

INTEGRATING AN INNOVATIVE ORGANIZATIONAL CULTURE WITH
CULTURAL INTELLIGENCE IN MULTICULTURAL TEAMS: A CASE STUDY OF
AN INTERNATIONAL STUDENT TEAM

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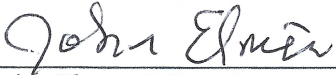
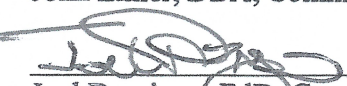
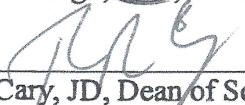
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ABSTRACT

Addressing innovation and multicultural teams separately is no longer an option for companies since both are essential for a company to stay competitive and thrive. Although studies such as Cox, Lobel, and McLeod (1991) and Nathan and Lee (2013) have shown that diversity encourages innovation, it can be challenging with multicultural teams. Leaders need a different mindset and an extended toolkit to bring out the best in every member of a team. Team leadership theories have progressed from understanding how leaders promote change to how the composition of their diverse teams impacts productivity, and finally to reviewing how cultural and emotional intelligence can improve innovation. The challenge for leaders is weighing cultural sensitivities while still maintaining an organizational culture. The purpose of this study was to understand the techniques that leaders can use to motivate and encourage innovation within multicultural teams. I conducted a case study of a successful multicultural team, including in-person interviews of 15 participants from a purposeful sample, to investigate how leaders can achieve better results in innovative endeavors. The analysis of the findings resulted in themes presented in a proposed theory of CARE (community, aim, respect, and empowerment) for this multicultural team to successfully innovate. While a case study of a multicultural student team was analyzed, the findings could be applied to similar situations, such as companies or organizations with diverse teams and an objective of innovating. The recommendation is to test the CARE theme to other situations such as companies with multicultural teams and other organizations with diverse teams.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Diversity and innovation are the two top issues for company performance and growth. With the reality of a global economy, companies struggle to find the best way to promote change with their multicultural teams (Kirchmeyer & Cohen, 1992). Kirchmeyer and Cohen (1992) were early researchers who studied cultural impact on team interaction. In this study, I explored integrating an organizational culture of innovation and cultural intelligence for multicultural teams. To better understand the interaction with team members and the impact of cultural intelligence, I used a case study of a successful multicultural team. Yin (2017) explained that the purpose of a case study is to investigate not only what the phenomenon is, but also how the phenomenon is used in the situation. The purpose of this study was to explore how cultural intelligence can impact innovation.

Chapter 1 includes a discussion of the background, a statement of the problem, and the purpose of the study to understand the impact of cultural intelligence on innovation in multicultural teams. The research questions, definitions of key terms of diversity and innovation, scope and limitations, and delimitations are presented in Chapter 1. Reviewing existing literature that addresses the leadership methods that impact innovation and a more in-depth look at the impact of cultural intelligence on team interaction and production laid the foundation for the study in Chapter 2. In Chapter 3, the methodology is explained with support for a qualitative design and for the participant pool. A discussion of the instruments and data analysis methods used is included along with the limitations.

Study Background/Foundation

In this section, I review the current state of the field in which the problem exists, the historical background, and the deficiencies in the current research. The problem of how businesses currently address multicultural teams and still innovate is discussed, and then a historical context of the issue is provided. Deficiencies in the current research are explained in the last section where little research has been conducted to address both innovation and multicultural teams, especially in the context of cultural intelligence.

Current State of the Field in Which the Problem Exists

Many researchers have addressed how leaders can impact innovation, but few studies include multicultural teams. Llopis (2017) suggested that with the change of a more culturally diverse society, U.S. companies need to address the productivity of a diverse population. According to the U.S. Census Bureau (2012), Whites will be in the minority in 2043, with Hispanic and Asian populations doubling and African American communities growing 13%. For global companies, addressing cultural differences is an everyday issue that crosses time and location. These changes to the business climate have prompted researchers to address cultural diversity. Maznevski and Athanassiou (2006) assessed the pervasiveness of diversity and cultural differences in global companies. Maznevski and Athanassiou found that 85% of managers in international companies conduct half of their work in global teams that work together with a common purpose, but they are not located in the same office. Maznevski and Athanassiou suggested that there is limited research on a more holistic approach to companies being more efficient

with their teams. This issue of how to deal with culturally diverse groups has been addressed first in research on how diversity impacts creativity and production (Cox, Lobel, & McLeod, 1991; McLeod & Lobel, 1992). More recently, emotional and cultural intelligence models are used to show how leaders can positively impact diverse teams (Earley & Ang, 2003).

Company leaders want to improve innovation since it is a crucial indicator of company success. In a McKinsey survey, more than 70% of U.S. business corporate leaders believe innovation is one of their top three drivers for growth, but 65% think they do not have the skills to lead change (Barsh, Capozzi, & Davidson, 2008). With similar results in a study of 865 United Kingdom companies, 78% of business leaders said innovation is one of the top areas that companies want to improve since innovation has been shown to increase financial results (Patterson, Kerrin, Gatto-Roissard, & Coan, 2009). Chen, Tang, Jin, Xie, and Li (2014) concurred that product innovation enhances competitive advantage and thus company achievement of market share, rates of return, and profits. Tellis, Prabhu, and Chandy (2009) found the most significant indicator of innovation is the entity's corporate culture. This culture of innovation includes three attitudes of risk tolerance, future thinking, and being open to reallocating assets, as well as three practices to sustain these attitudes, including empowerment, creating incentives, and developing new internal systems (Tellis et al., 2009). In the intersection of innovation and diversity, Nieber (2006) and Parrotta, Pozzoli, and Pytlikova (2014) looked at patent registration to indicate economic performance of innovation in diverse teams. While

Nathan and Lee (2013) found more product ideas with more diverse leadership teams, they did not find a correlation with any financial benefits. Nieber (2006) and Parrotta et al. (2014) found diversity improved patent production. Nieber used a regression analysis of German companies' patents and cultural diversity. Nieber found that those companies with more diversity had significantly higher patent production. Parrotta et al. found a similar correlation conducting a quantitative study with Denmark companies in that, with a 10% increase in the ethnic diversity of the labor force, patents increased 2.3%. The problem for corporations is how to deal with the reality of culturally diverse teams while maintaining an overall culture of innovation to drive better performance.

Historical Background

Schumpeter (1934) was considered the first to make a case that entrepreneurs created economic development from new production methods (Carland, Hoy, Boulton, & Carland, 1984; Mokhber, Tan, Vakilbashi, Mohd Zamil, & Basiruddin, 2016). Schumpeter's (1942) famous book, *Capitalism*, continued on this theme by reviewing business in the context of political systems, but also discussed how entrepreneurship drives business progress. Since Schumpeter's (1934) proclamation on innovation being a positive force, researchers studied whether a more entrepreneurial attitude benefited companies versus a more conservative approach. After dozens of research studies, Rauch, Wiklund, Lumpkin, and Frese (2009) found with a meta-analysis of 14,259 companies in 51 reviews that there was a definite correlation between entrepreneurial orientation (innovation, risk-taking, and proactiveness) and performance. Decades passed after

Schumpeter's (1934) book before researchers conducted studies on how leadership could create an organizational culture of innovation. Bass (1985) expanded on Burns' (1978) transformational leadership concept with the breakthrough book in 1985, *Leadership and Performance: Beyond Expectations*. Transformational leadership, with its base in inspiration and flexibility, was the topic of dozens of researchers who reviewed which leadership styles could positively impact innovation.

Another related corporate leadership style is entrepreneurship orientation, which is directly related to influencing change. Numerous researchers credit Lumpkin and Dess (1996) with defining entrepreneurship orientation, which includes acting autonomously, risk-taking, being highly competitive, and being proactive. Both transformational leadership and having an entrepreneurship orientation have been shown to promote innovation. Using these leadership skills can result in a more innovative corporate culture. Culture is a collective set of shared values for members of a group (Hofstede, 1984). Corporations have cultural attitudes and behaviors just as residents of a region or country (Hofstede, 2003). Tellis et al. (2009) found a corporate culture is the most crucial factor in driving innovation. Leadership styles are discussed in more detail in Chapter 2.

Culture consists of attitudes, values, and behaviors of any membership group, whether it be a company, an organization, a demographic group, or a nation. Hofstede's (1984) seminal book, *Culture's Consequences: International Differences in Work-Related Values*, defined nine factors that categorized types of cultural values. The exploration of how culture impacted behavior of both corporations and individuals grew

based on Hofstede's work. As business teams became less homogeneous in the 1990s, researchers started exploring the impact of culture due to increasing diversity. In addition to identifying with a corporate culture, each team member can have individual cultural perspectives. The first research studies on multicultural teams were not on the how or why, but on whether diversity has an impact on performance, creativity, and innovation. While studies (Gomez-Mejia & Palich, 1997; McLeod & Lobel, 1992; Ozgen, Nijkamp, & Poot, 2013; Stahl, Maznevski, Voigt, & Jonsen, 2010) showed that diversity improves creativity, Nathan and Lee (2013) and Pesch, Bouncken, and Krause (2015) found that diversity can hinder implementation. Cox et al. (1991) found that ethnically diverse groups composed of Asians, African Americans, Hispanics, and Anglos acted more cooperatively than all-Anglo groups. Behavioral differences tended to increase situational-favored cooperation (Cox et al., 1991). McLeod and Lobel (1992) found that heterogeneous groups produced higher quality ideas than homogeneous groups. Ozgen et al. (2013) reviewed 4,582 Dutch companies and found that companies with more foreign workers had an overall negative impact on productivity but a positive impact on product innovation. Ozgen et al. did see that product creation was higher with companies with a higher concentration of foreign workers.

Emotional and cultural intelligence are more recent leadership models that address individual cultural issues. Cultural intelligence is a subset of emotional intelligence that stems from social intelligence. According to Earley and Ang (2003), social intelligence was discussed decades before by Thorndike, starting in 1920, but

researchers did not widely use emotional intelligence until Mayer, DiPaolo, and Salovey's (1990) study on how people reacted positively or negatively based on the emotions displayed in images. Cultural intelligence takes emotional intelligence a step further. Researchers credit Earley and Ang for developing the term *cultural intelligence*. Mayer, Salovey, and Caruso (2000) defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (p. 396). Evidence has shown that leaders with better emotional intelligence improve motivation and communication of their teams (Mayer, Salovey, & Caruso, 2004). Daus and Ashkanasy (2005) converged the theories of emotional intelligence and transformational leadership in that leaders with higher emotional intelligence traits are more likely to exhibit with transformational leadership skills.

Cultural intelligence builds on emotional intelligence in that people have the skills to understand and adapt to cultural differences (Van Dyne, Ang, & Livermore, 2010). Earley and Ang (2003) defined cultural intelligence as a "person's capability to adapt effectively to new cultural contexts" (p. 59). Leaders demonstrate cultural intelligence to adjust to new cultures or consider cultural differences in their team members. Van Dyne et al. (2010) discussed four factors of cultural intelligence: (a) motivational, (b) cognitive, (c) metacognitive, and (d) behavioral. These four factors are a continuum of cultural intelligence in four steps. Motivational provides the drive to understand why understanding cultural differences is essential, cognitive is understanding the cultural

cues, metacognitive interprets the situation, and behavioral is the ability to engage with diverse cultures. A feedback loop is vital to know whether each step is working. Leaders with cultural intelligence can impact their team's interaction. Erez et al. (2013) concluded that cultural intelligence leads to trust, and trust was the most significant indicator of performance, but they proposed that more actual project studies are needed. While international experience may improve cultural intelligence, Eisenberg et al. (2013) found that students heightened their cultural intelligence with courses. Eisenberg et al. suggested that more research with actual working teams rather than experiments would provide valuable insight.

Deficiencies in the Evidence

Recently, Dodge, Dwyer, Witzeman, Neylon, and Taylor (2017) discussed the void in studying how leadership behaviors can improve an innovation culture. Kacem and Harbi (2014) only cited a study in which Mokhber, Ismail, and Vakilbashi (2011) discussed a cross-section of leadership, corporate culture, and innovation. Mokhber et al.'s (2011) study was not widely distributed or cited. The gap is even wider when adding the multicultural team component. While Jung, Chow, and Wu (2003) found a correlation between risk-taking and encouraging ideas with an innovative corporate culture, they discussed the need for additional research looking at national culture issues, such as low power distance and its effect. Maznevski and Athanassiou (2006) suggested a gap in organizational research to understand how teams work together over time in "an ever-changing environment" (p. 635). Maznevski and Athanassiou (2006) analyzed existing

studies and concluded organizations need to deal with the accelerated change of current times. With the reality of global growth in expanding to different markets with varied cultures, along with the growing makeup of diversity in teams, companies need to address how multicultural groups impact their innovation while explaining why and improving team interaction through leadership theories and tools. Stahl, Mäkelä, Zander, and Maznevski (2010) discussed the scarcity of research on how to influence the positive impacts of multicultural teamwork and not just on how to overcome the negative aspects.

While recent cultural intelligence models discuss methods for leaders to use to understand and mediate cultural differences better, the models do not address how leaders impact innovation by respecting individual members while promoting team cohesion Drogendijk and Zander (2010) claimed that cultural intelligence means paying attention to each person's characteristics, so studies are needed to focus on an individual's impact on the organization and not lean only on national-level data. Lisak, Erez, Sui, and Lee (2016) found that multicultural teams led by Chinese managers were less innovative, but the authors were unsure if it was the managers' skills or the distance between them and the team members' cultures. Lisak et al. (2016) suggested more research would need to be done to understand this issue. Eisenberg et al. (2013) concluded that cultural intelligence leads to trust, and trust was the most significant indicator of performance, but more case study rather than experimental studies are needed. While international experience may improve cultural intelligence, Eisenberg et al. (2013) found that students heightened their cultural intelligence with courses. Again, Eisenberg et al. suggested that

using actual working teams could provide additional insight. This case study fits the need to investigate situations that delve deeper into the potential conflict between leaders needing to understand and address each individual's culture while also motivating the team to innovate through team goals and other team activities.

Problem Statement

Patterson et al. (2009) discovered that the top issue companies want to improve is their innovation culture. since new initiatives have shown to increase financial results. In addition, diversity and multicultural teams are a reality companies need to address in their workplace. Maznevski and Athanassiou (2006) found that 85% of managers in international companies conduct half of their work in global teams that work together with a common purpose, but that do not work in the same location. Companies are dealing with the reality of culturally diverse employees but still need to improve how companies can have better performance on creative practices. For example, Ozgen et al. (2013) found that immigrants had an impact on innovation but not on what attributes could boost positive change. Winkler and Bouncken (2011) discussed that cultural diversity can be detrimental in the initial stages of the creative process due to language barriers, but these language issues can be overcome to be beneficial in the later stages of innovation with the appropriate consideration of cultural differences. These examples showed how companies battle for the need for change while dealing with the reality of cultural differences among their team members.

There is a research gap in understanding how to promote innovation better, especially through cultural intelligence. While researchers discuss how leaders instill an innovative culture at a group level, there is little research that addresses how to balance a team culture while also addressing the diversity of individual team member's cultures. The problem in the field is that leaders have not optimized culturally intelligent practices in reaching their organizational performance goals through innovation.

Audience

The beneficiaries of this study will be global companies, organizations with culturally diverse teams, and universities with culturally diverse students. All of these entities can benefit from a better understanding of how cultural and emotional intelligence can improve team performance in both creativity and its execution. The benefits of the study will be to provide entities with insight on how cultural and emotional intelligence can impact the innovation of team members with diverse cultures and how to balance the needs of the team and still respect their lifestyle and cultural differences. The findings of this study can contribute to the field of innovation, multicultural team interaction, and the impact of cultural intelligence on the atmosphere for improved innovation within multicultural teams.

Specific Leadership Problem

The leadership problem that was addressed in this study was to investigate which cultural intelligence techniques leaders can use to improve innovation in multicultural teams while still maintaining overall team objectives. Leaders have a challenge to

provide the type of culture within the team to promote innovation to improve performance while also understanding individual needs. This problem is exacerbated when a team is diverse, especially with different cultural backgrounds. To instill trust and respect, leaders may need to address the individual cultures of team members using cultural intelligence techniques while keeping the overall team culture.

Purpose of the Study

The purpose of this study was to understand effective leadership practices on enhancing innovative solutions within multicultural teams. The significance of the study is for companies and organizations to understand how cultural intelligence can improve their innovation success in multicultural teams while balancing group needs. Since innovation increases financial results and competitive advantage, and because businesses need to address the reality of multicultural diversity, companies are compelled to learn and improve ways to address continuous change. This study's findings advance the knowledge of cultural intelligence by using a case study with a successfully innovative multicultural team. The value of the study is to understand better how cultural intelligence can impact innovation in multicultural teams while still maintaining an innovative corporate culture.

Methodology Overview

Since the purpose of this research study was to investigate how leaders use cultural intelligence practices to influence their multicultural teams to innovate, a case study fits this purpose. According to Merriam and Tisdell (2016), case studies provide an

in-depth way to get a deeper understanding of the situation. The recommended qualitative research method is a single case study rather than multiple case studies. Yin (2017) provided an example in which a single case study was a watershed case on innovation because the group studied was predisposed to change. Reis (2009) recommended that case studies are especially applicable to researching innovative methods. I conducted a case study that focused on one issue: how leaders can use cultural intelligence and entrepreneurial orientation in their corporate culture to motivate culturally diverse teams to innovate.

According to Creswell (2013), there are some defining features of a qualitative study on a specific case of the target group. My research used a case as an example of a culturally diverse group with me, as the advisor, having an in-depth understanding of the dynamics of the group. According to Merriam and Tisdell (2016), the purpose of a qualitative study is to understand better the how and why behind a person's experiences. The purpose of this study was to investigate the circumstances of how leaders can use multicultural intelligence to innovate by researching a successful multicultural team. A case study is bounded by a specific group (Merriam & Tisdell, 2016)—in this case, a competitive student entrepreneurship team. By using one unit, more in-depth information could be gathered to understand better how team leaders can use techniques to innovate better. For example, while a different variable was used in this study, Winkler and Bouncken (2011) also used a qualitative case study to study the effects of multicultural dimensions of time, context, and power distance on innovation stages. Similarly,

Kirchmeyer and Cohen (1992) examined multicultural teams in a case study to explore constructive conflict leadership skills.

Research Questions

The research questions for this study addressed how cultural intelligence can impact innovation in multicultural teams. The questions are:

1. How do leaders balance using cultural intelligence to understand an individual's needs while maintaining an innovative culture for the multicultural team?
2. How can leaders impact innovation within culturally diverse groups using cultural and emotional intelligence methods?
3. What cultural issues keep culturally diverse teams from producing an abundance of innovative ideas?

Study Limitations

Limitations are factors of the study that may impact the generalizability or interpretation (Lunenburg & Irby, 2014). Adu (2014) suggested factors such as the population, sampling type, data collection, and type of study. I used a single case study to address the research questions, so I caution against applying this study in a general sense. According to Lunenburg and Irby (2014), case studies may not be applied as broadly, but Merriam and Tisdell (2016) explained that case studies can be rich sources of information. Using a purposeful sample of students from different nationalities rather than a randomized sample is a limitation that may make it challenging to generalize

findings, but this sampling approach is appropriate to address the specific research questions. In a case study, this is a typical course of action. While student teams can be a valuable resource, the conclusions may be questioned on whether they apply to the business world. While the participants in this case study reflected on their experiences in a student team, the comparison to their current work situation was enlightening. Duplicating this type of team situation in a business setting might be challenging. Although this case study provided a rich source of information, as Merriam and Tisdell (2016) described case studies could afford, some researchers (e.g., Lunenburg & Irby, 2014) believe case studies may not be used to make general conclusions.

Adu (2014) described delimitations over which the researcher has control, such as the research questions, time and scope of the study, and purpose. I had control over all of these delimitations and brought my bias into the research. I contacted the interviewees for them to review the analysis. Half of them responded. Even though those who responded all agreed that the analysis and interpretation were correct, it is possible there was still bias due to my being close to the subjects. Most likely the information was transparent due to the trust the participants had in me, but bias could have been a factor. Lunenburg and Irby (2014) described delimitations as issues that may result in the inability to generalize. Since the realities of the world have us working in mixed cultures (Llopis, 2017), this study's purpose is to investigate how leaders can use cultural intelligence to encourage innovation in multicultural teams. I chose a population originally from different countries, since the purpose of the study was to explore innovation in

multicultural teams. Since it is challenging to find participants who would provide me with deep and meaningful information to address cultural and emotional intelligence, I instead interviewed a team that would offer this kind of information. Additional delimitations are explained in Chapter 3. Merriam and Tisdell (2016) discussed that researchers might struggle with having enough time to find the appropriate population and to obtain the depth of knowledge needed to answer the research questions. I proposed including readily available team members who could provide honest and sincere information. I limited the scope and potential for generalization to obtain a deeper understanding of the research purpose.

Definitions of Key Terms

Culture. Kroeber and Kluckhohn (1952) reviewed 164 definitions of culture and did not come up with a distinct explanation. Although culture can be challenging to define, most scholars use Hofstede's (2003) definition of attitudes, behaviors, and values, which are shared by members of a collective group. This definition can be applied to nations, regions, and companies, since culture is broadly defined (Rohlfer & Zhang, 2016).

Diversity. Diversity can refer to many factors, such as age, gender, race, and culture. Stahl, Maznevski, et al. (2010) stated that culture has the most significant effect on teams since culture represents the most substantial behavior impacts and is often not readily evident. Environmental factors and an individual's background can complicate cultural influences. Cox et al. (1991) said that culture could be affected by factors such as

the location of their company and its regional or national culture. Cox et al. coined the terms *majority culture* versus *minority culture*. For example, an Asian in a U.S. company may acclimate to U.S. culture but still have their base in their Asian culture. While academic researchers often define diversity as companies with offices in different countries, multicultural teams are the focus of this review and not global companies with multiple locations. For example, Gomez-Mejia and Palich's (1997) research, in which they found the diversity of international offices did not affect innovation, is not relevant when the mere presence of the offices does not mean the teams are culturally diverse.

Multicultural teams. Multicultural teams are not foreign workers, but groups of peers with distinct cultural backgrounds. For example, Ozgen et al.'s (2013) used the presence of foreign workers to assess diversity. Instead, multicultural teams are groups of people working together with a common purpose with different cultural backgrounds (Stahl, Mäkelä, et al., 2010; Stahl, Maznevski, et al., 2010; Winkler & Bouncken, 2011)

Creativity. Creativity is the development of ideas, and researchers often measure creativity by the number of concepts or ideas generated.

Innovation. Innovation is the intersection of creativity and performance. Innovation is measured by the outcomes produced and not just the quantity of ideas (Nathan & Lee, 2013). Pesch et al. (2015) used speed to market as the defining factor of innovation. McLeod and Lobel (1992) defined creativity as higher quality ideas.

Emotional intelligence. Mayer et al. (2000) defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and

reason with emotion, and regulate emotion in the self and others” (p. 396). Leaders with emotional intelligence have awareness and empathy of their team members’ emotions.

Cultural intelligence. Cultural intelligence is a subset of emotional intelligence in which a leader relates and understands the culture of the individual. Van Dyne et al. (2010) defined cultural intelligence as a set of skills that can understand and respect unfamiliar behaviors, attitudes, and values of people. Being culturally intelligent, a leader can tell the difference between universal human values, national and regional behavior and attitude deviations, and an individual’s personality (Van Dyne et al., 2010).

Summary

Innovation is crucial to the success of a corporation or organization. History showed how leaders could improve innovation processes, but the reality of multicultural diversity and the need for diverse backgrounds to generate change resulted in challenges. I studied the problem by reviewing team interactions, philosophies, and best practices in accomplishing common organizational goals in a project. The goal of this study was to discover techniques used to reach innovative objectives while balancing an understanding of individuals’ diverse cultures and adhering to an innovative corporate culture.

CHAPTER 2: LITERATURE REVIEW

Introduction

The purpose of this study was to understand the impact of cultural intelligence on innovation in multicultural teams. A comprehensive understanding of the literature on innovation, multicultural team interaction, and relevant leadership theories and methods and the more recent cultural intelligence model is included in this literature review. The balance between meeting individual cultural needs with a collective team vision is a gap that was revealed in the literature.

The literature review is organized by national and corporate culture, history of leaders' impact on innovation, the impact of diverse teams on innovation, addressing leadership issues with diverse teams, and the cultural intelligence named studies that started less than 15 years ago. The major areas of research are culture, innovation (transformational or entrepreneurial), cultural impact on creativity versus implementation, cultural intelligence, and team vision versus cultural intelligence, which I discuss as the difference between transformational team inspiration and vision versus interpreting and empathizing with individual cultural characteristics.

Culture, Innovative Culture, Diversity, and Cultural Intelligence

This literature review is organized by starting broadly and then progressing to more specificity. Since the study covered multicultural teams, the review started with an overview of studies covering culture, a discussion of research on innovative cultures and then studies exploring diversity, and last, a review of cultural intelligence studies.

Culture

Culture refers to attitudes, values, and behaviors of any group with members, whether it is a company, an organization, a demographic group, or a nation. Hofstede's (1984) seminal book, *Culture's Consequences: International Differences in Work-Related Values*, defined four dimensions that categorized cultural values: (a) individualism-collectivism, (b) uncertainty avoidance, (c) power distance (hierarchy), and (d) masculinity-femininity (task-orientation vs. person-orientation). Hofstede (1991) added a fifth dimension of long-term orientation after conducting research in China. The sixth dimension was indulgence versus self-restraint as his research evolved with modern times (Hofstede, 2011). In the World Values Survey, Hofstede (2011) found that the importance of the value of happiness was not covered explicitly in his first five dimensions. Cultures with an indulgence orientation value happiness and freedom, while those in restrained societies do not call themselves happy, have stricter norms, and are less concerned with freedom. The exploration of how culture impacts the behavior of both corporations and individuals grew based on Hofstede's work. House, Hanges, Javidan, Dorfman, and Gupta (2004) refined Hofstede's well-known dimensions from the original five to nine. While House et al. (2004) were critical of Hofstede, they based their nine dimensions on Hofstede's work while using the dataset from the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Project study of 62 different nations. House et al. addressed Hofstede's generalization of characteristics under the dimension of masculine and feminine. Instead of using the terms masculine and feminine

to describe the culture of being dominant in tasks or personal relationships, House et al.'s results were more gender neutral. House et al. added gender egalitarianism, assertiveness, humane orientation, and performance to more clearly identify the factors in Hofstede's masculinity-femininity dimension. House et al.'s study was clear that the performance dimension covered both men and women, while the original Hofstede dimension of masculinity implied that men are performance driven, but women are not. House et al. discussed how the achievement-driven dimension is a cultural characteristic and not a gender issue. House et al.'s uses the humane orientation construct to describe social goals rather than Hofstede's feminine dimension.

Diversity's Impact on Performance

The first research study on multicultural teams was on whether diversity influences performance, creativity, and innovation (Cox et al., 1991; McLeod & Lobel, 1992). McLeod and Lobel (1992) found that heterogeneous groups produced higher quality ideas, which contribute to creativity, than homogeneous groups. Ozgen et al. (2013) reviewed 4,582 Dutch companies and found that companies with more foreign workers had an overall negative impact on innovation but a positive impact on product innovation. Ozgen et al. discovered that creativity was higher with companies with a higher concentration of foreign workers. Gomex-Mejia and Palich (1997) discussed reasons why cultural diversity did not affect performance, but their definition of diversity may have influenced the results since their definition referred to the company's international locations and not the teams. Cox et al. (1991) found that ethnically diverse

groups composed of Asians, African Americans, Hispanics, and Anglos acted more cooperatively than all-Anglo groups, and those behavioral differences tended to increase when the situation favored cooperation. Cox et al. also identified the possible condition of people having multiple cultural influences affecting their behavior, such as having one distinct cultural background but living in another country now. Cox et al. suggested that more research needs to be done to address how team members with multiple cultures affect the group's performance.

While diverse teams can improve creativity, these teams may not be as efficient in implementing new ideas. Since businesses measure innovation by the outcomes produced and not just the quantity of ideas (Nathan & Lee, 2013), leaders must learn how to motivate teams to not only create new designs, but also to implement them. Kirkman, Tesluk, and Rosen (2004) conducted a study with four corporate teams with diverse multicultural groups in the Southeast but determined that racial diversity negatively impacted the team's effectiveness and the empowerment of team members. Stahl, Maznevski, et al. (2010) reported that diversity in their groups could be positioned as a positive force if leaders handled it correctly. Kirkman et al. (2004) mentioned in their report that training could help mitigate these issues. Also, racial bias could be the moderating factor. In a study of multicultural college students, Kirchmeyer and Cohen (1992) found that constructive conflict improved decision-making because assumptions were more valid due to the increased diversity of experiences. Kirchmeyer and Cohen contended that homogeneous groups do not allow for enough friction to assess decisions

and conflict; thus, teams can be productive when they have distinct cultures. Chua, Roth, and Lemoine (2015) discussed another cultural characteristic that influenced creativity, which they termed cultural tightness or looseness. Countries with cultural tightness have a low tolerance for deviant behavior, while nations that allow for openness are culturally loose. Using an online crowdsourcing platform that promotes creative contests, Chua et al. (2015) determined that cultural looseness resulted in increased creativity, but they also found a differing view. While the creativity in international projects increased with looser cultures, when group members were more similar in the tightness of their culture, the tighter cultures performed well (Chua et al., 2015). These results supported other studies in which the authors found that more homogeneous teams could be more productive (Ozgen et al., 2013).

Pesch et al. (2015) found that diversity in communication style positively impacted speed to market, but while diverse communication styles can enhance innovation, divergent techniques can also cause conflict. Nathan and Lee (2013) studied migrant and culturally diverse firms in London and found that different firms were more likely to introduce product and process ideas, but they also found fewer connections to the successful implementation of those ideas. Nathan and Lee suggested that cultural diversity can mean diverse ways to look at problems, but did not find correlations to financial success. In their extensive study of more than 10,000 teams, Stahl, Maznevski, et al. (2010) found that diverse groups were more satisfied and produced more creative

ideas despite higher task conflict. Cultural diversity boosted creativity despite potential disputes (Stahl, Maznevski, et al., 2010).

Innovative Culture: Transforming and Entrepreneurial

Creativity is the development of ideas and is measured by the number of ideas generated, while innovation is the intersection of creativity and performance. Innovation is measured by the outcomes produced and not just by the quantity of ideas (Nathan & Lee, 2013). Leaders must learn how to motivate teams to not only create new concepts but also to implement them. Seventy-four years ago, Schumpeter (1934) was considered the first to acknowledge that innovation could result in a company's success, but today it is well known that innovation does have a positive impact on the financial success of companies and organizations. Schumpeter (1934) was considered the first to make a case that entrepreneurs created economic development from the innovation of new production methods (Carland et al., 1984; Mokhber et al., 2016). Schumpeter's (1942) popular book, *Capitalism*, continued on this theme by reviewing business in the context of political systems, but he also discussed how entrepreneurship drives business progress.

Researchers then reviewed which factors were the most influential in improving innovation (Gupta & Gupta, 2015; Rauch et al., 2009; Tellis et al., 2009). Reviewing numerous studies on the entrepreneurial attitude driving performance, Rauch et al. (2009) found, with a meta-analysis of 14,259 companies across 51 studies, that there was a positive correlation between an entrepreneurial orientation (innovation, risk-taking, and proactiveness) and performance.

In a subsequent study, Gupta and Gupta (2015) reviewed data from 42 firms across 17 industries and found that when managers adopt an entrepreneurial attitude, their initial performance increase is high but declines over time. Even with the decline, in the long run, entrepreneurship orientation is still positive. Tellis et al. (2009) tested theories and determined that the strongest driver of radical innovation was the firm's corporate culture, and that radical innovation was the strongest predictor of financial performance, even over patents. Their comprehensive study included surveys and archival data from 759 firms across 17 major countries. Since Schumpeter's (1934) proclamation on innovation being a positive force, researchers explored whether a more entrepreneurial culture benefited companies more than a conservative approach and how leaders could influence innovation (Bass, 1990; Kacem & Harbi, 2014; Lumpkin & Dess, 1996). Corporate culture and radical innovation are key themes explored within this study.

Innovation includes both creativity and implementation, but researchers have found improving creativity may oppose the actions needed for innovation. Craig and Kelly (1999) developed a theory of interpersonal cohesiveness in which team members appreciate each other, and a theory of task cohesiveness in which team members participate in determining goals and tasks. Craig and Kelly used drawings to elicit creativity in order to test their theories of task and interpersonal cohesiveness. While they found that high interpersonal cohesiveness produced more creativity, task cohesiveness teams had higher productivity. It seems those who appreciated each other or who potentially liked each other more were less focused and produced less. Conflict-positive

is one theory to increase innovation. Tjosvold (2008) initially developed and proposed his conflict-positive theory in 1990; according to this theory, cultural conflict can turn teams into a positive innovation force. For example, Tjosvold discussed how, in collectivist societies such as China, conflict resolution is a cultural norm. Pesch et al. (2015) suggested at the start of a team's work together that communication and conflict resolution norms be discussed and mutually agreed upon to build a foundation for innovation. Participatory leadership and conflict-positive are leadership theories relevant to the modernization of culturally diverse teams. Manz, Bastien, Hostager, and Shapiro (1989) discussed that participatory leadership was more conducive to innovation. Participatory leadership may not be practical when leaders are under significant constraints, but they are effective when creativity is the objective (Manz et al., 1989).

One of the most often cited leadership models to impact innovation positively is transformational leadership. Burns (1978) coined the term *transformational leadership*, but Bass made expanding on Burns' transformational leadership his life's work, as evidenced by his 1985 work, *Leadership and Performance Beyond Expectations*, which has been cited more than 21,000 times (Judge & Bono, 2000). Bass postulated that the traits of transformational leadership included charisma, inspiration, intellectual stimulations, and individual consideration. Transformational leadership combines providing an overall mission and high expectations with gaining respect through giving personal attention and promoting problem-solving (Bass, 1990). Kouzes and Posner (2012) described the transformational leader as bringing the vision to the team. The five

transformational leadership practices Kouzes and Posner developed in 1987 included “model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart” (as cited in Elenkov & Maney, 2009, p. 359). Transformational leaders coach and empower teams to problem solve rather than transactional leaders who correct when an employee makes a mistake (Bass, 1990). Transformational leaders encourage creativity, trust, respect, capability training, and diversity (Shin & Zhou, 2007). Bass found that the 228 employees he studied in a large engineering firm exerted significantly more effort when their leaders used transformational leadership compared to transactional leadership. Shin and Zhou (2007) discovered that transformational leadership aids in more creativity in research and development (R&D) teams. Studying 62 German R&D teams, Kearney and Gebert (2009) showed that transformational leaders improved team performance with diverse groups even more so than with homogenous teams. Transformational leaders foster larger pools of ideas and ensure that cultural differences do not lead to harmful actions.

Similar to transformational leadership is empowering leadership. Sharma and Kirkman (2015) explained that the difference is that transformational leaders may accomplish their vision without actually empowering their subordinates. Empowering is a leadership behavior that promotes collaboration and encourages subordinates to express their ideas and their information. The opposite of empowering is directive; in this leadership style, leaders tell their subordinates what to do (Sharma & Kirkman, 2015). In

a study of teachers, Gkorezis (2015) found that empowering leadership resulted in more innovative results than those that used a directive behavior.

While entrepreneurial attitude has been shown to increase performance, Lumpkin and Dess (1996) published first on the concept of entrepreneurship orientation as an organizational leadership phenomenon. In their seminal work, Lumpkin and Dess characterized entrepreneurship orientation as self-direction, risk-taking, competitive aggression, and proactiveness. Hughes and Morgan (2007) did not find the same clarity in their results on these dimensions. While the firms in their study have elevated levels of the four traits of entrepreneurship orientation, the results were not as clear. Hughes and Morgan warned new companies to track their resource allocation to each entrepreneurship attribute to their accomplishments. While transformational leadership and entrepreneurial orientation may seem similar, Renko, El Tarabishy, Carsrud, and Brännback (2015) studied the differences between the two. From a survey of 208 employees across 17 companies in the United States and Finland, Renko et al. (2015) described the similarities between transformational leadership and entrepreneurial orientation as vision, opportunity-focus, planning, motivation, achievement-directed, creativity, flexibility, patience, persistence, risk-taking, high tolerance for ambiguity, tenacity, self-confidence, power-orientation, proactiveness, internal locus of control, and intellectual stimulation. Renko et al. found that the differences between transformational and entrepreneurial leaders were personality versus ideas. While transformational leaders

use charisma, inspirational and dramatic appeals, and symbols to gain admiration, entrepreneurial leaders generated new ideas often without inspiration.

Actions of leaders may contribute to the overall culture of entrepreneurship. Jung et al. (2003) found support for their proposition that a transformational leader can directly or indirectly improve organizational innovation by creating a culture in which team members are encouraged to take risks and have free discussions. Kacem and Harbi (2014) conducted a qualitative study to determine what leadership and corporate culture traits influenced an innovative culture. Kacem and Harbi found that leaders who instilled a culture of allowing failure and risk-taking while also boosting confidence and partnership were considered to have a culture of change. Besides, Kacem and Harbi found that a cohesive team and member participation encouraged innovation. These are the types of group activities that may conflict with an individual's culture in a multicultural team. In a comprehensive data mining study, Dodge et al. (2017) found similar results to Kacem and Harbi: Leaders who encouraged, ensured challenging work, and fostered team support were considered more innovative. Dodge et al. explored which three attributes employees used to describe a continuous improvement culture using the Center for Creative Leadership's (CCL) KEYS to Creativity and Innovation dataset with a sample size of 113,860 business leaders. Dodge et al. found that encouragement was most important in companies with leaders who exerted less control, were highly supportive, and had an aversion to risk. Stock, Six, and Zacharias (2013) attempted to link innovation in corporate culture and product development with business performance by studying

1,000 marketing managers. Stock et al. (2013) found that artifacts such as stories, rituals, events, physical constructions, and graphical representations helped provide context for teams.

Cultural Intelligence

In 1984, Hofstede provided a framework for categorizing the differences between nations, but he did not address how a leader could use their knowledge in their daily group interactions. This knowledge of the differences in cultures is considered cultural intelligence (Van Dyne et al. 2010). Cultural intelligence is a model of behavior that has been shown to be important in the leadership of teams. Cultural intelligence is a subset of emotional intelligence, which stems from social intelligence. According to Earley and Ang (2003), social intelligence was discussed decades earlier by Thorndike, starting in 1920. Emotional intelligence did not begin to be widely used until Mayer et al.'s (1990) study on the ability to recognize emotion in images. Evidence has shown that leaders with better emotional intelligence improve the motivation and communication of their teams (Mayer et al., 2004). The theories of emotional intelligence and transformational leadership converge on the idea that leaders with higher emotional intelligence also have transformational leadership skills (Daus & Ashkanasy, 2005). Cultural intelligence builds on emotional intelligence in that people have the emotional skills of empathy and awareness to understand and adapt to cultural differences (Van Dyne et al., 2010). Earley and Ang (2003) defined cultural intelligence as a "person's capability to adapt effectively to new cultural contexts" (p. 59). Van Dyne et al. (2010) discussed four factors of cultural

intelligence: (a) motivational, (b) cognitive, (c) metacognitive, and (d) behavioral. These four factors are a continuum of cultural intelligence in four steps. The cultural intelligence factor called motivational provides the drive to understand why understanding cultural differences is essential, the cognitive factor involves understanding the cultural cues, the metacognitive factor refers to how a situation is interpreted, and the fourth factor is behavioral, which refers to the ability to engage with diverse cultures. A feedback loop is critical for knowing whether each step is working. Hammer, Bennett, and Wiseman (2003) constructed a method called the Intercultural Development Inventory (IDI) to test cultural intelligence using three ethnocentric orientations (denial, defense, and minimization) and three ethno-relative orientations (acceptance, adaptation, integration). An ethnocentric orientation is when people review a person's attributes through the lens of their own culture, and ethno-relative refers to understanding people within the person's culture and not their own. The IDI scale starts with a person having the least awareness of cultural differences, which is denial of the presence of cultural differences, and ends with a person having a full understanding of cultural differences and incorporating them in their relations with the group, which is called integration.

Leaders with cultural intelligence can impact their team interaction. Erez et al. (2013) concluded that cultural intelligence leads to trust, and trust was the most significant indicator of performance, but they believed more real project studies are needed. Li, Mobley, and Kelly (2013) attributed experiential learning associated with

international experience to opening a person to other cultures, which improved their cultural intelligence. Crowne (2013) concurred that people with foreign experience could enhance their cultural intelligence, but not necessarily their emotional intelligence. The person can learn about a colleague's culture, but that does not mean the leaders know the fundamentals of emotional intelligence, such as being empathetic or applying that cultural knowledge to the situation. While international experience may improve cultural intelligence, Eisenberg et al. (2013) found that students advanced their cultural knowledge through courses. Studying 317 graduate students, Lisak and Erez (2015) found that multicultural team members with a heightened level of openness to diversity, global identity, and cultural intelligence were more likely to emerge as leaders. While this sample was limited to students, the respondents showed that cultural knowledge benefited the quality of leaders. Similar to this study's sample, Adair, Hideg, and Spence (2013) studied Canadian undergrads and suggested that team members with higher behavioral cultural intelligence (to engage with the culture) were more likely to develop shared team values than those with lower than average behavioral cultural intelligence. Adair et al. (2013) found that cross-cultural training can be used to improve behavioral cultural intelligence and the development of shared team values, and as a result of the training an early stage intervention may be more effective. Solomon and Steyn (2017) conducted a study with 1,140 respondents in 19 organizations to correlate cultural intelligence with an empowering or directive leadership style, with an empowering style being more participatory than directive. Solomon and Steyn found a direct correlation

between cultural intelligence and an empowering leadership style, with empowering leaders showing more cultural intelligence than directive leaders.

Multicultural Team Leadership

With trust being such a critical issue for multicultural teams, other leadership studies can help guide leaders in motivating their teams to innovate. Carmeli, Tishler, and Edmondson (2012) found that staff members must feel trust in their leaders so there will be no adverse repercussions if staff members make a mistake taking initiative. Team members must trust their leaders to understand the reasons behind the failures and learn what to do. Carmeli et al. (2012) found in their study of Israeli CEOs that if the leaders related better to their employees, employees would have more trust in their leaders and be more open to learn from their failures. For example, while the Chinese have a power distance culture of hierarchical decision-making, Chen et al. (2014) discussed how Chinese CEOs could improve their motivation techniques. Chen et al. found that, by using a more supportive and visionary transformational style, CEOs motivated their employees to be more entrepreneurial and produce innovative products and processes. Lisak et al. (2016) found that multicultural teams led by Chinese managers were less creative, but the leaders were unsure if it was the lack of their own skills or the distance between their employees and the teams' cultures. Lisak et al. suggested that more research would need to be done to investigate this issue. Eisenberg et al. (2013) and Erez et al. (2013) suggested that more research on cultural intelligence is warranted on actual working teams. Similarly, Bouncken, Brem, and Kraus (2016) suggested that early

intervention in cultural differences can improve innovation. Bouncken et al. (2016) interviewed five teams with one of the most significant consumer goods global companies to assess the effect of multicultural groups on change. Bouncken et al. indicated that multicultural teams have different experiences that result in wide-ranging data with better integration of the data. While Bouncken et al. found positive aspects of diverse groups, they also discovered how power distance, context, and time issues could hinder team performance. Bouncken et al. suggested that training can mitigate these issues quickly if leaders address the team members' cultural differences early. For example, power distance caused the most harm in creativity, but if the team discusses the group's processes and individual work styles in the beginning, the positive aspects of having a broader knowledge of cultural diversity can outweigh the conflicts.

Winkler and Bouncken (2011) conducted 105 interviews with five innovation teams and found that power distance, context, and time are cultural conflicts that can hinder creativity. These conflicts can cause participants to feel less safe to be open. Team members from a low power distance culture may believe they have not been able to participate and thus are demotivated. Winkler and Bouncken recommended that companies mix groups based on context, time, and power distance. If cultures are diverse, then the sensitivities can lessen, since not one culture type dominates. For example, if time is an essential factor of the project, and if the team has a mix of polychronic and monochronic members, then the monochronic members can pull the polychronic members along. With the power distance issue, Winkler and Bouncken suggested that a

strong corporate culture can reduce the power distance in teams with many low power distance members and can increase group cohesion.

Balancing Cultural Intelligence and Developing an Innovative Team Culture

After I reviewed studies in cultural intelligence and leadership theory for promoting a more innovative culture, I only found a few studies that combine both concepts. This research study can fill the gap in the research. Elenkov and Manev (2009) combined transformational leadership and cultural intelligence and found that, while transformational leadership increased engagement and productivity, productivity results were amplified when assessing cultural intelligence attributes. Elenkov and Maney's used data with 153 senior expatriate managers and 695 subordinates in companies across all 27 countries of the European Union. Elenkov and Maney found a direct influence of senior expatriates' visionary-transformational leadership on the rate of innovation adoption. Cultural intelligence improved the effect of senior expatriates' leadership on organizational change, but it was not found to impact product-market innovation. Bouncken et al. (2016) suggested that the trait of individualism could lead to less trust within the group if the rest of the team has a collective culture of caring about each other rather than a more competitive individualistic culture. Individualism seems to be a factor that begins to threaten the group's safety and integration.

Adair et al. (2013) cautioned against the risks of putting individuals with high cultural intelligence in a culturally homogeneous team that is working alongside multicultural teams. In such cases, employees should be made aware of ethnocentrism

and a threat to their cultural identity. Team members should try to improve their skills to manage any risks to their group values of cohesion. Adair et al. maintained that their study was the first to uncover the potential detrimental effects of cultural intelligence.

Conclusion

Researchers have shown that diversity increases creativity by converging different values and backgrounds (McLeod & Lobel, 1992; Ozgen et al., 2013; Pesch et al., 2015; Stahl, Maznevski, et al., 2010) but are less in agreement on the implementation of those ideas; the second part of innovation is the implementation of those ideas (Gomez-Emjia & Padich, 1997; Kirkman et al. 2004; Nathan & Lee, 2013; Ozgen et al., 2013). As separate topics, culturally diverse teams and innovation have been the subject of numerous business research studies (Gomez-Emjia & Padich, 1997; Kirkman et al., 2004; McLeod & Lobel, 1992; Nathan & Lee, 2013; Ozgen et al., 2013; Pesch et al., 2015; Stahl, Maznevski, et al., 2010), but few have addressed how culturally diverse groups innovate and how to improve innovation that then results in higher financial performance. Lisak et al. (2016) suggested that only a few empirical studies address the positive effect of team cultural diversity on team innovation. Ozgen et al. (2013) discussed that companies with a diverse immigrant employee base increased the team's creativity, but the researchers did not find what attributes could boost implementation and performance. Studies found that cultural and emotional intelligence seem to have a positive impact on multicultural team execution, but few researchers have conducted studies on the use of cultural and emotional intelligence on promoting creativity and innovation (Livermore,

2016; Nouri et al., 2013). More research on how to better implement both creativity techniques and action steps in executing these innovative ideas into actions seems to be warranted. The theory of cultural intelligence, and establishing trust and rapport with individuals, was explored in this chapter, along with leadership theories, such as transformational leadership and entrepreneurship orientation, that increase innovation. The next chapter discusses the methodology for this study.

CHAPTER 3: METHODOLOGY

Introduction

Since the purpose of this research was to understand the impact of cultural intelligence on innovation in multicultural teams, a case study fits this purpose. According to Merriam and Tisdell (2016), case studies provide an in-depth way to get a deeper understanding of the situation. The recommended qualitative research method is a single case study rather than multiple case studies. Yin (2017) provided an example in which a single case study was a watershed case on innovation because the group studied was predisposed to change. Reis (2009) recommended case studies because they are especially applicable to researching innovative methods. This study used an instrumental case study that focused on one issue: how leaders can use cultural intelligence and entrepreneurial orientation group culture to motivate culturally diverse teams to innovate.

Research Method

According to Creswell (2013), there are some defining features of a qualitative study of a specific case on the target group. This case study was an example of a culturally diverse group with an in-depth understanding of the dynamics of the group since I am the advisor. According to Merriam and Tisdell (2016), the purpose of a qualitative study is to understand better the how and why behind a person's experiences.

A case study is bound by a specific group (Merriam & Tisdell, 2016)—in this case, a student entrepreneurship club. By using one unit, more in-depth information can be gathered to understand how team leaders can use leadership strategies and tactics to

innovate better. For example, while my study addressed the interaction in multicultural teams, Winkler and Bouncken (2011) also used a qualitative case study to study the effects of multicultural dimensions of time, context, and power distance on innovation stages. Kacem and Harbi (2014) also chose a case study for their exploration into a leader's impact on an innovative culture. Kacem and Harbi suggested that qualitative methods are the best to use to understand hidden patterns and their motivations. Bouncken et al. (2016) suggested that qualitative research is appropriate for exploring innovation in multicultural teams due to the lack of frameworks on how to use a quantitative method. While other qualitative methods such as phenomenology and grounded theory could be used, a case study is more relevant for reviewing other data, such as existing documentation, in addition to interviews.

Research Design

To explore the issue of balancing cultural intelligence and an innovative team culture, a single case study is appropriate. By using in-depth interviews, I can obtain more in-depth information to address the research questions. Yin (2017) discussed that case studies are optimal because participants can use their own words rather than prescribed terms and theories. Since this research addresses the “how” and “why” rather than the “what” of the study of innovation in multicultural teams, the case study design used the participants' wording to better understand how to integrate individual cultural differences while providing a team culture with team goals. While other qualitative methods such as phenomenology and grounded theory may provide useful information, a

case study focuses on the team interaction rather than the individual's story of their reaction (phenomenology) and/or the researcher bases the data on an existing theory or theories (grounded theory). There are few, if any, theories related to this topic on which to ground the study, and a case study can provide a deeper exploration.

Qualitative research is epistemological, which means that researchers get close to the research subjects (Creswell, 2013). In this case study, the sampling methodology was "purposeful." Purposeful sampling means that the subjects who are studied have an understanding and knowledge of the topic in question. The logic and power of purposeful sampling results in information-rich, in-depth learning. Information-rich cases are those from which one can learn a great deal about issues of crucial importance to the purpose of the inquiry, and thus the term purposeful sampling. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalization.

Suri (2011) discussed the importance of using purposeful sampling when conducting synergistic research. In a synergistic analysis in which the researcher brings together multiple theories and ideas to blend them into a new insight, it helps to have subjects who can provide more in-depth insight. Because the student participants are a multicultural group that conducts innovative projects, they can provide deeper insight into methods that bring cultures together for more creative solutions. Among the numerous cultural distance studies that I reviewed, Tung and Verbeke (2010) shared that at least seven countries should be included when analyzing cultural differences. Sixteen countries were represented in this study.

To better assess how a multicultural team interacts in this study, 16 countries were represented to ensure that one culture did not dominate the discussion. Deville (1991) recommended a quota sample for qualitative research, whereby the researcher chooses the quota of each subgroup. The study had a quota of each cultural group, such as Asians and Europeans, to ensure diversity in the sample. The sample was more diverse than the findings suggested to allow for optimum privacy. The countries in which the participants were born included India, China, Gambia, Indonesia, Bangladesh, Vietnam, Ukraine, Bulgaria, India, Philippines, and the United States. The 44 social media posts added five additional nationalities: Australia, Cambodia, Malaysia, Mongolia, and Nigeria.

Yin (2017) discussed how multiple cases could result in duplication of the research but also bring complexity to the study. In this study, although another example may have provided more insight, I used a diverse sample that could provide a deep understanding of the topic. Another case could duplicate the study, but the study may sacrifice a deeper understanding of the innovation process. The sample size was 15 students representing 10 different countries. Winkler and Bouncken's (2011) case study on multicultural team interaction had a similar-sized sample, with 84 participants representing 26 countries.

All the interviews were one-on-one, in-person interviews, except for one interview with two participants interviewed at the same time and one telephone interview. Each participant signed a consent form to confirm confidentiality. I recorded the interviews, had the conversations transcribed, and saved the conversations in a secure

computer drive. The interview guide is included in Appendix A. Before starting each interview, I reiterated the need for honest answers, and, throughout the meeting, I tried to obtain not just positive responses, but also negative responses by asking about how leaders hindered the team; I repeated the questions to probe deeper.

In addition to the 15 interviews, 44 social media posts on the CityU Enactus Facebook page and two articles were coded and analyzed. Leadership issues were a common theme in the CityU Enactus social media posts, so these posts seemed relevant. While I initially expected to include meeting notes and plans, after analyzing the interviews and social media posts, these data points appeared to answer the research questions adequately, and the other materials seemed to be irrelevant. The purpose of the study, as discussed in Chapter 1, was to understand how leaders can learn to potentially improve innovation in multicultural teams using cultural intelligence and leadership techniques.

Instruments

Organizational artifacts were gathered in addition to conducting in-person, one-on-one interviews. Individual interviews with 14 alumni, social media posts, and articles were included in the dataset. The data collection included in-person interviews on the use of leadership methods to generate innovation. Yin (2017) discussed that case studies have additional sources of data, such as documents. Semi-structured interviews in the field were the primary source of data, but also included articles and social media posts from the group. Using these additional articles and social media posts, I triangulated the data

from the interviews. Fifteen one-on-one interviews were conducted with alumni of the multicultural group. I completed an Internal Review Board (IRB) exam and submitted the research design plan to the IRB. The IRB ensured privacy and security issues were addressed. Potential participants were sent a message notifying them that their personal identity would be kept confidential and that they had the ability to opt out of participating (see Appendix A). The participants signed an informed consent document to assure that they understood the process and to give permission to use the data for this research study (see Appendix B).

Forty-four social media posts and articles were also analyzed. Schein introduced the importance of artifacts, such as stories, letters, and messages, in establishing an organizational culture in the fifth edition of the book, *Organizational Culture and Leadership* (Schein & Scheiner, 2016). Stock et al. (2013) discussed the importance of artifacts, such as stories, in an innovative culture. Artifacts were included in this study, and interviews are the best way to document the stories of the innovative culture in a multicultural team.

Participants

This case study of the CityU Enactus team provided insights on how their leadership approaches impacted team members from diverse cultures. Enactus is a global organization with 1,600 university teams from 36 different countries competing to present the most compelling innovative projects with social good outcomes. The CityU Enactus team started their journey 7 years ago. They did not qualify at the regional

competition then, but they now have progressed to the finals at the Enactus National Competition in 2018. CityU has been graduating working adults and international students for more than 40 years in 35 bachelor's, master's, and doctoral degrees. Since CityU's primary target is working adults, it was one of the first universities to make online courses available and is ranked in the top 30 online schools in the United States ("Best Online Schools," 2018). At their main campus in Seattle, 80% of their students are international students, since the students need to take in-person courses to maintain their U.S. student visa status. CityU Enactus recruits from a pool of about 400 students. Thus, the CityU Enactus team is a microcosm of many different cultures. The participants were members of a team with diverse cultures who worked together for at least 1 year on creative solutions to social issues. The sample included alumni of a multicultural student entrepreneurship club that have held leadership positions. The sample included participants from 16 different countries, and the participants led entrepreneurial enterprises with social good outcomes. I have an in-depth understanding of the group, which helped enrich the research. As discussed in the research design section, a purposeful sample was taken to ensure the diverse nature of the group is represented. The participants included representation from 16 diverse cultures. The countries in which the participants were born included India, China, Gambia, Indonesia, Bangladesh, Vietnam, Ukraine, Bulgaria, India, Philippines, and the United States. The 44 social media posts added five additional nationalities for a total of 16: Australia, Cambodia, Malaysia, Mongolia, and Nigeria.

The 15 interview participants were recruited to ensure a cross-section of countries, job statuses, and cultural differences. Ten of the alumni are working full-time in business positions, thus providing a perspective on how they applied their Enactus experience to their jobs. The other five participants were recent graduates. The participants were purposely recruited to form a sample that included those with a more dominant collectivistic culture and those with a more individualistic culture. For example, China would represent a collectivistic culture, while Europe and Australia would represent a more individualistic culture. To mitigate researcher bias, I interviewed a cross-section of past presidents from the past 5 years with available contact information, and more recent officers for a mix of past and current perspectives. I sent letters to 19 prospective participants, and 15 agreed to an interview. The original target was 12 interview subjects, but I interviewed the 15 participants since they agreed to be interviewed. All 15 completed their interviews.

I am the current advisor of the CityU Enactus team. Also, I manage the entrepreneurship and graduate marketing programs, along with various other projects. As the CityU Enactus advisor, I guide the students to choose their goals and their projects to present at the Enactus annual competition. The CityU Enactus team chooses their officers each year to lead the team and to establish and implement their plan. While being closely aligned with the students allows for me to more deeply understand the team, and allows for trust between myself and the participants, I conducted 15 interviews with alumni to mitigate any potential pressure current students may have felt by being interviewed by

me, their current advisor. I recruited a purposeful quota sample, interviewing a cross-section of previous Enactus leaders. Since English is their second language, their direct quotations may not be grammatically correct. I did not want to edit their quotes to bias the intent, but the wording can be awkward at times. I wanted a mixed perspective from the alumni along with those who have been working as professionals for 1 to 4 years post-graduation. The 15 interviews included alumni originally from 10 different countries, including six men and eight women, ages 21 to 35, and some working at large companies. When quoting these respondents, I used the identifying numbers in Table 1.

Table 1

Participant Identification

Participant Number	Gender, Region, Age
Participant 1	Male, Southeast Asia, 30 to 35
Participant 2	Female, Southeast Asia, 25 to 30
Participant 3	Male, Asia, 21 to 25
Participant 4	Male, Southeast Asia, 25 to 30
Participant 5	Female, Asia, 25 to 30
Participant 6	Male, Asia, 25 to 30
Participant 7	Female, Asia, 30 to 35
Participant 8	Female, Asian American, 25 to 30
Participant 9	Male, Africa, 25 to 30
Participant 10	Male, Europe, 25 to 30
Participant 11	Female, Asia, 30 to 35
Participant 12	Female, Asia, 25 to 30
Participant 13	Female, Europe, 25 to 30
Participant 14	Female, Asia, 25 to 30
Participant 15	Female, Asia, 25 to 30

While the alumni were from 10 different countries, I identified their country of origin by region in Table 1, so the individual could not be easily identified.

Data Analysis Methods

Since this research study was a qualitative study, the data analysis methods used were qualitative. As Chowdhury (2015) discussed, the purpose of qualitative data analysis is to understand people and their situations using data collection, such as interviews, observation, and written artifacts. Chowdhury summarized that critiques of qualitative data analysis methods include that interviews may cover the subject's perceptions but not their real thoughts and that the research may be biased when observing participant behaviors. Researchers using the data analysis methods should try to incorporate trustworthiness of the research to address these criticisms (Chowdhury, 2015). According to Lincoln and Guba (1982), the trustworthiness of the research addresses four issues of credibility, transferability, dependability, and confirmability. In the next paragraphs I discussed each one of these trustworthiness attributes.

To address credibility, bracketing was used to ensure that my bias does not interfere with the data. One bracketing technique that can be used to reduce bias is to have the participants review the researcher's work before, during, and after the analysis to ensure its accuracy (Yin, 2017). The participants in this study reviewed all of the material and believed it was representative of their answers. I used a triangulation method in this study to provide the appropriate conclusions. Triangulation refers to using at least three different data points to corroborate the findings (Yin, 2013). Paul (1996) found that using between-triangulation of various methods, such as artifacts, documents, and interviews, is crucial in an organizational diagnosis.

To address transferability, existing theories were applied to the research to advance the knowledge of these theories. Multicultural intelligence and innovation-driving leadership theories, such as transformational leadership, were used to ground the understanding of the case study artifacts and interviews.

Dependability will be more challenging to a case study since the exact circumstances are difficult to repeat. What is repeatable is the multicultural team. Case studies with other multicultural groups could be conducted to assess whether the findings could be replicated.

Bracketing addresses confirmability to ensure that respondents are leading the findings rather than the researcher's bias leading the findings. Sorsa, Kiikkala, and Åstedt-Kurki (2015) discussed that having the participants confirm the data helps mitigate the researcher's influence on the participant's understanding of the phenomenon. If bracketing is not used during research, the risk is that data will be biased and will reflect the worldview of the researcher more than the participants. Bracketing allows for more trustworthiness of the research by ensuring the participants can verify the analysis. Each of the members said the analysis of the findings was accurate.

Chowdhury (2015) discussed that qualitative data analysis is more than the collection of information from interviews, observations, and artifacts. By providing context, comparing, contrasting, and being flexible, qualitative data analysis can illuminate a deeper understanding of the situation (Chowdhury, 2015). In this research study, I used methods to address the trustworthiness of the data analysis while allowing

flexibility for a deeper understanding of how cultural intelligence impacts an innovative culture within multicultural teams.

Developing Codes

One of the important parts of the process in qualitative research is coding. While Creswell (2013) said that he generates a list of 25 to 30 codes and then uses those codes to encrypt the interviews, I wanted to address my bias and used in vivo coding, since in vivo uses verbatim terms from the participants. Saldaña (2015) explained that in vivo means “in that which is alive,” and “which” is the word or short phrase that the interviewees specifically use. Saldaña recommended that while appropriate for any qualitative study, in vivo is particularly valuable for researchers wanting to keep true to the participant’s voice.

Instead of using the ATLAS.ti in vivo coding tool, I manually coded in vivo, which is coding almost every line in the interviews using the significant word or a few-word phrase from the transcribed statements. I found I could be more efficient and could more easily discern the words that were the essence of the thought rather than using the in vivo tool. Once I coded a word or phrase the first time, I added the one- or multi-word phrase in the list of codes to reuse in the tool. I found ATLAS.ti to be much faster for reusing the codes. In this first phase, I only coded in vivo, meaning I used the exact words to help minimize the potential bias. Since I am conducting an exploratory study, I wanted to use the words the alumni used to describe leaders’ methods rather than fit the participants’ words into theoretical terms. According to Saldaña (2015), exploratory

coding methods are initial coding assignments that are created instead of using a more prescribed theoretical approach. I used the patterns I found in my coding and developed themes using ATLAS.ti software. ATLAS.ti is computer-aided qualitative data analysis software to more easily code and triangulate the data, and to create an audit trail (Ang, Embi, & Yunus, 2016). After using a number of tools within ATLAS.ti, such as frequencies and lists, I found that manually using their in vivo tool provided a better way to get at the essence of the participants' information. I used ATLAS.ti to develop patterns. Patterns are similar terms that are clustered into a regular pattern that then researchers form into categories and subsequent themes (Saldaña, 2013). Tummons (2014) mentioned that using ATLAS.ti software and similar types of software has increased the validity of qualitative research. In my analysis using ATLAS.ti, I triangulated my coding with frequencies and lists of words used and with the social media data. My categories and themes were formed by using the ATLAS.ti tool to capture the data, look at the lists of data, and see the themes emerge. ATLAS.ti also provided an audit trail of my analysis. After developing the themes, I noticed the common use of care, and the themes fit into four buckets. To more clearly describe the themes, I used an acronym of CARE to describe the themes. In the next chapter, I describe themes within the CARE context.

Data Familiarization and Organization

I became familiar with the data by listening to the recordings of the interviews and by reading the transcriptions multiple times. I used a transcription service to more efficiently transcribe the recordings, but I listened to the conversations to correct any

missing data and to understand the emotional context of the interview. I then submitted all transcribed interviews in Word documents, Word documents of the Facebook posts, and articles to the software, ATLAS.ti, as described previously.

Limitations

Limitations are factors of the study that may impact the generalizability or interpretation (Lunenburg & Irby, 2014). Adu (2014) suggested factors, such as the sampling type and population, data collection, and type of study. This research study proposes a single case study. According to Lunenburg and Irby (2014), case studies may not be able to be applied more broadly, but Merriam and Tisdell (2016) explained that case studies could be rich sources of information. Using a purposeful sample of students from different nationalities is a limitation to generalize the data, but it does address the specific research questions. While student teams can be a valuable resource, they may not apply to the business world.

Adu (2014) described delimitations over which the researcher has control, such as the research questions, time and scope of the study, and purpose. Lunenburg and Irby (2014) described delimitations as issues that may result in the inability to generalize. Since the realities of the world have us working in mixed cultures (Llopis, 2017), this study's purpose was to investigate how leaders can use cultural intelligence to encourage innovation in multicultural teams. This situation led me to choose participants from different countries. Since it is challenging to find organizations that would provide me with deep and meaningful information, I used a familiar organization so I could learn

their perspectives on cultural and emotional intelligence and answer the research questions. Merriam and Tisdell (2016) discussed that researchers could have issues having the time to find the right population and to obtain the depth of knowledge needed to answer their research questions. I interviewed readily available team members who could provide honest data. All researchers have bias, and this is especially true in this study since I know the subjects. This knowledge could provide better insight since I understand the topic and the subject. In an article with 11,479 citations listed in Google Scholar, Eisenhardt and Graebner (2007) suggested that case study interviews are often bias suspects, but the bias can be mitigated by allowing for different perspectives from different subject types. While all of the research participants are former students, the student interviews included the three levels of team members (officer, assistants, and general members) and a wide variety of cultures. The researcher limited the scope and potential for generalization to obtain a deeper understanding of the research purpose. This limited scope can limit the generalizability of the results of the study. The results may have implications for other applicable situations but may not have the wider scope needed to confirm a theory. The existing culture of the global organization of Enactus and CityU may play a part in the attitudes and behaviors of the participants, which may affect the results.

Summary

The purpose of this qualitative study was to explore how cultural intelligence and team leadership methods influence innovation in multicultural teams. Using an

exploratory design allowed for a deeper understanding of the phenomenon, especially since there is no known research addressing this issue. Study participants included 15 members of a multicultural team that competes on innovative outcomes along with various artifacts that include social media posts. The participants were guaranteed individual confidentiality with a legal permission document.

CHAPTER 4: FINDINGS

Introduction

This chapter covers the results from the qualitative research study, which explored the balance of cultural intelligence and an innovative team culture in multicultural teams. Based on the data, I discovered four content themes and then presented these four themes in one overall theme. The purpose of the qualitative research methodology discussed in Chapter 3 was to address these three research questions:

RQ1: How do leaders balance using cultural intelligence to understand individual needs while maintaining an innovative culture for the multicultural team?

RQ2: How can leaders impact innovation within culturally diverse groups using cultural and emotional intelligence methods?

RQ3: What cultural issues keep culturally diverse teams from producing an abundance of innovative ideas?

This chapter includes the coding tables to support the choices of the themes and a discussion of the interpretations from the analysis. The research process and coding methodology was included in Chapter 3. The research findings address the problem identified in Chapter 1, which is how leaders can use cultural intelligence while maintaining team goals in reaching performance goals by being innovative.

First-Cycle Coding: In Vivo, Provisional

I coded in vivo, as described in Chapter 3, the 15 interviews, social posts, and articles based on their significant terms, and I stayed open to the participants'

Table 2

A Sample of In Vivo Coding

Passage	In Vivo Coding
If you are talking about the benefits, it's like giving them all opportunity to represent yourself, knowing yourself more through the help of other people and it gives you the confidence to represent yourself, confidence to express your opinion and state your opinion. Through Enactus it helped me a lot from inside, from helping people, you get self-motivation that okay you are doing something good for the world. And all the team members they were pretty good, so they helped us . . . helped me to grow more so that I can be more . . . I got the award for most changed.	Encourage ideas and iteration
	Express opinion
	Helped to grow
	Self-motivation
	Team helped

terminology. Table 2 includes a sample of the line-by-line initial coding. The initial code is in the left column, while the coded passage is in the right column.

As I coded more interviews, I built a code list that I could reuse in the ATLAS.ti coding list. I coded all transcripts using the in vivo list. I had developed 139 codes. I then grouped these codes into categories into ATLAS.ti. I developed 11 code categories based on the number of mentions, similar concepts, and theoretical terms. Not all of the categories were theoretical since this was an exploratory study. For example, the term inclusion was mentioned by the respondents 15 times. While not a term I have found to describe cultural intelligence, the interviewees described inclusion as a factor in their team success. As mentioned in Chapter 3, Clark and Polesello (2017) did a comprehensive review of 55 articles that addressed diversity and emotional and cultural intelligence. Clark and Polesello concluded that cultural intelligence did not seem to affect diversity as much as emotional intelligence and believed that, to learn how to fully

use both emotional and cultural intelligence, further research is needed. As an exploratory study, I did not want to constrain the categories into existing literature themes. Appendix

Table 3

Coding Categories

Code Group	
Acknowledgment	Innovation definitions
Can do attitude	Openness
Capitalize on strengths and weaknesses	Respect, care, and support
Diversity is innovative	Vision
Fun and friendship	Work together as a team
Inclusion	

D lists the codes, frequencies, and the assigned groups. Table 3 lists the categories based on the coding.

After reviewing these 11 categories, I developed the theme that seemed to carry throughout the comments while also included in transformational leadership and emotional intelligence theories. This theme is that leaders need to care. As Participant 13 expressed about the care the leaders had:

You have to feel empathy and to really care about this project and the students. Not just do their job. Because doing the job doesn't get to where the team is right now. You really cared. I think that's what differs our Enactus team to a lot of other teams. To care.

As I mentioned in Chapter 3, in reviewing the data, the information fell into four themes. To simplify the 11 categories, I developed four themes that fit another overall theme of caring into the acronym CARE. I used terms that closely aligned with the themes of having a common goal, providing accountability, creating a team community, and being inclusive and respectful. Community was closely aligned with being a team

and family and was a word that participants used 12 times. Aim was not used, but it is a clear synonym for a goal, which was one of the most commonly used terms. Respect was an exact word match since it was mentioned 18 times. Empower was used 12 times and

Table 4

Categories and Themes

Theme	Categories
Community	Work together as a team Fun and friendship
Aim	Vision
Respect	Respect, care, & support Inclusion
Empowerment	Openness Acknowledgment Diversity is Innovative Can-do attitude Capitalize on strengths and weaknesses

also fit the common accountability term. Table 4 shows how I put the categories into the four themes of CARE.

Results

Looking at both social media posts and the 15 in-person, open-ended interviews with the alumni of a multicultural team yielded consistent results on why they felt they were innovative. I conducted the interviews with a multicultural team, and since English is the participants' second language, many of the quotations do not use grammatically correct English. I only did minor modifications to keep true to their words rather than correct their grammar. The overall theme was the care that leaders took to respect their different cultures, create a cohesive vision, include their thoughts, and be a team.

I organized the coding results under the term acronym CARE with C standing for community and collaboration, A for aim, R for Respect, and E for empowerment and encouragement. While starting with C to spell CARE seems obvious, the findings begin with what the members felt was needed to get to get to the result of their team community. The findings of this case study show how best to address cultural intelligence and still promote an innovative team culture. How the CARE themes work together are shown in Figure 1.



Figure 1. CARE model.

A for Aim

Similar to how descriptions of transformational leadership promote innovation, the interviewees were consistent in their requirement to have a clear goal and vision to innovate. The CityU Enactus members felt that vision brought their cultures together. The team members believed that an aim was critical in bringing a team together, especially when they are from different cultures. The common goal for Enactus was more than earning money. As Participant 14 said, “If you keep focus on money, you’re not going to get anywhere in life, really. And that’s what I learned from Enactus actually.” For example, Participant 13 said:

The team needs to work towards the common goal. Hopefully, innovation is one of the values in the organization, like it was for us in City U Enactus. Although we all have differences, if we put the common goal on the top of our head as a goal, we could still achieve the innovation if the actual differences can sometimes actually add to achieving it in a different and more efficient way.

CityU Enactus social media posts about leadership demonstrated the need for leaders to have a vision. For example, one post read, “Leadership means maintaining a clear vision in the horizon while leading a team to achieve goals and motivating members to attain them.” The team used techniques such as an annual planning meeting to set the agreed-upon vision; as Participant 2 said, “Vision is definitely required, or you can go in different parts so you have to be directed and all the team should think in the same vision, which helps as we mentioned in our annual meeting.” The agreed-upon vision motivated the team members. Members felt vision motivated them. For example, Participant 7 said:

I need to know the why. That’s what motivates me. I need to know the reason, so my action is driving something, why am I doing it? Who is benefiting for it? What

is the end game? So, if I have visibility of the end game, like what I'm driving towards, that is my motivating factor. So then yes, I believe in that. Yes, I want to reach that, and I'm gonna start figuring out how to get there.

The team members felt their Enactus team was successful in having a common goal, such as Participant 13 saying, "Everybody was always on the same page."

Participant 7 wished that their company instilled a vision as Enactus did: "I feel in my work culture, it would be beneficial to have that room to step back and try to see the big picture." The overall vision the CityU Enactus team created was clear and carried through to each project leader, as Participant 4 attested:

It's all about having one vision and try to make it the same for everybody and try to reach the goal that we want to do, which is supposed to be very clear, everybody should understand what the vision is all about. So, I think as a team member in Enactus I have successfully strategy that brings a team together. Actually, I was the project leader, so I used to be able to articulate what the goal and vision to my colleagues, to my team members. I think that was teamwork was all about. Everybody should understand the direction, they should understand their leader, and they should be able to lead themselves as well.

Having a clear vision and a common goal enabled the team to be cohesive and dissipated the cultural differences, regardless of whether they were Asian or European.

As Participant 6 said, "We set a common goal for the parties because that's very important. When people have a common goal, they tend to forget where they are different." Participant 2 said, "A team goal is more important than cultural differences.

After respecting cultural differences, a team goal is more important." Having clear goals mitigated even language barriers, as Participant 10 said:

The cultural difference didn't make some difference, because it was spoken one language, and second, we have those clear goals, which we should achieve, so I didn't spot a difference in cultures. I didn't think we actually had language

barriers, but I think if you have one goal, then it doesn't matter what kind of languages you have, or how many cultures on your team. You know you have your best focus on what you have to do.

Having an aim, a goal, and a vision seemed to be important to mitigate cultural differences in the CityU Enactus multicultural team. Establishing a vision is an essential component of creating an innovative team culture, as in transformational leadership and entrepreneurial leadership, but not as evident in cultural intelligence theory. There was not just one leader that dominated the CityU Enactus vision, but there was an agreed-upon goal by the entire team. As a participant expressed in a social media post, "Leadership is not about commanding; it is about influencing, inspiring and encouraging others."

R for Respect

The problem to be addressed in this research is the relationship between cultural intelligence and an innovative team culture in multicultural teams. Cultural intelligence has been defined as understanding cultures and then adapting to them (Earley & Ang, 2003). Understanding the exact nature of each culture did not seem to make a difference, as did respecting each team member as an individual with a different perspective. Team members recognized each other's diversity and differences and claimed that diversity positively impacted the team. The team members did not mention trying to be careful of what to say or do, or what not to say or do, in regard to each individual culture; instead, they focused on caring for, listening to, and respecting each other.

The interviewees did mention that Enactus was sensitive to cultures, but it seemed to be about understanding the value of each culture rather than addressing each person differently. For example, Participant 12 said:

Enactus did a lot to recognize we are different. Scripts culturally sensitive. Really felt very welcomed. So excited another culture brought into the table. Recognize differences how we look at things. Celebrating diversity.

The type of environment fostered for the Enactus team seemed to be better than the alumni's work environment, as Participant 13 said:

The team brought so many ideas when they were given the right environment. So, the leaders created wonderful environments of work, which not always happen in the real-world job. So, I wish there were more teams like that at work, that think about how to foster these great work environments.

One of the aspects of respect was listening and valuing each person's opinions and culture. As Participant 11 said:

If we come with our problems, you'll listen and, even if you don't agree, I've never seen you say, "This ridiculous idea," or saying that, "Hey, this is not how it works in the United States or in this culture, so you have got to change yourself."

In response to what lessons from Enactus they could use at their workplace, Participant 13 said:

One is active listening and being patient. This happens a lot in Enactus. Also, I found it very important to be done at work. When I say active listening, it doesn't just mean what they say, preparing to think about what you're going to say right after that other person is finished. But active listening, what I mean here is being able to fully listen to the idea that the other party is saying and be able to reflect on his or her words after the discussion and then share your opinion.

The participants often used inclusion and openness to describe how CityU Enactus leaders improved communication, trust, and support. Participant 11 expressed

how transparency was supportive: “I feel Enactus created an environment where, at least, I didn’t feel that I was suppressed, or I couldn’t express. They were very supportive.” In a social media post, the participants expressed how trust was built in the team: “Trust positively affects commitment, loyalty, and performance, and Enactus CityU builds trust within its team members.” Participant 8 agreed that openness and inclusion lead to better communication:

There was complete inclusion. Everybody was from everywhere. There was never that sense of exclusion for example, and I think the leaders did a great job at valuing the team—for example, “Oh, that’s such a pretty dress.” So, I think they are very supportive of each other’s cultures. I think that as a team we are very lucky. Others, not necessarily in Enactus, but other teams, you know, they didn’t have that kind of attitude. So, I think the leaders did a great job in making sure that everybody was included in all the conversations, for example, and made a good point of communicating with everyone. I think leaders did a great job on that, making sure everyone was comfortable around each other, and you know, promote an elevated sense of communication.

This openness and inclusion seemed to be good not just for creativity and gaining trust, but also for improving motivation to implement. As Participant 8 said, “The culture of Enactus at our school is that everybody’s very open. Like when we need to be serious, we’re serious. We’re motivated enough to get things done. Also, I must be ready to participate in a discussion.” The inclusion of different cultures seems to help with understanding different issues and innovating solutions, as Participant 7 said:

Enactus gave me access to people from different cultural backgrounds and instead of like going by certain predisposed biasedness or even some assumptions regarding certain culture or people. I can step back and be like, “Hi, I am so-in-so, tell me about you.” So, I think that is something that was a valuable thing I took from Enactus. That helped me in my work because I’m not only interacted with different people from a different culture but I’m also interacting with people in

different places. In different time zone and different countries, so that openness and approach definitely help.

Participant 9 expressed that Enactus was more open than their workplace, which contributed to the development of solutions:

In Enactus, not only the project managers give their contributions, every member of the team will provide their contributions. Sometimes, you have an idea [at work], but if you are not given a chance to express yourself, then you wouldn't contribute to the solutions.

Forming an open, comfortable environment seemed to provide respect and encourage diverse opinions. Since many of the Enactus team members were more uncomfortable with their language skills, it took cultural intelligence to allow for openness and inclusion. With those who are more reserved, the openness helped them to innovate, as Participant 12 said: "When you accept people's differences easier to form a bond. I am an introvert, but I was comfortable to be in our team and bring in ideas." Participant 7 agreed: "We were participating and collaborating, so even the more shy person had their opportunity to speak up and share ideas. It was a safe place to talk about what do you think." Enactus used a technique of small groups, which seemed to overcome cultural issues that may not be best addressed in a large group, as Participant 8 mentioned: "One on ones were good, making sure that everybody is comfortable, and identifying any problem or situations that happen at the time." Participant 6 added about the importance of one-on-one communication even being within a team:

So, when sometimes you cannot deal with a problem, or you are already down into a dead end, maybe you need someone by your side to suggest that new direction, but you may not want to talk this to the whole team because it brings chaos, so you only want one or two who you trust.

The emotional intelligence component of cultural intelligence—listening, empathy, and openness—seemed to be even more critical to understanding every nuance of each member’s culture. Participant 5 said that teamwork superseded individual cultures:

We never thought about that we are from a different culture. We work as a team. We learned from each other, but I think it never was a problem for us, that why are we from a different culture? We respected each and every person from different culture, and we worked as a team, so we actually never thought that you belong to another culture. We were always like a team.

Two social media posts summarized best how leaders can use emotional and cultural intelligence to help a team innovate: “Leadership involves a combination of attributes, such as dignity, intelligence, courage, honor, that can ignite the fire in hearts of the followers,” and “Leadership means being kind enough, understanding enough and supportive enough in assisting team members to achieve team goals.”

E Is for Empowerment

Once the team members have vision and a respect for their differences, then leaders empower the members to innovate, act, and succeed. Participant 14 said, “Enactus set me up for success from the start where I have started off. Everyone was aiding me, and I’m set up for success.” Participant 6 said leaders should include everyone to get their engagement:

Unless you let them talk, they won’t and then the problem the most important thing is to let everyone talk. So as a leader it is very important to realize that in the first place and let everyone talk, and you never know what surprise you will get in that process.

The Enactus alumni mentioned that collaboration and delegation improves innovation. When asked what could hinder innovation, Participant 13 said:

Not listening to team members. Try to do all the work themselves. Do not delegate tasks, like if you're not giving any tasks to anyone, they're not going to try to do it a better way. Discussing problems. Basically, the environment has to be collaborative for innovation to happen.

Rather than leaders telling members what to do, leaders challenged them. "The leaders helped us, helped me grow more so that I can be more," said Participant 3. Leaders allowed the members to be involved in the decision-making: "You are involved in every decision making that helps you to contemplate your part in the team," said Participant 9. A member posted on social media: "Our leader embraced empowerment, continuously encouraged our skills development and became the enabler for the team's success." Participant 14 showed how empowering the team can be effective for each member: "Everyone can take the cream and say we're awesome, to take the folks who have potential and give them an opportunity to improve, that's, that will be a true accomplishment for me." Participant 4 explained how leaders allowed the members to think rather than dictating:

Enactus is not dictating you about what to do. This organization triggers you have to think about a situation and think about what problem. Is there any problem or is that fine or are you wasting time doing these things? Is that something you can change, you can make it better? Those things are the great thing about Enactus.

The Enactus alumni expressed that once leaders build trust and respect, the team can count on each other to complete tasks. For example, Participant 6 said, "This group has a very decent amount of trust in each other. We can put work into other hands, so in

the hope that they will come back completed.” Leaders appoint positions, as Participant 8 said: “Everybody has a role, and they fulfill their roles with responsibility in a diligent manner.” In a Facebook post, a student expressed how trust leads to accountability:

Trust positively affects commitment, loyalty, and performance, and Enactus CityU builds trust within its team members by utilizing technology and stressing on the importance of being accountable and responsible, moving away from an archaic type of leadership of chain of command.

The team expressed that their members had mutual trust, so each member had a part and the team members covered for each other. Participants 9 and 14 concurred:

What teamwork’s mean to me is that every member of the team contributes to the development or the goals of the organization. At Enactus the CityU team, all team members are given a particular task to contribute to the achieving of the goals of the team.

Then there were situations where we helped each other; that we took each other’s work, we tried to finish each other’s work: finishing the PowerPoint presentation, finishing the script writing. If someone was not done, we helped them on, but there never a case where we hindered the growth of someone because of the personal needs.

Some participants mentioned that a smaller team led to more responsibility; Participant 13 explained, “When I was part of the big group, you are more like a follower. Thinking about team size, team size matters when you have to lead and share responsibility.” Smaller tasks also seemed to help, as Participant 13 continued: “So you had to find a way how to communicate not necessarily quite speak the language yet. Giving them small tasks first really helped.”

In summary, leadership means empowerment, as the Enactus CityU Facebook posting said: “Leadership means empowering the team members, be part of the team, not

just to be a ‘boss,’ and be willing to go the extra mile by investing energy, talent and time more than the team members.” One of the Enactus leaders posted on social media how aspirations, direction, accountability, and friendship matter:

An Enactus leader listens to all your praises, complains, and ponders. Thank you for letting me a bit cranky at times. I would like all of you to feel supported and empowered (however intense the pressure we might feel), and I would willingly do whatever I could to try to achieve that through our collaboration you have learned the values of accountability, fair go, and mateship, and continue to have a clear vision, strong sense of direction, and high aspirations.

C for Community

The CityU Enactus multicultural team alumni expressed in their interviews that leaders created a community environment by establishing a clear and agreed-upon vision, respecting cultural differences, and empowering members to be accountable. As the last component of a strong team, the team developed friendships while still getting their tasks done. As Participant 7 explained:

Enactus was more about sharing who we are with each other so that I think created that environment where we could form a team by sharing each other’s experience and about each other, we built that trust level and we built that sort of friendship. That yes this is my team, and we work together, and I understand you, and you understand me so that thing is out of the way now let’s get things done.

The interviewees seemed to like to work together, which Craig and Kelly (1999) defined as internal cohesiveness, but the team coexisted with task cohesiveness. One member’s social media post stated: “We agree to create a culture where our team would look forward to work together, and that means working hard to build the right team who all share the same vision and has the same work ethics.” Innovation seemed to follow

with the team culture; as Participant 7 said, “The team environment enabled us to have no constraints, no limitations, to your thoughts to generate new ideas.” Participant 7 continued when comparing their current work environment to the CityU Enactus team environment:

It was more relaxed and more collaborative, so maybe that is something. Over here [at their work] we, each of us we have our individual goals and targets. Sometimes they may be confrontational. Then do I drive my agenda, or do I take a step back and look at what’s the overall goal that we are both trying to achieve? At work, I don’t really have that space and time. Whereas in Enactus we have the liberty to take the step back and collaborate and maybe achieve more than what we targeted to. So, at work, since we are all running after our own targets, we don’t have the room.

One of the ways the CityU Enactus team became a community was by participating in social activities. Team activities helped build internal cohesiveness, and a member in a social media post quoted, “Cross-cultural friendship that will last for a lifetime.” The participants expressed how fun and friendship added to their community, as these statements demonstrate:

Social media post: The time spent with everyone to make this happen shows solid togetherness within the team while having some time off during the competition trip where there were good food and small celebrations to show appreciation to everyone is also part and parcel of working at Enactus CityU.

Participant 8: Teamwork is – you know, teamwork is also having fun, to be honest. It’s like having fun at the same time. What else? That’s the teamwork – I mean to sum it up; it’s pretty much a group of us getting together around a common goal and trying to you know solve or trying to work towards that common goal collectively, with each of us pitching in.

Social events incorporated separate activities; as Participant 9 described: “We encourage and appreciate each other, while still spending time together to have fun like

having team bonding events like white elephant parties.” Bonding events also included fun elements in their work projects, as Participant 5 said:

We spent time together. We came to know about each other. Then we had these small events, like the store, or something else. The cultural fest. We had some small events where we kind of had to get together. We worked closely with each other. Somehow, I learned about how to be with people.

These fun elements resulted in the team members being happy, which seemed to translate to being open to innovation and ideas. Participant 5 shared:

It’s not about wanting profits and all the money. It’s all about happiness. Where I find happiness, I’ll be there. That’s how it creates some ideas for me. If I feel like this idea is not helping out, to help somebody, I will have a solution for it.

The following was shared in a social media post:

After a few months being with the team, I have learned that being engaged and enjoyable to earn the joy and knowledge. Enactus CityU is not just about working. We have fun too.

One of the keys for the Enactus community is collaboration and understanding that each member contributes despite not being perfectly articulate. To work together and be productive, the team included each other’s perspectives and imperfections, as

Participant 5 said:

To me, teamwork is all about collaboration, being together, knowing each other’s opinions, views, and then come to a conclusion and work together. Obviously like you say, you know, like Enactus for example, our team, we have people from so many countries. Though, as a person, I am not perfect, none of us are perfect. I think when our team comes together, we make things perfect. I think that’s the best part of our team.

Cultural differences seemed to melt away with respect and having an overall team culture; as Participant 5 said:

We kind of kept that thing in us that we respected each and every person from a different culture and we worked as a team, so we actually never thought that you belong to another culture. We were always like a team.

Participant 6 introduced the idea that English as a second language may have helped with the cultural differences:

I think I was reading an article this morning and it talks about why people can communicate more effectively using their second language than their first language because they moderate their native language. Language can have a secondary meaning so when you say a word you might mean another thing to a native speaker, but us but a foreign speaker doesn't know so since he doesn't know he can speak very straightforward without worrying about those implied meanings, so we are a bunch of these people. So, when we work together our language is very straightforward, we say whatever we want to say. It might sound harmful to a native speaker, but we don't know, we discuss an issue directly, it's our second language, so we don't need to worry about too much of the meaning of the word.

The interviewees agreed that leaders need to drive the collaboration, as Participant 10 explained: "True leaders should be part of the team, not be a king of the team."

Summary

In this chapter, I reviewed the data from the case study by discussing how the codes, categories, and themes were developed. The findings were organized with the acronym CARE for the themes found in the data: Community, Aim, Respect, and Empowerment. In the next chapter, I analyze the findings, weave in existing literature, and then present implications and recommendations. The findings demonstrated how having an aim, respect, and empowerment drives an innovative team culture. As one participant described their Enactus experience in a social media post:

. . . a small family with people from different countries. It was good to know all of them and work with them. Have always been there to support us. More than us it

was your hard work and belief in us. We walk our collaborative talk, we innovate to improve livelihoods, and our diversity fuels our commitment to empowering communities around us.

CHAPTER 5: CONCLUSIONS AND DISCUSSION

Introduction

Roth, Dumback, Schiffka, and Möslein (2017) claimed that company leaders are taking diversity for granted rather than questioning its efficacy. Leaders understand the need to work with diverse teams to innovate, but little research has been conducted to explore methods to improve team cohesiveness, create ideas, and implement them. In this research study, I examined a successful multicultural team to shed light on strategies leaders could use to work more effectively with groups. The literature and methodology were presented in Chapters 2 through 3 with the findings in Chapter 4. In this final chapter, I will discuss the results as they relate to existing literature and will then draw conclusions and discuss how these conclusions can be applied to other team interactions. Recommendations for action and further research, as well as a concluding statement, wrap up this final chapter.

Discussion of Findings and Conclusions

Based on the themes from the data, I organized the findings in Chapter 4 using the CARE acronym: Community, Aim, Respect, and Empowerment. I used the CARE acronym again in Chapter 5 to present how the results from this study support some existing theories and how the CARE model differs from other studies discussed in Chapter 3.

Aim

Respondents expounded on the need for a clear agreed-upon goal, which seemed to overcome cultural differences. Researchers have described the importance of having a purpose and goals. For example, the importance of a goal was explained in Craig and Kelly's (1999) theory of interpersonal and task cohesiveness. Craig and Kelly defined interpersonal cohesiveness as personally liking the team members and task cohesiveness as having an agreed-upon set of functions. Craig and Kelly found that teams that determined their goals and functions were more creative, while teams with task cohesiveness were more productive. The data from the participants suggested that creating agreed-upon goals was not only crucial to interpersonal cohesiveness, but also helped them to succeed in completing tasks and incorporating different cultures. Craig and Kelly's study was an experiment rather than a case study, which could explain the different findings. Leadership theories also address setting goals. The theory that most applies to the importance of having an aim or vision is transformational leadership. In the first study in which researchers used the concept of transformational leadership, Bass (1990) found that employees with transformational leaders providing an inspirational mission exerted more effort than transactional or task-driven leaders. More recently, Chen et al. (2014) found that CEOs using a transformational style produced more innovative products and processes. Since this was a multicultural team, transformational leadership may have more of an impact, since Kearney and Gebert (2009) found that transformational leaders improved team performance with diverse groups even more so

than homogenous teams. Cultural intelligence may have played a role in this attribute of the CityU Enactus team to develop their vision and goals. Adair et al. (2013) found that team members with higher cultural intelligence were more likely to create shared team values than those with lower cultural intelligence behavior.

While transformational leadership seemed to fit this study's findings, the participants believed teamwork and interactivity was a responsibility for all members, which also seems to fit empowering leadership theory. Solomon and Steyn (2017) explained how empowering leadership behavior combines the mission-driven transformational leadership with incorporating the ideas and decisions of the team members. The interviewees in this study took the idea of having a transformational leader deliver a mission to another interactive level by explaining that developing a vision and goals with team consensus was influential in bringing the multicultural team together. The leaders worked on developing consensus-driven goals rather than only leader-defined direction. Having common and agreed-upon goals for the team seemed to transcend the cultural differences between team members, according to the interviewees. Roth et al. (2017) similarly found in their study of community teams that developing a collaborative task design impacted the members' motivation in a positive way.

While most researchers suggested that cultural diversity can produce more creative ideas, these researchers found that the correlation of diversity to implementation was either negative or neutral (Nathan & Lee, 2013; Pesch et al., 2015; Stahl, Maznevski, et al., 2010). The respondents in this study indicated that an agreed-upon vision and goals

may be the impetus to move ideas to execution even among diverse teams. Developing a collective aim may incorporate task cohesiveness that Craig and Kelly (2009) suggested delivers higher productivity. Tjosvold's (2008) theory of conflict-positive, in which cultural conflict can produce more innovation, may be demonstrated in the strategy of leaders who use consensus-building techniques to develop goals and a vision. Renko et al. (2015) described how consensus-building techniques may produce more intellectual stimulation than the transformational leadership charismatic style. This study confirmed that enabling team members to develop their vision and goals is more effective in producing innovative ideas in a multicultural team.

Respect

The participants' comments strongly suggested that respect and inclusion are a reason for the success of the team. This theme is the most closely aligned to cultural intelligence. While the CityU Enactus team believed that it is essential to understand the different cultures, it seemed to be more important for everyone to be respected and included rather than each member understanding every aspect of a member's specific culture. Even so, the leaders considered individual country cultures—for example, the participants mentioned Asian cultures tend to be more reluctant to speak in the team than those from an individualist culture, which was similar to Hofstede's (2003) attributes of an Asian collective culture. The technique of the leaders insisting each team member provide input seemed to improve their communication and show respect for the individuals. The participants also stated that leaders did not give anyone or any culture

preferential treatment. The team members respected each person's unique perspective. Similarly, Hajro, Gibson, and Pudelko (2017) found that multicultural teams appreciated being recognized for their uniqueness rather than being stereotyped. The researcher in this case study showed promoting innovation combined the attributes of transformational leadership providing a vision while caring for individual cultures and personalities.

Eisenberg et al. (2013) found that students developed their cultural intelligence with classes and did not have to have other international experience. This CityU Enactus team did not have formal courses in cultural intelligence, but inquiring and respecting each member differences provided the study participants some of the same cultural intelligence positive attributes as classes might have. Bouncken et al. (2016) indicated that understanding and respecting the differing cultures and experiences in multicultural teams, members can improve innovation. This study's respondents spoke to how diversity enhanced their innovation experience. Bouncken et al. suggested that early intervention can help with understanding their differences. The study participants said that they embraced different perspectives by listening to each other. The CityU Enactus team members appeared to mitigate the power distance, context, and time issues that Bouncken et al. warned about by listening to each person. Bouncken et al. suggested that training can mitigate these issues quickly if leaders address the team members' cultural differences early, which the respondents felt they did.

The one factor that was most difficult for the CityU Enactus team was time issues. Once the team found a way to develop rules collectively, this helped, but it was still the

most challenging cultural issue. Boucken et al. (2016) believed power distance caused the most harm in creativity and suggested that leaders discuss group dynamics upfront. This group dynamics issue was similar to the experience of this study's interviewees.

Leaders with more emotional intelligence improve team motivation, according to Mayer et al. (2004). Emotional intelligence skills provide empathy and respect to individuals (Mayer et al., 1990). The emotional intelligence of the leaders in the CityU Enactus group seems to be evident with the respondents most commonly using respect to describe their interactions. Cultural intelligence builds on emotional intelligence in trying to understand cultural differences (Van Dyne et al., 2010). While the respondents in the study mentioned leaders understanding some of the different cultural characteristics on the team, it was a stronger theme that leaders acknowledged them as individuals. The respondents seemed to appreciate being treated with respect for their diverse perspectives and their unique strengths. In reviewing Van Dyne et al.'s (2010) four factors of cultural intelligence—motivational, cognitive, metacognitive, and behavioral—it seemed that the Enactus leaders focused on motivational and behavioral factors and that it was not as necessary to understand each of the cultural cues, as described in the cognitive stage. The team members appreciated each other's differences without having to mimic those cultures. One caveat to this research is that it was done at a American university to teach American business. The location of the research may have caused an ethnocentric orientation, as Hammer et al. (2003) discussed, which may have minimized the need to address each of the cultural nuances of the members. Hammer et al.'s Intercultural

Development Inventory (IDI) tests cultural intelligence with three ethnocentric orientations (denial, defense, and minimization) and three ethnorelative orientations (acceptance, adaptation, integration). Using the IDI scale, in some ways, the team leaders were in the highest level ethnocentric orientation of minimization by not understanding each nuance of the different cultures, but in other ways, they were at the highest IDI level. The leaders accepted and integrated each person individually without understanding to each specific cultural characteristics. Typically, the IDI scale is used for expatriates or companies entering a market versus a true multicultural team. A team member can learn about a colleague's culture, but being empathetic and knowing the essentials of emotional intelligence seemed to be more critical. These traits are similar to transformational leaders; for example, Daus and Ashkanasy (2005) showed that transformational leaders have higher emotional intelligence skills.

The team explained that respecting cultural differences and having diversity improved their innovation. Hajro et al.'s (2017) mentioned how their interviewees said their organizational climate was improved by "celebrating their differences." In Roth et al.'s (2017) study, a subject respondent said, "Yes, I liked it that everyone had a different view and behavior. As a result, you have struck on an idea through comments from others." The team members from this study would agree.

Empowerment

Empowerment was a theme among this study's respondents, but also a leadership behavior that researchers identified as promoting innovation. Sharma and Kirkman

(2015) defined an empowering leadership behavior as encouraging subordinates to share information and ideas and make decisions. Gkorezis (2016) found that teachers were more innovative when they had empowering leaders rather than directive leaders. With having agreed-upon goals and respecting diversity and individuals' cultures through inclusion, the team felt trust, which led to empowerment. This confidence then led to action. Roth et al. (2017) found in their diverse community teams that trust determined whether the members exchanged knowledge and experience to innovate and learn. This trust was necessary for the team members to feel empowered to complete their tasks and to help others when needed. These participants' comments confirmed the Carmeli et al. (2012) study in which members trusted that initiative would be rewarded instead of punished.

In their study of diverse community teams, Roth et al. (2017) found that the teams were more successful when they had diverse backgrounds but had task interdependence which was defined as having mutual objectives to their tasks. The diversity and the task interdependence resulted in better creativity, according to Roth et al. As one participant in Roth et al.'s (2017) study said, "Looking back, we should have attached more importance to a clearly defined task which is more precise so as not to get lost in this open space" (p. 8). The case's participants said that respect and explicit task goals enabled them to feel accountable and empowered.

Tellis et al. (2009) determined that the most substantial influence on innovation was the corporate culture that allowed for mistakes and trust in each other. Cultural

intelligence was found to instill trust, which enhanced performance (Erez et al., 2013). The culture of trust was influential in promoting innovation in the Enactus team, and team members trusted each other to complete their tasks. As the team members said, they had “each other’s backs.” Solomon and Steyn (2017) found that cultural intelligence was correlated with an empowering leadership style rather than a directive leadership style.

The team succeeded with their leaders and team members encouraging and supporting them, delegating tasks, and giving them the freedom to explore on their own. Similarly, Dodge et al. (2017) found that leaders who exert less control were highly supportive, and leaders who did not have an aversion to risk were more successful. The team was empowered to succeed by having supportive leaders and common goals that brought a culture of trust.

Community

Having a collective aim, respect for each other’s differences, and trust to allow each team member to be empowered brought this team together as a community. Team cohesion was essential to success. Craig and Kelly (1999) described internal cohesiveness as teams liking to work together, with task cohesiveness related to trying to reach their goals. This case study’s group seemed to incorporate internal cohesiveness with social activities and friendship, as well as task cohesiveness with their consensus-driven goals. In a more recent study, Park, Kim, and Gully (2017) warned that cohesion can provide team efficacy, which can actually lead to decreased performance if efficacy is too high. Teams with efficacy and cohesion did not increase performance linearly. The CityU

Enactus team seemed to have moderate efficacy since the respondents discussed the sense of community but not that the team was invincible. Park et al. (2017) found moderate efficacy had the optimum performance

Other studies supported the effect of trust and community. Bouncken et al. (2016) suggested if teams have a social culture, members that are individualistic can hinder confidence. Kirchmeyer and Cohen (1992) found that multicultural groups can produce more since, without conflict, homogeneous teams can languish.

The group created its cultural community. Chua et al. (2015) discussed how cultural tightness or looseness could impact creativity, with cultural looseness resulting in more creativity. For example, China is a culturally tight culture. While some of the members were from China, the team as a trusted community seemed to create their own culture of acceptance. The community and respectful culture created by the team was more powerful than the individual influences on the innovative culture. This finding is similar to Tellis et al.'s (2009) study in which an entity's culture impacted innovation more than any other factor. This team created their own culture and their own happiness, as one member said: "It's all about happiness. Where I find happiness, I'll be there. That's how it creates some ideas for me." Participants communicated that happiness was motivating to them for ideas. Even when participants compared their Enactus experience to their own Fortune 100 company experience showed the importance of having an open community. As one member said, "Whereas in Enactus we have the liberty to take the step back and collaborate, and maybe we achieve more than what we targeted to." The

togetherness of the community allowed an open atmosphere of innovation. These findings seem to corroborate Kacem and Harbi's (2014) study in which the researchers found that a cohesive team and member participation encouraged innovation. This situation from Kacem and Harbi's study also seemed to be duplicated with this multicultural team.

Discussion of Research Questions

Below is a discussion of how the findings addressed the research questions.

Research Question 1

The first research question was: How do leaders balance using cultural intelligence to understand an individual needs while maintaining an innovative culture for the multicultural team? The findings demonstrated that individual needs are not as important as the team needs, as long as individual cultures are respected. Having a team goal is more important than addressing individual needs. The participants believed diversity was important to innovation and that inclusion was critical for an innovative culture. Leaders can balance cultural intelligence by including and respecting individual needs but not at the expense of implementing an overall vision.

Research Question 2

The second research question was: How can leaders can impact innovation within culturally diverse groups using cultural and emotional intelligence methods? By using emotional intelligence methods such as empathy, leaders and members can gain trust with group members (Erez et al., 2013). Trust was an important factor for study

participants to be open. Lisak and Erez (2015) said that people with more openness to diversity and cultural intelligence were more likely to emerge as leaders. The case study participants confirmed this in that they were leaders who had more openness to diversity and appreciated other leaders who did. Cultural intelligence and emotional intelligence were described as inclusion and respect by the study participants. The CityU Enactus team felt they drove innovation by instilling respect and including all members, such as inviting everyone to give their opinion and having consensus-driven goals.

Research Question 3

The third research question was: What cultural issues keep culturally diverse teams from producing an abundance of innovative ideas? It was more difficult to get answers to this question because the participants did not want to express any negative issues about the team's attributes. The participants who have corporate positions did mention that not having a team goal and working on individual metrics led to less innovation. They also believed that not having all opinions and cultures included and shared reduced ideas. The participants believed that innovative ideas came from diverse backgrounds, and it was important to allow for the inclusion of those ideas.

Application of Findings and Conclusions to the Problem Statement

The problem this study aimed to address is how leaders have not optimized culturally intelligent practices in reaching their organizational performance goals through innovation.

Leaders could use cultural intelligence while maintaining team goals to in reach performance goals through innovation. I used an award-winning student team, CityU Enactus, as an example of how the team addressed this problem. Respecting each individual's culture and unique contributions is at the core of cultural intelligence, according to the study's findings, rather than applying each specific countries specific cultural characteristics such as a hand-gestures. There were techniques used, such as ensuring each voice was heard, to address many of the cultural issues. The most robust application to the problem is to provide the team with integrated internal and task cohesiveness. Fun and friendship brought the team together for internal cohesiveness, while having a consensus on the vision and goals brought cohesiveness to their functions. The group believed their diversity improved their creativity and their productivity. These findings confirmed Winkler and Bouncken's (2011) contention that language barriers can cause issues initially, but if diversity was embraced, then innovation improved.

Implications

Although this is a case study of members who reflected their student team experience, corporations can learn from this study's findings. Many of the subjects were currently working or had worked at corporations in the past. These were not a group of young students but mature alumni with work experience. Companies could apply some of the lessons learned from the comparisons alumni made between their team experience and their own work experience. Having a clear mutual goal was a critical factor to the team and even transcended their cultural differences. As an interviewee said, "So, at

work, since we are all running after our own targets, we don't have the room [to innovate]." Allowing for internal cohesiveness that leads to openness is another insight, as one member said, "Sometimes, you have an idea [at work], but if you are not given a chance to express yourself, then you wouldn't contribute to the solutions." Another aspect that company leaders can carry forward is to respect each individual and even invite on each person speaking their mind. The participants in this case demonstrated the need for more research to determine the best methods for inclusion for everyone. Inclusion seemed to be a vital component to the success of the team.

Recommendations for Action and Further Research

I recommend researching the business market on the applicability of the concept of first incorporating internal cohesion with social events and friendship and then enabling an organization to establish goals collaboratively for task cohesiveness.

I found this study also has implications for refining leadership styles, such as transformational leadership within diverse teams. While studies have shown that transformational leadership improves innovation, incorporating cultural intelligence within transformational leadership in multicultural teams is less studied (Kouzes & Posner, 2012; Tellis et al. 2009). One implication of this study is that leaders could increase their emphasis on setting their vision and respecting each person. The empowering behavior of leaders, as Solomon and Steyn (2017) discussed, could be included in further research.

Through this study's findings, I helped to address the leadership problem of which cultural intelligence techniques leaders can use to improve innovation in multicultural teams while still advancing overall team objectives. As in Stahl, Mäkelä, et al.'s (2010) study, the case study respondents showed evidence that the divergence of different cultures and the convergence of a common goal created a thriving team culture. This leaders in this study did not need to understand each member's specific culture before working with them; they needed to respect their differences as they were revealed.

While this study comprised a case of former students in the CityU Enactus team, the subjects believed companies could learn from their involvement in the team. The findings from the participants could contribute to leadership and cultural intelligence theories, but further research discussed in the next section is recommended to apply these findings to current leadership and cultural intelligence theories. I recommend further research in using the CARE model in other teams. These interventions using the CARE structure could include experiments or case studies. I also suggest that additional researchers in corporate and organizational settings with multicultural teams try to apply these findings into their research. Eisenhardt and Graebner (2007) and Yin (2017) recommend that multiple case studies that replicate the research methodology are stronger than a single case study.

Concluding Statement

Companies need to address the reality of an increasing diverse population and global teams by incorporating cultural intelligence and leadership methods to propel

innovation. (Maznevski & Athanassiou, 2006). This participants in this study show that leaders using a CARE model may improve innovation with multicultural teams. The participants discussed how having an agreed-upon goal, respecting differing opinions and cultures, and trusting each other's abilities brought the team together as a community to produce more innovation. Further research is recommended to test the model in other organizations and in a business setting to determine its potential effectiveness in leading to enhanced cultural intelligence and transformational leadership.

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APPENDIX A

Recruitment Letter

I am conducting my dissertation for a Doctorate in Business Administration. I am studying how to integrate an innovative organizational culture with cultural intelligence in multicultural team. I would like to interview you for an hour to discuss your experiences with City University of Seattle Enactus team. Your responses will be not identified by your name in the study. You will be allowed to review your responses before they are included in the study. I will also ask you to review the draft research study insights to ensure I have correctly interpreted your responses.

Participation is voluntary, you have the right to withdraw from the study at any point without negative consequences. All of your information will be confidential. You may request a copy of the final research study report. More details are included in the attached informed consent form, which you will need to sign before we start the interview process.

Please contact me on a convenient time for us to meet. Attached is the informed consent agreement for you to review and sign if you agree to be interviewed.

Thank you for your participation.

Best,

Kathy Cox

APPENDIX B

Research Participant Informed Consent



School/Division of Management

CITYU RESEARCH PARTICIPANT INFORMED CONSENT

I, _____, agree to participate in the following research project to be conducted by Kathryn Cox_____, faculty member or student, in the Doctorate of Business Administration Program. I understand this research study has been approved by the City University of Seattle Institutional Review Board.

I acknowledge that I have received a copy of this consent form, signed by all persons involved. I further acknowledge that I have been provided an overview of the research protocol as well as a detailed explanation of the informed consent process.

Title of Project:

Integrating an Innovative Organizational Culture with Cultural Intelligence in

Multicultural Teams.

Name and Title of Researcher(s):

Kathryn Cox

For Faculty Researcher(s):

Department: _____

Telephone: _____

Email: _____

Immediate Supervisor: _____

For Student Researcher(s):

Faculty Supervisor: Dr. Paul Gerhardt

Department: School of Applied Leadership

Telephone: 253-640-6934

E-mail: Gerhardt@cityu.edu

Program Coordinator (or Program Director):

Dr. Pressley Rankin

Sponsor, if any:

Purpose of Study:

The purpose of this study is to understand best leadership practices on enhancing innovative solutions within multicultural teams. The significance of the study is for companies and organizations to understand how cultural intelligence can improve their innovation success in multicultural teams while balancing group needs. Since innovation increases financial results and competitive advantage and businesses need to address the reality of multicultural diversity, companies are compelled to learn and improve ways to address continuous change. This study advances the knowledge of cultural intelligence by using a case study with a successfully innovative multicultural team. The value of the study is to understand better how cultural intelligence can impact innovation in multicultural teams while still maintaining an innovative corporate culture.

Research Participation:

I understand I am being asked to participate in this study in one or more of the following ways (the checked options below apply):

X Respond to in-person and/or telephone Interview questions;

Answer written questionnaire(s);

Participate in other data gathering activities, specifically, _____;

Other, specifically, _____.

I further understand that my involvement is voluntary and I may refuse to participate or withdraw my participation at any time without negative consequences. I have been advised that I may request a copy of the final research study report. Should I request a copy, I understand I may be asked to pay the costs of photocopying and mailing.

Confidentiality

I understand that participation is confidential to the limits of applicable privacy laws. No one except the faculty researcher or student researcher, his/her supervisor and Program Coordinator (or Program Director) will be allowed to view any information or data collected whether by questionnaire, interview and/or other means. If the student researcher's cooperating classroom teacher will also have access to raw data, the following box will be checked. All data (the questionnaires, audio/video tapes, typed records of the interview, interview notes, informed consent forms, computer discs, any backup of computer discs and any other storage devices) are kept locked and password protected by the researcher on the researcher's computer. The research data will be stored for 5 years (5 years or more if required by local regulations). At the end of that

time all data of whatever nature will be permanently destroyed. The published results of the study will contain data from which no individual participant can be identified.

Signatures

I have carefully reviewed and understand this consent form. I understand the description of the research protocol and consent process provided to me by the researcher. My signature on this form indicates that I understand to my satisfaction the information provided to me about my participation in this research project. My signature also indicates that I have been apprised of the potential risks involved in my participation. Lastly, my signature indicates that I agree to participate as a research subject.

My consent to participate does not waive my legal rights nor release the researchers, sponsors, and/or City University of Seattle from their legal and professional responsibilities with respect to this research. I understand I am free to withdraw from this research project at any time. I further understand that I may ask for clarification or new information throughout my participation at any time during this research.

Participant's Name: _____
Please Print

Participant's Signature: _____ Date: _____

Researcher's Name: _____
Please Print

Researcher's Signature: _____ Date: _____

If I have any questions about this research, I have been advised to contact the researcher and/or his/her supervisor, as listed on page one of this consent form.

Should I have any concerns about the way I have been treated as a research participant, I may contact the following individual(s):

Dr. Pressley Rankin, Program Coordinator (and/or Program Director), City University of Seattle, at 521 Wall St., Seattle, WA 98121; 206-239-4773(address, direct phone line and CityU email address).

APPENDIX C

Interview Guide: Unstructured

1. What benefits does your team bring to you?
2. Why do you think the team brings you those benefits?
3. What does teamwork mean to you?
4. What defines innovation to you?
5. What actions do your leaders take that promote innovation?
6. Why do you think those actions promote innovation?
7. What actions do your leaders take that hinder innovation?
8. What would help to mitigate those actions
9. What actions helps you to be motivated to innovate?
10. What helps you create ideas?
11. What actions do leaders make that show they address your differences?
12. What actions do leaders make that do not address your differences?
13. How can leaders address your differences while still maintaining an innovative team culture?
14. How can leaders hinder an innovative team culture by addressing individual needs?
15. What else would you like to share?

APPENDIX D

Codes/Categories

Code Group	Codes	Frequency
Acknowledgment	acknowledgment	4
	attitude	1
	passion for motivation	9
	patience	4
	recognition	2
Can do attitude	can do mentality	1
	desire to achieve	1
	gives 100%	2
	motivated to get things done	1
	partnership	1
Capitalize on strengths and weaknesses	capitalize on strengths and weaknesses	8
	cover weaknesses	1
	develop potential	1
	empowering members	1
	explain limitations and cultural differences	2
	small tasks helped with integration	1
	step into their shoes	1
	understand the problem and not just symptom	1
	use inner talent	1
	value each other	1
	Diversity is innovative	addressing cultural differences can hurt efficiency but ok
brought to work diversity is good and less bias		2
differences accelerate innovation		1
different perspectives are good		18
diversity		18
embrace change to accept differences		3
embracing change, harvesting diversity		1
important to understand cultures		2
learn different country cultures		6
learn something new		4
learned about other people's culture		3
respect the differences		4
Fun and Friendship		family
	friendship	6
	having fun	7
	having heart	1
	help to grow	3
	too much fun can hinder innovation	1
	wanting happiness, earning happiness	2

Code Group	Codes	Frequency
Inclusion	address cultural differences during team culture	6
	treat members equally	2
	empowering members	1
	encourage ideas and iteration	4
	everyone does their part	2
	everyone bring out with the new idea	1
	everyone involved	8
	force to speak up	6
	freedom to be included	2
	important to understand cultures	2
	inclusion	15
	integrated and collective	1
	keep discussing	1
	learn different cultures	1
	make myself heard and understood	2
Innovation definitions	adapt fast	2
	born to be innovative	1
	create ideas through experience	2
	current with trends	1
	efficiency is innovation	2
	innovation by always looking for something new	2
	innovation definitions	13
	innovation starts from the top	1
	innovation with limitations is good	2
	limitations	1
	research for ideas	1
	trained to brainstorm	1
	well-informed	1
Openness	better way	1
	brainstorming	1
	create opportunities	1
	encourage ideas and iteration	5
	encourage new skills	2
	everyone can be a leader	1
	express opinion	3
	hinder by being biased	3
	hinder innovation by less open	4
	leaders listen to opinions	5
	listen to a different perspective	5
	no constraints	5
	not limited leads to better ideas	1
	one-on-ones	1
	openness	8
opportunity to ask questions and discuss	1	

Code Group	Codes	Frequency
	space to be ourselves	2
	try to be unbiased	1
	welcomed suggestions	2
Respect, care, support	accommodate individual needs	3
	appreciate each other	12
	approachable	2
	care and respect	11
	dignity	1
	family	4
	form bond	2
	moral support	8
	need a great leader	1
	set-up for success	1
	share experience and knowledge	3
	supported us	12
	trust	7
	we got each other's back	4
Vision	common goal forget they are different	12
	everyone on the same page	1
	goal	18
	know why it's our responsibility	4
	leaders need to inspire	3
	leads by example	1
	mission	1
	organization and getting in line	1
	passion for motivation	9
	scope was huge	1
	vision requirement	5
	wish would have more vision at work	1
Work together as a team	address cultural differences during team culture	6
	associate as a team	1
	collaboration	8
	Communication gap at work vs. Enactus	1
	Enactus better teamwork than work	3
	foster team environment	2
	grow confidence	1
	ideas in small groups	2
	ideas with team implementation	1
	leaders are part of the team	1
	motivated by team	2
	partnership	1
	peer-to-peer feedback	1
	spend time together	2
	take actions	1
	talking straightforward in a second language	1
	team	6

a team so not differences	2
teamwork better	4
work together	14
