the areas of biculturalism, leadership, multicultural team effectiveness, and intersectionality arising from the exploration of the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. This current study could externally affect research in any global team and multicultural team where bicultural managers are prevalent along with societal research areas and researchers towards developing the study for transferability purposes.

Individual level. Bicuturals' management experiences in global organizations involving intersectionality issues, shape their lives and impact their competencies and

skills leading multicultural teams. Managing multicultural teams expose biculturals to intersectionality dynamics involving identity, social, and psychological processes of cultural complexity and may not only have implications for teams, management, and organizations but the self (Kassis-Henderson, Cohen, & McCulloch, 2018; West et al., 2017). The growing awareness of cultural diversity within individuals in organizations can facilitate challenges to many accepted assumptions about its management at the organization level whiles promoting social change (Brannen & Thomas, 2010; Fitzsimmons et al., 2017). This research could be significant and could have social change implications by giving voice to bicultural managers, an underrepresented group in the management literature (Fitzsimmons, 2013). Insights into bicultural managers' experiences may also facilitate new leadership paradigms on cultural diversity in organizations (Fitzsimmons, 2013; Hong et al., 2016). Multiculturalism and interculturalism policies represent diverse interpretations of and attitudes toward diversity and have multiple human-oriented (Sarala, Vaara, & Junni, 2017) outcomes for multiculturals and societies (Hong et al., 2016). This study may also prompt researchers to investigate how biculturals' family and social profile shape their willingness to facilitate multicultural team effectiveness (Kane & Levina, 2017).

Organizational level. The dissemination of social change implications for workplace diversity across organizations is dependent on a leader's ability to learn about and facilitate the process (Dreachslin, Weech-Maldonado, Gail, Epané, & Wainio, 2017). Bicultural individuals' identification with two cultures makes them critical to workplace change when they lead by performing mediating roles in multicultural teams

characterized by boundary spanning challenges, conflicts, and the need to be effective (Lakshman, 2013; Osland et al., 2016). Studies that highlight findings underlying the existence of cultural diversity within bicultural individuals as well as within organizations can facilitate social change in organizations as many accepted assumptions about managing diversity at the organization level are challenged (Brannen & Thomas, 2010; Linehan, 2017). This makes my study helpful at improving the effectiveness of global organizations at managing and benefiting from key human capital resources (Furusawa & Brewster, 2015).

By revealing that biculturalism is still evident and growing in the global and multicultural workplaces, ample proof is provided in my study of the criticality of identifying and implementing appropriate programs and policies to support the needs and talents of biculturals leading multicultural teams (Furusawa & Brewster, 2015). A better understanding of bicultural leaders and their management experiences in global organizations and the implication of their bicultural competencies and skills in leading multicultural teams can help organizations understand the relationship between biculturalism and multicultural team effectiveness or performance (Brannen & Thomas, 2010; Kane & Levina, 2017; Linehan, 2017; Kassis-Henderson et al., 2018).

Methodological, theoretical, and/or empirical implications. The quest to bridge the gap in the literature on the relationship between bicultural competencies and team effectiveness is eminent (Dau, 2016; Jang, 2017). The purpose of this qualitative, multiple case study was to gain a deeper understanding of the management experiences of biculturals in U.S.-based global organizations and the implications of their bicultural

competencies and skills in leading multicultural teams. This study was framed by three key concepts that focus on the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams: Hong's (2010) concept of bicultural competence reflecting bicultural individuals' skills at living and switching between the cultural complexities and diversities associated with multicultural team members; Kane and Levina's (2017) concept of boundary spanning by bicultural managers which is grounded in Hong's (2010) theory of multicultural team effectiveness and reflects the use of bicultural competence, arising from cultural metacognition, behavioral adaptability, and cultural general skills, to facilitate the acquisition of external knowledge to help multicultural team members overcome internal boundaries separating them from different cultures through increased understanding and emotional relating; and Lisak and Erez's (2015) concept of leadership emergence in multicultural teams based on social identity theory (Tajfel & Turner, 1986; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) which reflects the emergence of a shared social identity due to the enhancement of people's perceptions of their mutual and collective similarities.

Research on leadership such as this current study can contribute to theory building by helping to bridge the micro–macro gap in theoretical and empirical work, relate the leadership phenomenon being studied and other disciplines, apply traditional leadership theories to the leadership phenomenon being studied, and test leadership typology (see Osland, Li, & Mendenhall, 2016). In addition to possessing dual cognitive structures of knowledge of cultural beliefs, values, norms, and habits for social interactions within

multicultural settings, biculturals are capable of integrating and switching behaviors between cultural schemas for bicultural efficacy and facilitating cross-cultural communications (Korzilius et al., 2017; LaFromboise et al., 1993; Lakshman, 2013). Acting as managers, biculturals can provide the needed international and multicultural competencies to effect boundary spanning, conflict resolution, and help improve multicultural team effectiveness (Furusawa & Brewster, 2015; Osland et al., 2016; Schindler et al., 2016).

The knowledge gap organizational leaders in global organizations have on how biculturals' unique experience of frame switching leads to easy adaption to situationally salient cultural contexts found in global organizations (Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015) must be bridged. Employers of bicultural managers must be informed of their knowledge and capabilities in leading multicultural teams and the criticality of this development for today's global organizations (Zander, Mockaitis, & Butler, 2012). This study contributes original qualitative data to extend the theoretical foundations framing the study, provide replication evidence, and extend the results of prior studies in emerging and critical theoretical directions (Bonett, 2012).

Conclusions

Biculturals are increasingly recognized as an important segment of managers in global organizations (Furusawa & Brewster, 2015; Kane & Levina, 2017) yet much remains to be appreciated about their leadership challenges and contributions in some multicultural settings such as U.S.-based global organizations (Tadmor et al., 2012). More so, the extensive research on biculturalism in the psychology literature (Huff, Lee,

& Hong, 2017) is yet to receive empirical substance in management research (Fitzsimmons et al., 2017; Furusawa & Brewster, 2015; Lakshman, 2013) especially in the domain of bicultural competencies and multicultural team effectiveness (Dau, 2016; Jang, 2017). Management research must explore deeper into biculturals' exceptional identity negotiation or cultural frame switching processes that facilitate easy adaptation to situationally salient cultural contexts and help to facilitate cultural diversity within multicultural organizations (Linehan, 2017; Roberts & Beamish, 2017; Van Oudenhoven & Benet-Martínez, 2015).

My study participants provided in-depth knowledge for understanding the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. Although many bicultural managers' competencies and their effectiveness at managing related challenges are influenced by their work environments (Dau, 2016; Korzilius et al., 2017), they possessed understanding of multiple cultures that can enhance team outcomes (Brannen & Thomas, 2010; Hong, 2010) and complex team-level competencies associated with better performance (Dau, 2016; Engelhardt & Holtbrugge, 2017; Lisak & Erez, 2015). Going forward, significant research efforts should be focused on how biculturals' family and social profile shape their willingness to facilitate multicultural team effectiveness (Kane & Levina, 2017).

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Appendix A: Letter of Introduction and Recruitment

Good day, I am a doctoral student at Walden University inviting you to participate in my research about the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams. The purpose of this study is to explore the management experiences of biculturals in U.S.-based global organizations and the implication of their bicultural competencies and skills in leading multicultural teams.

Eligibility for participation in this study includes the following criteria: a) managers in U.S.-based global organizations; b) identifying as biculturals; c) assigned by employers as leaders in multicultural teams for at least three years; and d) possessing knowledge regarding their experiences with the topic being studied. I believe that your experience would be a great contribution to the study. Therefore, I am reaching out to discern if you might have an interest in participating in the research.

The study is important as the findings may provide future bicultural managers leading multicultural teams with the tools and strategies needed to address inequities in employment faced by multiculturals. Additionally, leadership research often focuses heavily on studies conducted from the monocultural perspective and this contribution would add to the multicultural leadership body of knowledge. Finally, the social change impact of this study may serve as a catalyst for social change by challenging the status quo in existing formal work structures and promoting more diversity in the workplace. Economically, this benefits both the individual worker and the company as a whole, while also benefiting the society that the worker lives within.

If you would be interested in being a part of this study, please review and return the signed consent form which is attached to this email. If you would like to request additional information, you may reply to this email. Thank you in advance for your consideration.

Respectfully,

Eric Batsa

Appendix B: Interview Protocol

Interviewees' Inclusion Criteria

1. Team leaders:
    a) Managers of multicultural teams that include some biculturals and some monoculturals.
    b) At least 3 years of multicultural team working experience (past or current).
2. Biculturals (Interviewees):

    a. Born biculturals (e.g., parents of different nationalities, born in a country different from parental nationality).

    b. Grown-up or educated or worked in a foreign country for a period of time greater than 3 years.

    Please note that one of the characteristics is needed for one to be a bicultural.

Background

Age

What is your current position? How did you get it?

What is your background?

What led you to work for this company? How did you get started?

How long have you been working for this company?

What was your prior experience?

Cultural Identity(ies)

Tell me about your background; where you were born, where you grew up, your parents' cultures?

How do you identify culturally? (I show interviewees Cultural Identity Definition)

Has(ve) your cultural identity(ies) changed over time?

Have you ever had cultural identity crisis?

Cultural identity(ies) and Professional Life

How do your cultural identities influence your professional life?

Have you noticed any difference between you and your colleagues in terms of the way to perform?

How do you identify culturally different others?

What is your biggest challenge working with people from different countries?

Team Experience

Describe your current team

Tell me about one or two teams you have worked with previously?

What are the differences between your current team and previous teams?

Can you think of challenges your team faces?

Do your team members behave differently when facing challenges?

-- How do you find their differences?

-- How do you behave differently from others in your team?

Do you think that you make more effort to adapt to your team members (colleagues)?

--If so, why?

--If not, why not?

The Team Leader Role

Describe a typical day/project/assignment

What was your last project like?

How do you work with team members?

Can you think of any examples you contribute to your team performance?

What resource do you use when working?