Cross-cultural Project Management and Intercultural Communication Competencies in Non-profit Organizations

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Summary

This dissertation aims to contribute to the knowledge on Cross-cultural Project Management. The concept of culture brings a huge complexity to this study, since there are no conventions about its definition and the concept continues to be on debate. Moreover, culture has another dynamic element nowadays, the fast-paced technology evolution that changes day to day and influences culture and intercultural relations. Technology is reducing the geographical distances and bringing people together in an easier way. This context is also changing the Project Management processes; therefore, the organizations are opting for developing their operations in a project-based approach. That is the case of the non-profit organizations NPO, which is the sector that is having the most huge impact in the hiring of human resources from all over the world to compose multicultural teams in order to deploy their humanitarian projects in different territories of the planet, turning this projects in to very complex cultural systems that need Project Managers with very particular skills, specifically in the area of communication which becomes the engine of each of their endeavours. With this reflexion in mind, our research question is: What are the intercultural communication competences required in the cross-cultural project management in the non-profit sector?

In order to give answer to our research question and taking in to account the high level of subjectivity and relativity of the concept of culture and the fact that not much has been found in literature regarding this topic in the NPO sector, we designed an exploratory research in a line of an interpretive paradigm. Through the conduction of a qualitative approach research, and a strategy inspired in the Grounded Theory.

We developed eight interviews, given by experts in project and programme management, project and programme coordinators, human resources and communication, in order to start an exploratory study about the cross-cultural project management practice within non-profit organizations that have deployed international projects with multicultural teams and contexts. The organizations are Greenpeace, Unimos International, Heinrich Böll Stiftung, Malteser International, Swiss Red Cross, Omina Turkey and Fundesa.

We consider that our research results show some new concepts that are not registered in the literature we reviewed, and that we might be contributing with a new perspective to this topic. The findings show that in the Non-Profit sector, the motivations are based on values, beliefs and motivation for the transformation of mind-sets, therefore, the project managers in this sector tend to have a high sensitivity for cultural factors. All of them argue that communication is crucial in the intercultural projects. Moreover, they all shared some drivers of solutions to overcome certain challenges in the intercultural context, for instance, they stated the importance on a previous study of the “historical context” or “historical memory” of the territories where they deploy their projects in order to understand the local cultures and develop a more adequate and successful project. Moreover they suggest that “deconstructing” the previous rational conceptions would help to understand the host cultures. The knowledge about human rights would also enhance the work of a project manager in the field. These and other findings will be discussed in this document.

Key Words: Culture, Project Management, International Project Management, Cross-cultural Project Management, Intercultural competencies, Intercultural communication, Non-profit Organizations.
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Abbreviations

CCPM ........... Cross-cultural Project Management
CLC ............. Communitarian Living Culture
CODACC .... Committee for the Communitarian Artistic and Cultural Development
FPO .............. For-Profit Organization
GT ............... Grounded Theory
HC ............... High Context
HR ............... Human Resources
ICC .............. Intercultural Communication Competence
ICPM ............ Inter-Cultural Project Management
IGO ............. Inter-Governmental Organization
IPM ............. International Project Management
IPMA .......... International Project Management Association
IT ............... Information Technology
LC ............. Low Context
LF .............. Logical Framework
NGO ............ Non-Governmental Organization
NPO ............ Non-Profit Organization
PCM ............ Project Cycle Management
PM .............. Project Management or Project Manager
PMBOK ........ Project Management Body of Knowledge
PMI ............ Project Management Institute
UNESCO ...... United Nations Educational, Cultural and Scientific Organization
1. Introduction

In this opening chapter, we go through an introductory description and discussion of the background and context, the importance of the topic of research and the problem situation and focus. This section also exposes the lack of literature within the project management body of knowledge and the necessity of crossing different discipline’s literature to understand this topic in the way we present it. Furthermore, we define some important concepts that are necessary to go through all this study. Lastly, we present our research question and purposes.

1.1. Background and Context

If we think about the history of human migration, intercultural relations have existed since the encounters of civilizations (McNeill, 1984, p. 2; Hershey, 1911, p. 901-906), as well as projects executions, which involved alliances or intercultural teams (Cleland, 2004, p. 396; Hershey, 1911, p. 911, 926; Packendorff, 1995, p. 319). This makes hard to believe that there is scarce information about cross-cultural project management in these days of global connection when international projects in joint collaboration are increasing (Tietje, Chan and Lu, 2010, p 114). There is a necessity to go through different sciences and disciplines to connect the knowledge on these topics and understand the relevance on the fusion of all these elements (Bjerregaard, Lauring and Klitmøller, 2009, p. 207). However, one thing is true, communication is one of the most important competences in project management (Thomason, 1998, cited in Ochieng and Price 2010, p. 451; Gladden, 2014, p.e3; PMBOK, 2013, p. 286), and it becomes even more important when leading international and multicultural projects due to the complexity of the different cultural systems that may be involved.

Project Management, taken as a “temporary endeavour undertaken to create a unique product or service” (PMBOK, 2013, p. 3), is changing business management. Organizations are adopting a project-based approach in order to cope with change, innovation, organization and even improvisation (Jerbrant, 2013). There is a preference for project-based approach to handle the complexity and fast pace that business and economics are facing in this increasing globalized and internationalized world context.

These two latter terms, globalization and internationalization, might seem equal when reading business literature, usually, they are used interchangeably and imprecisely as if they were the same, although, it is important to differentiate them since we are entering in the cultural domains. “Globalization refers to global economic integration of many formerly national economies into one global economy, mainly by free trade and free capital mobility, but also by easy or uncontrolled migration” (Daly, 1999, p. 31) it refers to “the expansion of markets, driven by economic desires” (Liebert, 2011, p. 536). In this concept, there is a uniformization on the culture either through inclusion or exclusion of identities (Liebert, 2011, p. 537). The United Nations Educational, Cultural and Scientific Organization has expressed its concerns about the standardizing issue of globalization against cultural diversity (UNESCO, 2009, P. 13). “Internationalization refers to the increasing importance of international trade, international relations, treaties, alliances, etc. Inter-national, of course, means between or among nations. The basic unit remains the nation, even as relations among nations” (Daly, 1999, p. 31). This concept entails a recognition of cultural differences. It is important to add that the concept of globalization has also been used in two other dimensions. However, it will be noted that these other two
next dimensions, are closer to the concept of “global” and not to the market-driven economic globalization concept presented before, which entitles the first dimension. According to Liebert (2011), the second dimension of the concept of globalization is driven by moral, and, bring us the idea of a “global community” where we protect one to each other to live in an equally and fair way, which would be for instance the example of United Nations international endeavours. The third dimension is a philosophical construction that Liebert (2001) makes about the concept related to the individual and collective pride and dignity, where everyone should worth the same. In this idea, human rights would be an example and political influences of globalization.

In any case, the easiness in which the world communicates now is making the project management and teamwork smoother, faster and broader in any organization. It is now easier to develop projects not only within the same city or country but also abroad. This is how international and multicultural teams projects are increasing, and with them also its complexity (Fellows and Liu, 2016, p. 246), pursuing to give a competitive advantage to businesses or products through a multicultural collaborative processes (Lloyd-Walker and Walker, 2011). Although, “smoother and faster” does not mean “easier”. Complexity increases in the international projects because of the diversity of personalities, cultural systems and worldviews on the members of a team (de Camprieu, Desbiens and Feixue, 2007; Bredillet, Yatim and Ruiz, 2010; Sanchez-Runde, Nardon and Steers, 2013), therefore, Cross-Cultural Management is born and adopted in International Project Management.

International Project Management is the study or practice of the leadership of projects that might include people from different countries that can be developed in different latitudes of the globe, or that can contain different cultures in its processes (Grisham, 2010). There can be different cases or configurations on the International Project Management in different international business models that can produce very complex structures and processes (Grisham, 2010).

The “Intercultural” concept in contrast with the word “International” has a slightly difference. The word Inter-cultural refers to a relation between or among different cultures (Fantini, 1995, p. 143). There are some cases of nations that contain several cultures or ethnic groups within the same country, such as the case of Guinea-Bissau (Underwood, 2017), or Kenya (Mathews, 2017). In this case the word “International” wouldn’t be adequate if the project is developed within one country; however, since the project might be culturally diverse, or multilingual, the most proper word it could be use is “Intercultural”. Sometimes the words “international” and “intercultural” are found to be used interchangeably; nevertheless, it is necessary to understand the intention of each word in its own context.

This multiplicity bring us to another concept: “multicultural”. This will refer to a situation where multiple cultures or cultural traits or backgrounds are present in a situation, a group of people, a team, or a project (Huang, 2016, p. 75-76, 80; Brett et al., p. 87; Mäkilouko, 2004, p. 387). All this concepts are closely related to the “cultural diversity”. Cultural diversity, in opposition to the uniformization or homogenization of cultures as it was discussed before, implies an acceptance, respect and welcoming to different cultural identities with different beliefs, priorities, perceptions or assumptions (Melé and Sanchez-Runde, 2013, p. 681; Pieterse, et al., 2012, p. 784). While the term “multicultural” is referring essentially to the multiplicity of cultures, the term “cultural diversity” has an intrinsic political and organizational value, which derives in various positions from different views, from the ethnological or anthropological perspective to the ethical
implications (Isar, 2006, p. 372-373; Melé and Sánchez-Runde, 2013, p. 681-683). Cultural diversity can bring the greatest richness to the outcomes of the projects; however, sometimes it can also bring the biggest challenges (Rozkwitalska et al., 2017).

As Melé (2013) argues, “Beyond cultural diversity, management is about people”, and that cross-cultural management is not only about a set of techniques, but it entitles human and ethical considerations in the field of business and management. Therefore, one of the aspects that should have a special focus is: the human resources factor. The human element can either guide positively or change the course of any endeavour, since humans transform everything to solve their needs and bring development (Bennett, 2015). This refers not only to the work team needed to develop a project, but we are also talking about the stakeholders, owners, shareholders, clients, the people affected by the project (Burke, 2013). If we think on each of them in a personal aspect, we will find that each of them is different, according to their character, personality, education, history, and so on; all this is related to culture, but also the way each other interact with others collectively build the cultural dimension. If this happens normally within a national level projects, how much more can this complexity multiply in a project of international level (Willis, 1995, p. 97).

Among all different elements involved in an international project, culture is one of the points that requires a special attention. Culture is a term that has many different meanings; this is a constant matter of study in a continuous evolution of the concept, which will be presented in the Theory Framework chapter. Although the following might look a very eclectic or inventorial concept it shows the difficulty of finding a whole “official” definition of culture.

When we refer to “culture” in this thesis, we would refer to the dynamic, changing and transforming (Bennett, 2015, p. 562, 564) “complex whole which includes knowledge, belief, art, morals, law, custom, capabilities and habits” (Tylor, 2010; p. 1; ) of a society. As well as the values, meanings, history, aesthetics (Boas, 1920, p. 314), worldviews and ethos (Geertz, 1973, cited in Ortner, 1984, p. 129). The human factor on the ideas, personalities and relationships (Blumenthal, 1940, p. 574). The integrated sum of learned and symbolic dimensions and behaviour traits that are manifest by the members of a society (Benedict 1947, p. 1, cited in Bennett, 2015, p. 553; Angelini, 2012, p. 92-93) as individual actors, in which people interpret and make meaning out of their lives (Geerts, 1973). Culture is the way of life (Williams, 1965, cited in Bennett, 2015), the interrelations between objects, myths, rituals, language, traditions, creativity (Bennett, 2015, p. 548, 551, 562) and technology (Aunger, 2009), culture is also the politics, ideologies, class and relations (Bennett, 2015, p. 548; Williams, 1983).

To illustrate the complexity and the charge of subjectivity that culture can embrace, one can refer to the definition that UNESCO composed in its last world report of Cultural Diversity and Intercultural Dialogue. The definition includes the “complex of distinctive spiritual, material, intellectual and emotional features that characterizes a society or social group... including modes of life, the fundamental (human) rights... value systems, traditions and beliefs” (UNESCO, 2009, p. 1-2).

The intercultural element gets even more complex in the “temporary” attribute of a project, because, differently from the traditional company business models, in Project Management the contexts will change constantly on each new project. Project management was born to organize all the elements and resources necessary to produce an outcome with temporary resources (Packendorff, 1995, p. 319-320). Moreover, if a project is on international or multicultural levels the factor of culture increases the complexity. That is when a Cross-
A cultural type of management with a particular knowledge, skills, tools, and techniques, is needed (Kruglianskas and Thamhain, 2000, p. 3). The Cross-Cultural word implies an exchange of cultural dimensions, which can be at a personal level, organizational level, national or international level (U.S. Army Research Institute for the Behavioral and Social Sciences, 2007). According to the literature in international business and management, “Cross-cultural management” is the name that has been given to the discipline that gathers the aspects, in practice and research, that relate to the influence that culture has in the management of the intercultural endeavours (Fish, 1994, p. 36; Pheng and Leong, 2000, p. 307; Chevrier, 2003, p. 141-142). In the broad complexity that builds within the Cross-Cultural Management approach in an international context in Project Management discipline, many factors can be studied and analysed. For instance, if we go in the line of the human dimension of project management, the confluence of all its internal and external cultural dynamics increases the sophistication of the process; consequently, special intercultural competencies are needed (Ang and Inkpen, 2008, p. 344). The competences (or competencies) on a Project Manager are defined as the knowledge, hard and soft skills, and personal characteristics such as personality traits, capabilities, motifs, attitudes, beliefs and other behavioural qualities (Nahod and Radujković, 2013, p. 246; Hendarman and Cantner, 2017, p. 2). The hard skills are taken as the cognitive and technical aspects, tools and techniques that a project manager learns, acquires and applies in order to develop the project routine procedures and processes (Hendarman and Cantner, 2017, p. 3). While the soft skills are the intra- and inter- personal, behavioural, creative, emotional, social traits that the project manager applies in to the development of the procedures and processes (Hendarman and Cantner, 2017, p. 3).

The word “management” implies the role of the project manager, its leadership, skills and consequently, includes the competencies of this person or team in the management practice. In the international project management context, competencies have been grouped in to behavioural, contextual and technical (Caupin et al., 2006, p. 37). The dynamic between the behavioural factor should make us aware that the intercultural relationship can highly influence the process of the project. Multiculturalism can increase the success in a project, but it could also be harmful when misunderstandings and conflict arises in the process such as dealing with cultural differences (Lückmann, 2015, p. 324; de Camprieu, Desbiens and Feixue, 2007, p. 684). These cultural elements are matter of communicational skills. If culture implies an interaction process, the communicational action can alter or can be altered by differences of perception (Bjerregaard et al., 2009, p. 208). As a result, it becomes complicated when leading multicultural projects, where cultural diversity could turn in to a “double-edged sword” (Pieterse et al., 2012, p. 782-783). Consequently, leadership and communicational skills are the most important competences in an intercultural project according to Grisham (2010, p. 7).

“Culture is communication and communication is culture” states Bjerregaard et al. (2009, p. 209) when citing the anthropologist Edward Hall (1959). There is no convention in literature about the concepts of communicational competences or communicational skills to succeed in the intercultural management; the views, frameworks and studies are diverse and give birth to other more recent terms. For instance, these communicational concepts take another level when located in the international and cross-cultural context; such is the case of the “intercultural communication competence” (U.S. Army Research Institute for the Behavioral and Social Sciences, 2007, p. 26; Konanahalli et al., 2014; Ang and Inkpen, 2008, p. 344). There are some suggestions on how to deal with this within the communication theory or managerial strategies to succeed on cross-cultural project management through a good practice of intercultural communication models. Although,
since this topic is relatively recent, the models appear to be different, and there has been an attempt to find the patterns on this models to understand what are the real intercultural competences and skills needed to succeed in cross-cultural project management (Samovar et al. 2012, pp. 425-427).

As stated before, international and multicultural projects are increasing, different type of business models are creating new forms of cross-cultural projects in the private sector, governmental, inter-governmental institutions, and non-profit organizations. However, even when there is an active investigative activity in Cross-cultural Management, the literature in Cross-cultural project management doesn’t seem to cope to the pace of international projects growth and change. The majority of the study cases are focused in the construction industry, information technology IT and health. Cases on other industries or sectors are found scattered in literature, for instance, not much has been found on the non-profit organization (NPO) sector and their international project deployment, even when the intercultural projects development on an international level are progressively increasing in the aid programmes and intergovernmental organizations (Golini, Corti and Landoni, 2016). In the last 20 years, non-profit organizations have had an impact on their cross-cultural work, hiring people from all over the world (Wechtler, Kovesnikov and Dejoux, 2017).

In the Project Management practice of non-profit organizations, this sector has been using for long time the Logical Framework (LF) as a model for Project Design in NGOs (Rusare and Jay, 2015) and the Project Cycle Management (PCM) (Golini, Corti and Landoni, 2016). Lately, some studies have found that different techniques and methodologies of Project Management as a discipline are also being adopted by the NPOs (Lacerda et al., 2016, p. 5120; Golini et al., 2015, p. 651), moreover, other techniques and models seem to be specific in the practice of non-governmental NGO sector (Lacerda et al., 2016, p. 5121). However, there seem to be a problem registering this knowledge in the Project Management literature, due, either to the differences of interests, or due the conflicts and complexity of the concepts and visions that culture bring (Lacerda et al., 2016, p. 5121). It is important in this point to clarify the difference between “non-profit” organizations NPOs and “non-governmental” organizations NGOs, which is better explained in the Theory framework chapter. The NPO is a model of organization that has a specific philanthropic objectives, therefore the funds are utilized for this purposes and not to divide in to shareholders, as is the case in the for-profit organizations (Reheul, Van Caneghem and Verbruggen, 2013, p.139); the non-governmental organizations NGOs are one type of classification of NPOs. The NGOs are non-profit organizations that claim to be independent from any governmental direction, they move in an international context to mobilize sources or public opinion to reach their specific objectives (Lecy et al., 2011, p. 437), in the case of “NPOs” in general, they can be somehow linked to a governmental context such as the inter-governmental organizations IGOs.

In all this context mentioned above, very little is found in the knowledge of cross-cultural project management and intercultural competences, such as the intercultural communication in the NPO sector. There seems to be a lack of researches about the relationships between the cultural aspects and the international project management factors and intercultural competencies. Moreover, less is found related to the non-profit organization NPO/NGO sectors (Dale and Dulaimi, 2016, p. 232, Brière et al., 2015, p. 116), even though this sector have all the elements that compose the cross-cultural project management theory. Therefore, we will focus on exploring how these elements function in this specific sector.
1.2. Research question
What are the intercultural communication competences required in the cross-cultural project management in the non-profit sector?

1.3. Purpose of research:
Therefore, the purpose of this research is to contribute to the knowledge on Intercultural Communication competences by exploring the sector of international non-profit organizations recognized by their cross-cultural project management on intercultural projects abroad.

1.3.1. Sub-purposes
In order to fulfill this purpose we will first explore the cross-cultural project management practices in some international NPOs in order to discover if they have a particular way to work on these type of projects. On that journey, we want to identify the barriers or challenges that they have in the cross-cultural management regarding the communication, and subsequently we want to find out what are the specific intercultural competences needed to overcome those barriers.

Sub-purposes:
- To explore how the non-profit sector works in international and intercultural projects
- To identify the intercultural communication challenges that international non-profit organizations face in the cross-cultural management of their intercultural projects
- To investigate what are the intercultural competencies required in the non-profit sector focusing in intercultural communication.
1.4. Thesis Disposition

Document Structure

1. Introduction
In this opening chapter, we go through an introductory description and discussion of the background and context, the importance of the topic of research and the problem situation and focus. This section also exposes the lack of literature within the project management body of knowledge and the necessity of crossing different discipline’s literature to understand this topic in the way we present it. Furthermore, we define some important concepts that are necessary to go through all this study. Lastly, we present our research question and purposes.

2. Methodology
In this chapter, we have the opportunity to present ourselves in order to give to the reader some insights about our backgrounds and how this could influence our research. The next section reveals the philosophical stances that we take as the basis for this study, the ontology and epistemology, as well as our intention for building theory through an inductive based approach. We also explain the reasons why the reader will find a Theoretical Framework and how this relates to our research design, influenced by the Grounded Theory. At the end of the chapter, we also give a detailed description of the empirical process and the methods taken to develop this study.

3. Theoretical Framework
In this chapter, the theoretical framework of the research will be presented with the idea to understand what is been said about our topic of research. We go through some theory and the evolution of the concept of culture. We briefly go through the Project Management discipline to enter the International Project Management. The next stage reveal the Cross-cultural Project Management subject, including success factors, challenges and problems and competencies that are available in the literature. Later we go through the search for what is been said about the Intercultural communication in CCPM and finally we close with some basic information to learn about the NPOs structures and organization.

4. Empirical findings
In this chapter, we will expose the results of the data collection process developed through the eight interviews. Here, the reader can find a short introduction of the practitioner and his/her background and the context of the organization. The results obtained from each practitioner interviewed will be presented as a summary, in order to understand the context of each case. We will enter to their international and intercultural project manager practices and experiences.

5. Analysis and Discussion
In this chapter, the reader will find the analysis of the data collected by interviews that pursue to respond the research question, purpose and sub-purposes formulated at the beginning of the investigation. The richness of this chapter is that it is based in the knowledge and experience of the respondents who are practitioners with high experience in the management of intercultural projects and international contexts. The Analysis is done on the basis of three theoretical categories: the first one, The International Non-Profit Organizations Context, where we revise their Context, Structure and Management. The second, The Cross-cultural Project Management in non-profit organizations where we see
the project development and deployment and their challenges and barriers; and the third, The Intercultural Competences focused on Intercultural communication. At the end of the chapter, we make a holistic discussion with a reflective intention, where we contrast the theory built with the extant theory, without any intention of testing any theory.

6. Concluding Remarks
This chapter will show the conclusions regarding the response to the research question and purposes, the contributions that are done by developing this research, the limitations and further researches. The conclusions close with the reflection on how this research has Managerial and Societal implications.

7. Quality Assessment
The quality assessment that we present here is an auto evaluation of our work. We had based this assessment in the model “Eight “Big-Tent” Criteria for Excellent Qualitative Research Quality” developed by Sarah J. Tracy (2010), which compounds many different criteria that are grouped in eight points: worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. We surely have done our best effort to maintain the quality during all times, but the reader will have the best judgment when reading our research.

8. References

9. Appendix
2. Methodology

In this chapter, we have the opportunity to present ourselves in order to give to the reader some insights about our backgrounds and how this could influence our research. The next section reveals the philosophical stances that we take as the basis for this study, the ontology and epistemology, as well as our intention for building theory through an inductive based approach. We also explain the reasons why the reader will find a Theoretical Framework and how this relates to our research design, influenced by the Grounded Theory. At the end of the chapter, we also give a detailed description of the empirical process and the methods taken to develop this study.

2.1. Preconceptions

This research responds to the formulation of the Master Thesis to obtain the degree of Master in Strategic Project Management European MSPME, a Joint Programme of three different universities in different countries: MIP Politecnico di Milano in Italy, Heriot-Watt University in Edinburgh, Scotland, UK, and Umeå University, in Umeå Sweden (MSPME, 2017). This programme has been managed in a cross-cultural environment, through the planning, the recruitment and selection of the students, the many international lecturers, professors and partners, as well as the coordination and execution of the programme.

The pool of students was a selection of 37 people from 24 different nationalities (MSPME10, 2016), which would remain together in this Master’s programme. The objectives were to develop in the students a scientific and strategic knowledge, competences and skills to respond successfully to projects planning and execution, complex change and decision making in a multicultural environment.

This context have made us very interested in the intercultural aspects of project management. We have been working in different projects with people from different cultures. We have been exposed to a multicultural dynamic that has taught us how to learn from other cultures and deal positively with cultural differences in order to obtain the expected outcomes together.

This thesis is being conducted by Dalia Rosa from El Salvador and Dzhumakhon Karimov from Tajikistan, two distant countries with very different cultural backgrounds. In one hand, El Salvador is a country located in Central America with an indigenous Maya and Nahua Pipil background (Macri and Looper, 2003; Sharer and Gifford, 1970; Stanislawski, 1996) and tyrannical colonial history (Kramer, 2009), which leads to a syncretism in its cultural composition. A 12-year civil war (Boutros-Ghali, 1993) produced situations that impacted the social and cultural structure, displacement and migration are some of the consequences resulting in a diaspora that has influenced a transculturation process (Dryness and Sepúlveda, III, 2015). In the other hand, Tajikistan, a country located in Central Asia with a long history and rich Persian culture (Koen, 2006, p. 62). The country was one of the component republics of the Soviet Union (Iloliev, 2008, p. 60), known in history as “Aryanland” (Blakkisrud and Nozimova, 2010, p. 174) and famous at present as a “Roof of the world” (Koen, 2006, p. 61).

Dalia Rosa has a background on the arts and humanities studies, her experience has been developed in creative, artistic and cultural projects at a national and international level in work, memberships and volunteering participations in private sector, governmental and
non-governmental organizations. Dzhumakhon Karimov studied Industrial and Civil Engineering and has experience in national and international construction projects.

This international experience motivates the authors to develop this research on culture matter; moreover, the fusion with the strategic project management discipline and the interest on the cultural diversity gives birth to this study. It is expected that from this background there is some previous knowledge, views and concepts that will influence the process, although, the intention is to explore and find a broader understanding on the cross-cultural project management topic in multicultural environments.

2.2. Research Philosophy

2.2.1. Ontology

The evolution of the concept of culture in history is the best sample of all the different ways that people can view the world. Hundreds of definitions of the world culture have been developed from different perspectives and from different authors (Jones, 2007) and researches from different sciences and disciplines, from ethnology and anthropology, to sociology and political science to business and marketing (Bonnell and Hunt, 1999), which we will refer in the Theory Framework Chapter. Furthermore, there is still a constant discussion about the meaning of the word culture, not only in the academic domains but also in the popular arena, in fact nowadays the term is being used even in the most simplistic or frivolous references such as “celebrity culture” or “coffee culture” (Rothman, 2014).

This multiplicity of understandings bring us to determine that the philosophic paradigm of our field of research is under the Interpretivism. The richness of the concept of culture and everything that derives from it are subject to a diversity of worldviews (Chevrier, 2003). The culture phenomena is indeed a reflection of the views that humans have of the world or of the universe; hence there are many different ways to see this whole concept, furthermore, subjectivism and interpretations are implicit.

Culture implies a collective construction (Chevrier, 2003), communication and interaction (Ochieng and Price, 2010), a set of values, principles, beliefs (Minkov and Hofstede, 2010), for instance. All this elements are based on a social construction, not only in a concrete or physical way but also in an abstract way, such is the case of beliefs; this suggests that this sometimes intangible cultural aspects are built in the minds (UNESCO, 2017). Therefore, a singular reality is not possible.

According to the research literature, Ontology is the nature of reality, is the view of what exists, the “what is”, the worldview (Scotland, 2012, p. 9; Collis and Hussey, 2014, p. 43-47; Saunders et al., 2012, p. 126-132). There is no doubt that the concept of culture in any context is socially constructed, subjective, dependable on values and worldviews. Realities are plural. It would be a total contradiction to think about culture in a Positivist way to try to explain all the human interactions, perceptions and reactions on a multicultural context, which is by nature subjective and relative. The topic of this thesis does not denotes a singular nor objective reality as stated by Collis and Hussey (2014, p. 43-44) to define Positivism. Instead, all the combinations of ideas found in this research makes the intercultural matter the most diverse way to see reality and this is closer to the association with a social constructionism (Saunders et al., 2012, p. 132), since culture is in constant change and it is shared.
2.2.2. Epistemology
In this context, the researchers that develop an investigation on cultural domains would find a variety of views, responses, cases or phenomena. It is difficult to expect a homogeneous result in a research in an intercultural topic. Instead, the researcher would have to anticipate different answers to the research question, since the cross-cultural management and intercultural competences are all about people interaction and the solutions they build to solve the problems together in order to reach the objectives of every different project. It is expected to find creativity, experiences and ideas submerged in a social interaction. Moreover, this is subject of interpretations and re-constructions.

The action of research and the exchange of knowledge has a big role in the interpretivist epistemology. Meanings, assumptions, perceptions and interpretations are involved in an individual level in both the researched and the researcher; furthermore, both are submerged in a social system as social actors (Saunders et al., 2012, p. 137). There will be an interrelation during the investigation process, an exchange of ideas and information between both of them, which will be permeated by subjectivity in the understanding, communication, expectations or bias. The distance between them will be important, because the information obtained in the research would depend on the successful interaction in the process. According to Collis and Hussey (2014, p. 46-47) in the interpretivist philosophy the researcher can interact with the phenomena of research from a close distance.

Then, what do we expect as a valid knowledge? Many of the studies made on cross-cultural management or intercultural communication have given results that are obtained by the practice in the field (see chapter on Intercultural Communication). It is possible that every different reader of these studies might think differently about each of the solutions, because we all have different mind set regarding the topic. What it may work for some individuals or organizations, may not work for others. Here again, relativity and subjectivity are in the game.

This subjectivity, though, does not make all this experience invalid, as a matter of fact, it is there where all the evidence and the richness of the outcomes is found. The subjectivity and variety of the responses gives body to knowledge construction (Saunders et al., 2012, p. 140). The interpretation of the results and the analysis will be different depending on the context where the researched phenomena is and the way the researcher gets the information, interprets it and analyses it.

The aim of this research in the interpretivist philosophy is to allow a multiplicity of responses in order to find plenty information to contrast, compare and analyse the differences or similitudes to the previous studies made on the intercultural competences and communication in cross-cultural project management, in order to contribute to theory building (Colquitt and Zapata-Phelan, 2007).

2.2.3. An Inductive Research
The best approach for this type of research that we propose is the inductive approach. The multiplicity and richness of ideas concerning the concept of culture and the subjectivity on the human interaction in the intercultural projects is the perfect context to build theory immersing in the phenomena of the intercultural communication in cross-cultural project
management. Moreover, the motivation to the desire of contributing to the theory building was due to the very limited literature found about these topics.

Culture and human interaction is a very vivid experience to observe and research about. According to Collis and Hussey (2014, p. 7), the theory can be build based on the observation on a phenomena defined in a premise, and find the answers through the interpretation of the patterns observed in this reality. Even the contact with the people that we will consult for this research is in itself an intercultural experience to observe.

In this case, we will make inductive inferences on the evidence gathered through the data collection that we will obtain by the methods and techniques that allows us to explore, identify and make inferences to contribute to theory building (Saunders et al., 2012, p. 140). From our finite number of inquiries, we will obtain conclusions by the observation of the patterns and trends found which will contribute to build theory (Adams et al., 2007, p. 29).

We emphasize that our main goal is to develop theory, as stated; and we do not aim to test any hypothesis or theory in this context. However, it is important to say that, we had the necessity to undertake a literature review for the reasons that we will explain in the next section. Therefore, we are aware that certain aspects of this research could fall in a deductive line (Collis and Hussey, 2014, p. 181), mostly in the analysis and discussion part of the research.

2.3. Theoretical Framework

2.3.1. Why a Theoretical Framework

Usually, there is a relation between the theory and the deductive and inductive approach: “we may test theory by observation or create theory through observation” (Johnston, 2014, p. 210). Furthermore, there is also a relation between the theory and the data collection regarding the literature review. It has been stated that the deductive approach creates a hypothesis from a previous study of theory, which will be tested; and that the inductive approach theory comes after collecting the data (Collis and Hussey, 2014, p. 7; Saunders et al., 2012, p. 140). For instance, the Grounded Theory, as a research methodology, calls against conducting a literature review prior to the data collection, as reported by Dunne’s article (2011, p. 113) when describing the relationship between literature and the grounded theory from the publication The Discovery of Grounded Theory by Glaser and Strauss (1967). However, this has been a strong debate since then, putting in real doubt the detachment of the literature on any point of the research (Dunne, 2011, p. 111).

For us, as researchers, we believe that doing a literature review before doing our data collection in any point of our research is indispensable. First because, as students, the learning process makes it crucial to understand the topic. Second, because we needed to map out what type of knowledge and in what extent it exists in the literature of our field in Project Management. It is important for us to review literature to understand the context, gaps and theoretical principles and to build legitimacy to the research (Johnston, 2014, p. 210). Third, because we needed to structure all the necessary concepts in order to design our research design methods and tools.

We have indeed confirmed that for this research, it was necessary to develop a prior literature review and set the Theoretical framework, and we will continue doing it in an
iterative way. The limitations have been many, starting by the lack of literature found about the topics of interest. The information about project management and international project management is close to our reach, however when entering to the topic of cross-cultural project management the sources start to get scarce since this is a recent subject of research as well, probably from two decades ago.

The theory about culture is found to be very broad and dispersed. Although, the theory that has been developed on the importance and relation between culture, business, organizations and project management is increasing since the eighties (Hofstede, 1980), it has been found that this is still a continuing debate in the literature.

In the other hand, in order to build a strong basis for our research, it was necessary to understand the concepts surrounding the phenomena of culture to properly connect and support the relationship and implications that these concepts have in our elements of research. This theory has been only possible to gather by developing a broad literature review on journals that are out of the field of business and project management; however, it was necessary and unavoidable to consult other sources in fields such as anthropology, ethnology, sociology or psychology, making this a multidisciplinary literature review.

On the topics of cross-cultural project management, its competences such as intercultural communication and international project management, and as well the research methodology, the search has had to be expanded also out of this specific fields, since, as mentioned before, most of the areas of application of cross-cultural projects are found in Information Technologies, Construction and Health sector. Additionally, there has been found interesting approaches on intercultural processes done by several researches, although these models are not yet a convention among the authors.

2.3.2. Choice of Theory

Having explained why we had to go through the search of literature, here we explain how we conducted the search. The theoretical framework was planned consisting on the following topics relevant to our research question and purposes: Culture theory, Project Management, International Project Management, Cross-cultural Project Management, Intercultural Competencies and Communication and the International Non-profit organizations context.

The initial step was to define the list of keywords referred to our research question and purposes, beginning with the basic words such as “Culture”, “Cross-cultural project management”, “Project Management”, “International Project Management”, “Intercultural project management”, “International project management competencies”, “Intercultural communication competencies”, “Non-profit Organizations” etc.

Although, this first approach didn’t let us find enough information and we had to apply other strategies: separate the words, dissect the terms with and without hyphen, combine terms, the use of synonyms and addition of terms (“culture + history” for example), in order to find sources of theory. For instance, in the case of Non-profit organization: we look also for “International organizations”, non-governmental organizations, non-for-profit organizations, for-profit organizations, intergovernmental organizations, “NPO”, “NGO”, “NFP”, “IGO”, and other terms that we were finding in the process.

The search for the literary sources has been made by both authors, mostly made through the Umeå University Library search engine. Although when we did not find the requested
information in this engine, we also used the academic database of Heriot-Watt University, Discovery searching system, which has an open-access source for the MSPME students. Some extensive search has had to be made through the internet by Google Scholar. When lacking on finding information in articles, or when we needed to know basic information to find other hints, we also had to search for information in printed books and online books. All this deep search was done in order to have a real sense of the existence of the gap of knowledge.


However, since we didn’t find the literature we expected to find, we kept on searching on other Peer reviewed journals in other disciplines, such as: *International Journal of Intercultural Relations, Journal of Information Technology Management, Journal of Cross-Cultural Psychology, Journal of Management in Engineering, etc.*

Furthermore, since we had to understand the cultural context and the NPO context, we had to develop a multidisciplinary research in order to find this knowledge: *Journal of the History of the Behavioral Sciences, Current Anthropology, Social and Behavioral Sciences, Comparative Studies in Society and History, Anthropology & Education, International Journal of Voluntary and Nonprofit Organizations, etc.*

Moreover, in the collection of relevant articles based on the topics, the different time span was applied. For the Project Management and NPO groups, the publication years were filtered mostly from 2000-2017. However, for the "Culture", the time span in books and articles was from 1937-2017, due to the reason of most relevant cultural studies have been conducted from last century.

In addition, recognizing our condition of students and being this our first approach to a dissertation like this, most of the knowledge about: research, methodology and philosophy, study approaches, strategies and methods, were found in printed books of authors such a Strauss and Corbin (1998), Saunders et al. (2012), Collis (2014), Charmaz (2014), among others which we supported with many scientific articles.

### 2.3.3. Limitations of the framework

In order to establish a clear research scope, the paper aimed to make some delimitations. The study will follow the criteria of studying the international (or intercultural) projects context, focusing on non-profit organizations. Furthermore, the greater portion of the study will be delimited to cross-cultural project manager competencies, mainly focusing on intercultural communication competence (ICC) models in the non-profit organizations. The paper is delimited to the possibility of the formulation, addition or improvement of the existing conceptual knowledge. Thus, the study is not aimed to formulate a new model and will not test the conceptual framework found in the literature.

In the literature review framework, the research had several limitations. First, time was one of the main constraints in collection of data. Thus, we had only three weeks to analyze and obtain the needed materials. Second, access to the sources. We had limited sources to gather
relevant papers. The Umeå University library has limited hard copy books and journals relevant to the research topic and database platform has limited access to the scientific publications. Thus, in addition we have used Heriot-Watt University’s Discovery searching system and Google Scholar searching platform.

We had explained before the sense of scarcity of literature that we found about our thesis topic, specifically when looking for Intercultural Communication Competencies in the Non-profit sector. There is some information about Cross-cultural project management and the competences needed in this practice, mostly in the For-Profit companies. We have found literature about the influence of culture in project management. We started getting a shortage of sources when entering specifically in the topic of intercultural competencies and intercultural communication competencies; furthermore, we found only a few articles on this topic in the non-governmental organizations.

2.4. Research Design

2.4.1. A Qualitative Approach
Research Method is “a strategy or architectural design by which the researcher maps out an approach to problem-finding or problem-solving” (Buckley and Chiang, 1976, cited in Jamshed, 2014). The topic of this research, as mentioned before, is full of subjectivism, since culture is one of the most complex dimension of the human being, because it implies behaviours, worldviews and beliefs, as individuals and as part of an interactive context in a social system. We explained how our research philosophy for our thesis is in the domains of the Interpretivism. This sends us directly to the most adequate research method for this journey and the most coherent with our philosophical ontological and epistemological view (Farrelly, 2012, p. 508), the qualitative research. Moreover, this research method is broadly used in international business (Marschan-Piekkari and Welch, 2005, p.4). The qualitative research is usually attacked in the academic debate about the supremacy of the quantitative research over the “subordinated”, “impressionistic”, “anecdotal”, “unsystematic” and “biased” qualitative research (Dunne, 2011, p. 112). Nevertheless, we think this is the perfect approach for our topic, which can give the openness and freedom to obtain a deeper and better understanding within all the subjectivity of concepts of the cultural dimension in international project management (Marschan-Piekkari and Welch, 2005, p.5-7), of course, without losing the adequate rigor (Gioia et al., 2012). The convergence that we are doing between the cultural dimension and the organizational theory within the business and project management where human abstractions intersect, offers an interesting panorama of an unexpected multiplicity of results, where the meanings are important and not the calculations and measurements.

2.4.2. The Nature of Our Research Design
As we pointed out before, we barely found literature about the Intercultural Communication Competencies in the Non-Profit sector specifically. Going in this line, the nature of our research design goes under an exploratory study, as stated in our purpose of research. Since we are not highly experimented researchers by now, we will develop an exploration within the themes of the thesis. Those ones that we think are relevant to examine and acquire insights in order to find answers and patterns that can help us to contribute with building knowledge data (Collis and Hussey, 2014, p. 4). An exploratory
research is flexible and open enough (Marschan-Piekkari and Welch, 2005, p. 122; Saunders et al., 2012, p. 171) to give us the chance to go in depth and in width with our subjects of inquiry, the people who has expertise in the practice of cross-cultural project management (Saunders et al., 2012, p. 171).

2.4.3. Research Strategy
As said earlier, we would explore within the context of the practitioners practice and knowledge, in order to find answers that can contribute with the theory building, but how do we get there? What plan of action do we take to respond to our research question? What do we need to do in practice to achieve our goals? These answers will be helped by the research strategy undertaken to develop actions that will take us there (Saunders et al., 2012, p. 171).

**Inspired by the Grounded Theory**
Revising different directions of research strategies, one that goes in line with our research philosophy is the Grounded theory. This strategy covers both, the data collection and data analysis. The origin of this strategy responds to the necessity of an alternative for the social research in an interpretivist context where the reality is socially constructed (Saunders et al., 2012, p. 185), such as our research. This strategy is adequate to explore a topic where we need to learn about people’s interactions and behaviours, for that reason it has been broadly used in business and management lately (Saunders et al., 2012, p. 185; Collis and Hussey, 2014, p. 177).

The essence on this strategy is to build theory from primary collected data. One of the principles, of the Grounded Theory is to discover the findings directly from the data collection and inductively build the theory from there, without a previous literature review or prejudices (Collis and Hussey, 2014, p. 177; Saunders et al., 2012, p. 185; Adams et al., 2007, p. 169). However, this idea is still in debate among scholars and authors. In our case, we found necessary to make a previous literature review which reason is widely explained in the section 2.3.1. “Why a theoretical framework”. Regarding the analysis, the building theory directly from the data collection needs a systematic procedure to find the patterns and compose the theory, although, due to the subjectivity of the topic, we need certain flexibility to identify the recurrent concepts without losing rigour (Braun and Clarke, 2006, p. 78-79).

On this line, we develop a research inspired in the Grounded Theory, mostly in the perspective of authors such as Kathy Charmaz (2014), Thornberg (2012), and Roy Suddaby (2006), which have a more similar perspective to the way we see this research, and give us a more flexible way to apply this method to our research, while maintain the rigour and quality of the study at the same time.

2.4.4. Maintaining the quality of our research and strategy
We have noticed that there is a strong debate among scholars and authors on what is Grounded Theory, and what is not; or in how to use it and how not. In order to get the best results and quality for our study, we have gone through the Grounded Theory criteria or theories that we will follow in our process to keep the rigour and quality in our strategy for building theory inspired by the Grounded Theory.
First, regarding the “previous literature review”, we had explain the reasons why we needed to do it for this research (please refer to section 2.3.1. “Why a theoretical Framework”). This is not a reason for disregarding the Grounded Theory (Charmaz, 2014, p. 33; Suddaby, 2006, p. 634-635). In fact, Suddaby (2016, p. 633-634) retakes that the idea of Glaser and Strauss (1967, p. 79) about that “previous theory review” has been misunderstood by other authors, because what they actually do is to distinguish the “substantive theory, from the “grounded theory”. They refer to the Substantive Theory as the theory about a specific area of study; for instance in our case, our substantive theory would be the Project Management and Cross-cultural Project Management discipline knowledge. In these terms, Glaser and Strauss say “Substantive theory is a strategic link in the formulation and generation of grounded formal theory. We believe that although formal theory can be generated directly from data, it is more desirable, and usually necessary, to start the formal theory from a substantive one. The latter not only provides a stimulus to a "good idea" but it also gives an initial direction in developing relevant categories” (Glaser and Strauss, 1967, p. 79).

Furthermore, Charmaz (2014, p. 306) does a broad discussion about the disputed “previous literature review” and mentions the “Informed Grounded Theory” of Thornberg (2012), where they expose that is naïve to think that a researcher can dismiss extant substantive theory. That in fact, that researches might use the literature as “possible source of inspiration ideas... associations, critical reflexion, and multiple lenses” (Thornberg, 2012, p. 249) and that pure induction cannot be possible. These ideas support the necessity of substantive theory, also for the analysis process.

Second, in this document we decided to show the empirical findings as such the appeared from the respondents, although in the way we present them there is a small extent of analysis of the authors, since we are organizing and relating some categories in the process of presenting the findings. We are aware that the building of a theory needs some abstraction (Suddaby, 2006, p. 636); indeed, afterwards, we bring the Empirical Findings chapter in to an analysis and abstraction of the concepts in the presentation of the Analysis chapter. However, we also found that it is important to show the reader a summary of the findings, to keep the richness of the origin that took us in to the evolution towards the concepts and the theory building. Moreover, the examples that emerge from the respondents experience are truly valuable to illustrate and understand the theory that is developed for this study and to show the subjectivity, perceptions and ideas that the respondents have about their reality (Suddaby, 2006, p. 636).

Third, regarding the theory building in our research, although, we think that this research might not be purely inductive, our Analysis and Discussion chapter show, first, how we build the theory directly from the primary data and then a contrast with the extant theory. In the Analysis, we counterpoint and compare the different respondent’s views and opinions and discuss on these ideas to conclude on concepts through an interpretivist social constructionism which product is the development of a grounded theory made by the authors of this thesis (Tracy, 2010, p. 848). Subsequently, we make a section that we dedicate to the Discussion of the grounded theory with the extant theory we reviewed before, without any intention of testing any theory; instead, with the purpose of discussing, contrasting and reflecting in a holistic way.

Fourth. Our research strategy is not intended to be a “mechanical technique”. Some Grounded Theorists are very rigid and prescriptive with the procedures of the Grounded Theory methods (Strauss and Corbin, 1990, p. 8 cited in Partington, 2000, p. 94). Instead, our research would advocate for the creativity in order to stimulate and interpretive and rich result (Glaser and Strauss, 1967; Glaser, 1978, cited in Partington, 2000, p. 94 and cited in Suddaby, 2006, p. 638), rather than following a rigid routine procedure. This
doesn’t mean that we would not follow a formal procedure; in fact, we think that this research is indeed a very organized methodology from the beginning to the end; Glaser and Strauss (1967) “invited their readers to use Grounded Theory strategies flexibility in their own way” (Charmaz, 2014, p. 16). Even though we won’t follow a rigid step by step routine, we think that our decisions are taken in an organized way for the sake of obtaining a good product of this study, and this applies to the data collection, coding and analysis stages.

2.5. The Interview Process and Data Analysis strategy

2.5.1 The interview
In order to reach the goal of our research we need to design a process under a method that allows us to obtain the information that would lead us to respond our research question. For our research design, the best tool we had for this purpose was the interview.

Interviews are the perfect way to gather data under the interpretive paradigm of our research in a context where subjectivity and theory building are closely engaged, although what would give the robust legitimacy to this theory is the exploration and approach to the practice of the cross-cultural project management that the practitioners conduct in reality in the non-profit organizations.

2.5.2. Interviewing the practitioners
First, we had to focus on what data we needed in order to respond our research question, which has three main points: cross-cultural project management, intercultural communication competences and the non-profit organization sectors. This was the first guide to elucidate what people we needed to interview, what information they might manage that would be relevant to answer our research question and in what context.

Criteria of selection
This brought us to define the criteria that we would look in our respondents. In order to respond to the research question, we needed to cover the following characteristics in the potential respondent:

- The respondent should work on the project or programme management practice
- The respondent should have a job position such as project manager, programme manager, coordinator of projects, field coordinator.
- The respondent must have experience in intercultural or international projects.
- The respondent must have experience in international non-profit organizations NPO or non-governmental organizations NGO.

Although, we realized that in order to gather information regarding the competencies needed to work on intercultural or international contexts, we had to get this information form the human resources HR practice. Moreover, in order to focus in the intercultural communication competencies, we had also to explore some information from the communication department. Here is when we decided that our pool of respondents should include the experience and practice, not only in cross-cultural project management but also in human resources and communication. Our initial aim was to have interviews with 3 different people from each organization: 1 Project Manager, 1 Human resources officer and
1 representative from Communications Department. Although in the practice, we discovered that most of the organizations are using a project-based approach, and that either the Project Managers or Coordinators are covering the 3 areas, or, in the other hand that in the case of a Communication Officer for example, they were developing their mission as project managers. Therefore, we decided to focus on integral project managers in general and if possible, to get interviews from some specialists regarding HR and Communications.

2.5.3. The interview and interview guide design

Since we aimed to explore this topic in the NPOs sector, we needed to have an interview guide, open enough to obtain the necessary information but also to provoke other unexpected evidence that could lead us to new findings in the richness of the conversation. At the same time we needed the interview to be structured enough to stay in the right path of finding the necessary elements to respond our research question, to keep the attention of the respondent and to make the best use of time. A semi-structured interview would comply with all these necessary requirements.

Despite the debate about doing a previous literature review or not in a Grounded Theory strategy, it was very useful for us to make a previous literature review in order to clarify and manage the right concepts and terms to approach and understand the experts in these interviews.

Since we had to obtain general information related to the topic of the thesis, as well as specific data in the HR and communication practice in the cross-cultural management, we designed the interview in a way that could cover all these elements. The interview guide structure can be seen in the Appendix.

The structure was composed in five sections. The first one was to inform the interviewees about the research and ethical aspects of the interview such as anonymity and permission to record the interview. The second, we called personal data where we would ask about name, organization, nationality, etc. The third section was about their job experience and background. This sections would help us to create a bond to open the conversation and to allow the interviewer to feel comfortable with the interview.

The fourth section contained the core of the questions to obtain the specific information related to the research question. And lastly an more open pair of questions to close the interview where we ask to summarize, to tell us in general their opinion and to add something they might think is important to add.

Section 1: Before Starting…
Section 2: Part 1- Personal Data (confidential)
Section 3: Part 2. Questions about work, background and job experience.
Section 4: Part 3. Experience in Intercultural or International Projects
   1. Project Management
   2. HR
   3. Communication
Section 5: To Wrap up… (General summary questions).

Other factor that was important for us is that the respondent would accept to do a synchronous communication (Opdenakker, 2006) interview, which would give the best results through a face to face interview. Due to the different geographic distances, we
would develop the interviews using the technological application Skype. The interviews were willing to be taken in English, Spanish or Russian.

2.5.4. Selection of the respondents
With the criteria in mind, we started to look for profiles that would comply with the requirements. We made a list of possible organizations that have international projects deployed in different parts of the world or in intercultural contexts. We used three approaches to start our search: through websites, through intermediaries and through direct contacts with people that we know from previous work experiences. Contacting organizations through their websites directly did not have responses, however, asking to intermediaries and direct contacts worked right.

Among the potential organizations that we wanted to interview, there were:

<table>
<thead>
<tr>
<th>Potential Organization</th>
<th>Result of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO (The United Nations Educational, Scientific and Cultural Organization), because we consider that they have a huge amount of cultural projects deployed in many countries, besides they work in multicultural teams and have a broad knowledge of culture and intercultural experience. We had intermediary contacts through one of UNESCO Ambassadors. We also contacted them by writing through their official website. We had no response.</td>
<td>They responded that they need long time to process this type of request and because time limit given for this thesis the request could not be continued. We did not receive the response by the time we were closing the interview plan.</td>
</tr>
<tr>
<td>UNDP (The United Nations Development Programme) because it is non-profit intergovernmental organization that has deployed in different territories and we considered that they might have a rich experience in international project management. We had two intermediary contacts through a Danish contact and a Tajik contact. We also contacted them by writing through their official website. We had no response.</td>
<td>Time limit, year-end projects and closeness to end of year vacations didn’t allow to continue the contact. We didn’t receive the response by the time we were closing the interview plan.</td>
</tr>
<tr>
<td>FAO (The Food and Agriculture Organization of the United Nations), another UN organization with international efforts to defeat hunger, with work developed in different regions of the world. We had intermediary contact through a Salvadorian consultant.</td>
<td>We didn’t receive the response by the time we were closing the interview plan.</td>
</tr>
<tr>
<td>Red Cross / Red Crescent A worldwide humanitarian organization that provides relief and health in cases of emergencies, disasters or violence all over the world. We had contacts for Red Cross Switzerland in El Salvador and Red Cross Tajikistan</td>
<td>The contact was done directly with the contacts. The coordinator from Red Cross Switzerland El Salvador accepted the request immediately.</td>
</tr>
<tr>
<td>Greenpeace A non-governmental and independent environmental and global campaigning organization, who deploy projects internationally in different parts of the world. We contacted someone from Greenpeace through a friend from Slovakia that resides in Sweden, who contacted a friend who was a former project manager for Greenpeace Czech Republic.</td>
<td>The contact was done through intermediary friend who connected us to the organization. The response was positive and we obtained 2 interviews form them.</td>
</tr>
<tr>
<td>Unimos (Madrid, Spain) An international and non-governmental association that focuses on generating networks for social transformation through projects in different countries. The contact was done directly with one of the project managers who one of the authors of this thesis knew from previous experiences in cultural projects in El Salvador.</td>
<td>The response was positive immediately.</td>
</tr>
</tbody>
</table>
Table 2.5.4. Table of Plan for Selection of Interview Respondents.

2.5.5. Connecting with the respondents
Initially, the contact was made either directly in the case of the known people, or through the intermediaries in the case of Greenpeace Czech Republic, whose intermediary was a person from Slovakia residing in Sweden. There was a second approach through a direct email to connect with them directly and establish a direct relation through email. After an exchange through email and explaining about our purpose, a third step was given. We sent a formal “Request of Interview” through a formal letter that explained the purpose of the research, the topic of the research, the reason why we needed their help developing the interviews and the information of how they would be conducted. The letter can be seen in the Appendix.

The following table shows the respondents that helped us accepting to give us an interview. From now on, we will use an anonymous name in English randomly chosen to assign to each respondent according to our agreements of anonymity. Only one organization did not want us to show their name, so we will use an anonymous name for this specific organization.
The respondents contacted and interviewed are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
<th>Position</th>
<th>Organization</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>Czech</td>
<td>Human Resources Officer</td>
<td>Greenpeace</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Pamela Gray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 2</td>
<td>Czech</td>
<td>Press Officer</td>
<td>Greenpeace</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Paul Glower</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 3</td>
<td>Salvadorian</td>
<td>Project Manager</td>
<td>Unimos</td>
<td>Spain</td>
</tr>
<tr>
<td>Carla Underwood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 4</td>
<td>Salvadorian</td>
<td>Programme Manager</td>
<td>Heinrich Böll Stiftung</td>
<td>Germany / Central America</td>
</tr>
<tr>
<td>Beck Hudson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 5</td>
<td>German</td>
<td>Project Coordinator</td>
<td>Malteser International</td>
<td>Germany / Africa</td>
</tr>
<tr>
<td>Isabelle Mathews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 6</td>
<td>Swiss</td>
<td>Project Coordinator</td>
<td>Red Cross Switzerland</td>
<td>Switzerland / El Salvador</td>
</tr>
<tr>
<td>Cristina Reiner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 7</td>
<td>Tajik</td>
<td>Project Manager</td>
<td>Omina Turkey</td>
<td>Turkey</td>
</tr>
<tr>
<td>Ibrohimi Kurbonali</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent 8</td>
<td>Salvadorian</td>
<td>Executive Coordinator</td>
<td>Fundesa</td>
<td>El Salvador/ Latin America</td>
</tr>
<tr>
<td>Cynthia Farrell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.5.5. Data of respondents

2.5.6. About the quality of our sample

This sample might be small in number, although in our opinion, the sample is very powerful, varied and robust in their professional background, in the organization reputation, in the geographical and cultural variety of the projects development and in the information they have given.

This is another topic under debate among scholars. Some theorists of the Grounded Theory argue that small samples is not a problem for grounded theory, since the method has the richness of identifying and building the relevant concepts from the data (Glaser, 1998; Stern, 1994a, cited in Charmaz, 2014, p. 33). Moreover, Charmaz (2014, p. 106) states that the number of interviews depend on the purpose, but also on the analytic level that the work is done with. We think this sample is strong enough to provide us with data to answer our research question and purposes in an exploratory context.

We consider that for our study this sample is powerful for different reasons. One, because the professionals are from different nationalities (cultures and contexts) and have a long and strong experience on their professional practice. Second, the organizations that we focused on to select our sample of respondents are very varied and internationally recognized organizations and they comply with our criteria, this provides the sample with weight, support and credibility. Third, some of the respondents are project coordinators in more than one non-profit organizations, which give us more data for answering our research question. Fourth, the interviews have been mostly between 60 to 90 minutes long, some others 45 and when brief 30 mins, they contain deep information given by the respondents. And fifth, because, in our opinion, and with the time limitation that we had, the data we were gathering gave us enough saturation, patterns and relevant information to start developing theory, even when we desired to continue expanding the sample. Furthermore, on our opinion, the interviewing method and tool allowed us to obtain dense data very useful to develop concepts for our theory development under Grounded Theory.
2.6. Conducting the Interviews

All the interviews were tried to be scheduled in the same week, so we could focus in the process. The 70 percent of the interviews were made in three days, others were done days after in accordance with schedule agreements with the respondents.

All the interviews were done by Skype, although some of the respondents claim not to want to use the video, only the audio.

We looked for the right place to do the interviews. The criteria were to find a private and quiet place, with conditions to be comfortable for the interviewers in temperature, furniture and electrical connectors. We looked for a plain background such as a white wall in order to avoid distractions or light flares. We comply with all of our criteria to find the right place in Umeå University library rooms.

In an individual way, each interview was done punctually. They were accomplished without any big difficulties. They were developed in a cordial way so the respondent felt comfortable. It might be important to note that most of the respondents were already on end of year vacations, and some of them were traveling.

We decided that both authors would take the interviews together in order to have a support for the sake of the quality of the process as a type of triangulation, as well as to support technically.

As we used a semi-structured guide it was very positive for us to be able to let the conversation flow and sometimes deviate the path a little in order to get new information that could answer our research question, that could enrich our research, and that could give us new insights that we were not expecting or something that would support our ideas.

<table>
<thead>
<tr>
<th>Name</th>
<th>Media</th>
<th>Duration</th>
<th>Language</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1 Pamela Gray</td>
<td>Skype</td>
<td>30 mins</td>
<td>English</td>
<td>It is important to note that during the contact phase, she was almost giving up to the interview because of her work load, but we handled to talk to her and keep the interview, which she was very kind to give. The interview was made on time. By Skype with video, without any problems. She was concise to respond the questions.</td>
</tr>
<tr>
<td>Respondent 2 Paul Glower</td>
<td>Skype</td>
<td>60 mins</td>
<td>English</td>
<td>During the exchange of emails, Glower wanted to know the questions previously. We only gave him the idea of what the topics would be, because we needed the questions to be answered spontaneously. He accepted. During the interview, he was very helpful and would answer the questions kindly and broadly. At the beginning we had some problems with the flare of light from the window where he was sitting down, but he moved with his computer and looked for a better place. Another interruption happened when his computer was running out of battery. But we never lost the thread of the interview. There were a few frozen video moments probably due to internet provider problem.</td>
</tr>
<tr>
<td>Respondent 3 Carla Underwood</td>
<td>Skype (no video)</td>
<td>60 mins</td>
<td>English and Spanish</td>
<td>Carla Underwood replied positively to the interview request. The interview was comfortable for both, interviewer and respondent. Although she said, she did not want to use the video in the call in that moment. Her native language is Spanish but she speaks other languages. She was willing to do it in English even though sometimes it was a bit more difficult for her to express some ideas. She used Spanish when in need to communicate better her ideas.</td>
</tr>
<tr>
<td>Respondent 4 Beck Hudson</td>
<td>Skype</td>
<td>45 mins</td>
<td>English</td>
<td>Beck was on his vacations in San Francisco California, where he kindly accepted to give the interview to us. The interview was very punctual and he was very clear with his answers at all times. The Skype conversation went without any problems.</td>
</tr>
</tbody>
</table>
In order to express his opposition to some ideas he would use irony and sarcasm, but it was understandable due to that one of the authors knows the context of his work.

| Respondent 5 | Isabelle Mathews | Skype | 45 mins | English | Isabelle agreed to give us an interview during her vacation with family in Los Angeles California. She asked us to call her during time that was morning for her. The interview went really well, although there were some few interruptions from her little son trying to talk to her. She was very kind during her interview and responded to all of our questions. |
| Respondent 6 | Cristina Reiner | Skype (no video) | 60 mins | Spanish | Cristina let us know immediately her affirmative response to our interview request. She was one of the clearest respondents. She elaborated her ideas very well and brought new information to our knowledge. The interview was done in Spanish because that was her preference. |
| Respondent 7 | Ibrohim Kurbonali | Skype | 45 mins | English and Tajik | While the first time we have contacted Ibrohimi, he showed an interest in our thesis work and started to ask some relevant questions. He pointed out that during working times, he is not available. Thus, we agreed to conduct an interview after his work and also we considered the time difference between countries. During the interview, he was very open in sharing his experience in different type of international projects. In addition, it is worth to note that the interview was conducted in English, however, some brief explanations were described in the Tajik language. |
| Respondent 8 | Cinthya Farrell | Skype | 60 mins | Spanish | Cynthia accepted to give us the interview. Her work occupations of end of year closing lead to schedule her interview as the last one. |

Table 2.6. Describing the interview process with each respondent

2.6.1. Criticism of interviews

Interviews were our main tool to gather the data. We think we designed an adequate interview guide, although, there is the possibility that we might have lost the opportunity to gather more relevant data.

A strong aspect of the interview process as a method in the Grounded Theory is the different rounds of interviews that the researcher has to develop with the theory sampling. We only developed one round of interviews for three reasons: the first one was the time limitation, the second is that being aware of the time limitation, we did the best in order to obtain the best information from every respondent, and the third is that we think we still have enough data saturation to cover our exploratory research.

In order to make good use of time and space we designed to have 4 consecutive interviews in the same day. This might be an advantage if we think that this allowed us to focus, associate ideas from previous interviews or improve the following one. Although this could be a disadvantage if we think that the same interviewer would get tired, since the interview session was from 10am to 7pm., even if we think we managed well, this could be a factor in absorbing all the information in the optimal way.

The sample for the interviews is small in number, although we think that is not a limitation to obtain good theoretical results, we would surely have gotten a more complete and broad data if we could have conducted more interviews. We explained this in the section 2.5.6.
2.7. The Data processing and Analysis
For the data processing, we are inspired in the Grounded Theory. It is important to add that we started writing memos during the interviews, since we had notes to make regarding the ideas that the respondents were expressing. After finishing the interviews, we immediately started transcribing them from the recordings. In our case, we had interviews done in English, Spanish and Tajik, consequently a translation process had to be done. The process of transcribing was done differently according to the case. For example, Respondent 3 gave an interview mixing English and parts in Spanish because she felt that she could better explain the concepts in Spanish. Other interviews were totally done in Spanish. In this cases some parts were translated exactly from Spanish to English, but in certain times, because of the elaboration of the concepts in Spanish, it was necessary to interpret during the process of coding.

We developed our own table in Microsoft word to process the text in to codes for each respondent. Our table had 5 columns that we used from right to left. The example of the “Coding Table” can be seen in the Appendix. We will explain its use further in this section.

The process of initial coding started by reading the transcript texts carefully to find the key words or concepts used by the respondents. The first step was to highlight every keyword “in-vivo codes”, which are taken directly from respondents (Charmaz, 2014, p. 190); and identify the “open codes” and apply a strategy to do it line by line (Charmaz, 2014, p. 124), by sections or sometimes by paragraphs because sometimes the ideas were developed in a whole paragraph. The same happened with the coding, sometimes we would use exact words such as “gender” to name a word, but other times we needed to use concepts developed by the respondent or by us, such as “local organization”. The open coding is a part of the process where the researcher can break down, examine, compare or conceptualize the data collected (Collis and Hussey, 2014, p. 178). All this work was done in the Column 2 and Column 3 of the table.

A second stage was to develop some Axial Codes, where we had the chance to make relations among codes to give birth to categories or to new concepts. In this process there is more abstraction (Collis and Hussey, 2014, p. 179). This process was done in Column 3 and Column 4. In column 3 we would write the codes and concepts and in Column 4 we were starting to form the new categories that would emerge from the relations, analysis, connections and interpretation of the codes and concepts from Column 3.

In the process, we had to apply some interpretation and synthetize the ideas in to concepts. For instance, when one respondent said “...That is interesting because now, we don’t have a physical office. Everybody works from their house or their own space where they are developing their project, so our relation is by telephone, all the social networks...”, for this paragraph we used the word “virtual offices”, because the concept was important but it didn’t have a name, but she continued explaining in the interview how they do the finances and accounting in this way too.

We dedicate some time to study, compare and analyse the codes and concepts in order to group them in to Categories, where we would group all the codes we found with certain logic and coherence. So we did the exercise or going through our coding tables of every respondent to analyse and set groups of codes on different categories that will help to answer our research questions and support our purpose and sub-purposes. The Column 4 of the table contained all the categories we created. All this process was iterative, because during the work of coding and analysing other codes would appear.
The list of categories that we constructed are:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Categories</th>
<th>Categories</th>
</tr>
</thead>
</table>

Table 2.7. Describing the interview process with each respondent

The next part of the process can be interpreted in different ways, for instance they could be taken as “High Level Categories” or as “Theoretical Coding”. We would stand for the latter term, according to Charmaz (2014, p. 150). As many of the concepts of the Grounded Theory, this is one more that has different points of view from different theorists. The Theoretical Coding is accused of having the ambiguity of knowing if they are applied or if the really emerge from the data. In our case we analysed what are the main concepts that need to be found, discussed and responded in order to answer our research question. We asked our selves if all this categories and concepts constructed in the previous coding have a direct relation and can respond to our question. We confirmed that we could gather, relate, connect, and combine the concepts and categories in different ways in which this combination can comply with the research question. This might be seen in some extent, as a deductive thinking, since we connect to prior ideas. However, beyond the ambiguity that this can cause, the categories can be grouped in three Theoretical Codes:

1. The International Non-Profit Organizations Context (Context, Structure and Management)
2. The Cross-cultural Project Management in non-profit organizations (Development, Deployment, Challenges and Barriers)
3. Intercultural Competences focused on Intercultural communication

2.7.1. Analysis and Discussion

The analysis of all this data started since the moment we were conducting the interviews, during all the coding process and the analysis and discussion process. We had gone through the comprehending (understanding setting, context and study topic), synthetizing (connecting and making the fusion of concepts), theorizing (development, structuring and finding patterns) and re-contextualizing (in the discussion we return to existing theories to contrast) (Morse, 1994, cited in Collis and Hussey, 2014, p. 155). In addition we went through the data reduction (selecting, focusing, simplifying, abstracting), displaying the data (presenting the findings and the analysis in an organized way) and drawing conclusions (in the concluding remarks section) (Miles and Huberman, 1994, cited in Collis and Hussey, 2014, p. 157).

In the Analysis and Discussion chapter the reader will find first the Analysis of the pure empirical data, organized according to our Theoretical Codes in order to build the theory directly from primary data. Afterwards, a section called Discussion will be found, where we have analyse, discussed and contrasted the grounded theory with the existent literature.
2.8. Limitation in the study
Time was a huge limitation to develop the dimension we wanted this study to have. Due to time limits, we were not able to conduct an interview with two of our main potential respondents, who were working as Project Managers in UNESCO and UNDP organizations. Differences in time-zone was one of our constraints, but we managed to develop the interviews on time.

The interviews were done mostly in English, the second language of the authors of the thesis. Language could be seen as a small limitation, because the translation process might have affected the interpretation. We are aware that this could have happened but since the other languages, besides English, were native languages (Spanish and Tajik) from the authors we did our best on interpreting in the best way possible. The difference in this languages affected us to follow the triangulation that we wanted to maintain in the interview process. Since when the interviews were done in Spanish or Tajik, the other researcher couldn’t participate of the conversation even when present.

Technical limitations happen regarding the internet signal. One out of the eight interviews was disrupted due to the poor signal or internet connections. This might have affected the sequence of the conversation, although we manage to maintain the thread.

2.9. Research ethics
This qualitative research that is in an interpretive and subjective context has different factors that we have to be taken in to account with an ethical attitude. Beginning because the data collection would have to be obtained from a relation with the interviewers who would give a consent to develop a conversation to share their professional and organizational information.

We read about the ethical issues in the Thesis Manual given by the Umeå School Of Business And Economics (Umeå University, 2017), from methods books as the manual suggests and from the Code of conduct social science research UNESCO, Paul de Guchteneire (Guchteneire, 2017).

We would understand the concept of ethics as “the moral values or principles that form the basis of a code of conduct” (Collis and Hussey, 2014, p. 4). Under this statement we base on the Code of conduct mention in the last paragraph, where the point 8 for instance refers exactly to the “researchers undertaking research on cultures, countries or ethnic groups” (Guchteneire, 2017). The cultural awareness and respect has been present during all research process, since delicate topics regarding cultural diversity would appear in the interviews.

We have been careful of maintaining a transparent communication with all our respondents. Since the first contact, we informed the respondents of the topic and of the objectives of our research to fulfil our Master’s degree requirements. To support this we wrote a letter (which can be found in the Appendix) with all the information, so they knew from the beginning every detail before accepting the interview. All of them agreed and accepted.

The second part was the relation through email to agree on the time to schedule the interview under their preference. We took in to account the difference of the geographical reference for the time. They chose the times and we adapted to it.
The interview was done through Skype and we respected if the respondent felt more comfortable not using the video. Before starting with the interview, we always let them know two points. The first one was regarding the anonymity, we told informed them that we would keep the anonymity on their names and personal data; additionally we asked them if they would consent that we could mention the name of their Organizations. The second part was letting them know that the audio of the interview would be recorded, and we asked if they gave the consent.

Collis and Hussey (2014, p. 31-32), mentions several points of research ethics that we maintained during all the process of the research method such as dignity, privacy, inform and consent.
3. Theoretical Framework

In this chapter, the theoretical framework of the research will be presented with the idea to understand what is been said about our topic of research. We go through some theory and the evolution of the concept of culture. We briefly go through the Project Management discipline to enter the International Project Management. The next stage reveal the Cross-cultural Project Management subject, including success factors, challenges and problems and competencies that are available in the literature. Later we go through the search for what is been said about the Intercultural communication in CCPM and finally we close with some basic information to learn about the NPOs structures and organization.

3.1 Culture Theory

The evolution of the concept of culture

There is no doubt that the term “culture” is one of the most polysemic and unstable concepts in the academic, professional and popular environments. There is no convention on the definition of this word; in fact, it has been changing time to time since it was started to be used as an object of study, moreover it continues to be a matter of strong debates among anthropologists, ethnologists, theorists and scholars in different sciences, disciplines and studies (Boggs, 2004, p. 187-191).

This Theory Framework chapter presents here a short evolution of the culture concept found in literature, in order to have the elements to understand any influence that this has in the present or in the context of our study, either in society or intercultural relations. Furthermore, going through the evolution of culture might give us insights about the meanings that people have about culture and how they might apply it in practice. Moreover, the chapter can illustrate the different elements that have become part of the definition of culture, such as symbolism or values. These different assumptions on the concept of culture might have an influence in the behaviour in society, business or project management, since these societal activities are built thanks to human relationships.

The etymological origin of the word culture comes to the ancient latin word cólere a future participle which nominative is the form culturus, terms related to the verbs “to grow” or “to cultivate”, and interestingly also related to the words “cult” and “colony” or “colonize” (Angelini, 2012, p. 90-91).

A strong era for the culture concept is the medieval ages where culture was strongly dominated by religion, and both, culture and religion were almost the same (Tschan, 1931, p. 183-186). According to Enrique Dussel (1993), the year 1492 is the time where modernity starts with the view of Europe as the center of the World, which by that time this was a node of dynamism and creativity (Dussel, 1993, p. 66). The gigantic expeditions to conquer the world developed by the monarchies and the church would bring two elements to the cultural life of the world. One, the spread of the European culture and religion as the dominant culture, and the second element is the need to classify the cultural richness of the lands that the conquerors were finding and colonizing, such as the Americas (Tylor, 2010). Eurocentrism, cultural hierarchies and racial differences were some traits of the culture during the medieval times (Bennett, 2015, p. 547).
From several centuries, the word culture was a synonym of civilization or illustration, as in “collecting things”: “Culture or Civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1871; Tylor, 2010).

In the Russia of the beginning of the XX century around 1921, several philosophers such as Pavel A. Florenskij, gave other important element to culture concept, the symbolic dimension (Angelini, 2012, p. 92-93). Parallely, in America, an energetic anthropological debate on the culture concept was being pioneered by Franz Boas, who had put the American formulations on the same level of what was being developed in Europe (Bennett, 2015; Bargheer, 2017). In this new American view of Culture, values, meanings, relativism and cultural change had a dynamic participation, which complemented the elements of migration and dissemination that England and Germany where taking in to account on their ethnological researches, overpassing the era of the focus on evolution (Boas, 1920, p. 311-314).

All these academic movements started to give a multiplicity on the concepts and understandings of the term culture and its theory. For instance, by 1940, Albert Blumenthal (1940), wrote a paper where he exposed the necessity for an accurate definition for the word. He presents the human factor on culture on the symbolic behaviour or the results of it, adding to the map other elements such as symbol, idea, personality, functionality and relationship (Blumenthal, 1940, p. 574).

A similar work was done by Raymond Williams in 1976 (Williams, 1983), when he published the book “Keywords. A vocabulary of culture and society” (Williams, 1983), which came to expand the notion of culture in the literature, connecting culture to the everyday life, politics, ideologies, class and relations (Bennett, 2015, p. 548; Williams, 1983). During the seventies, Clifford Geerts (1973) also contributed to the dynamic of the culture concept bringing the symbolic element to the society individuals as actors and that culture should be studied from the actor’s point of view (Ortner, 1984). With this argument of culture as an exchange of ideas, Geerts starts to put the elements of relations and organization in an animated environment where people starts to take a form of action under an institutional logic (Ortner, 1984).

The eighties were a convulsive age for the analysis of culture. The anthropologist Jean Schensul (1985) reveals the concern about the capability of managing the rising cultural impact on socialization, communities and nations that were coming since the seventies. As well as other situations, such as social change, gender, politics and technology that were changing the entire panorama for the anthropological debate.

Later on, due to the technology development, the distances were starting to get closer and were allowing to the communication, business and political negotiations to grow; hence, all this analysis was crossing the academic field and the cultural debate was in hands of the people and the media (Collins, 2012).

In consequence, the studies of culture started to expand its horizons out of the anthropology, sociology or ethnology, towards other areas on the social system, which started to address the importance of culture in business, negotiation, or project management (Redding and Stening, 2003).

It is important to go through the history of culture (concept or phenomena) in order to understand why this concept started to permeate the business and management sciences and disciplines. Besides the relevant cultural movement of the eighties, a concept of
“Corporate culture” started to be developed and defined as “the system of shared values and beliefs that interact with a company’s people, organizational structure, and control systems to produce behavioural norms” (Gardner, 1985, p. 59).

In this framework, Geert Hofstede developed a study since the seventiess and produced different works about cultural dimensions that would change the business and project management view of culture (Minkov and Hofstede, 2011, p. 10-11).

The nineties became the era when technology passed to the hands of the people, internet, cellphones, laptops, media, change the world reducing distances favouring globalization (Patel and Vega, 1999, p. 145-146).

Technology continues to evolve rapidly in the XXI century, and it keeps on reproducing to unthinkable ways. To mention some of them, artificial intelligence, deep learning, driverless vehicles, big data, robotics, human machine interaction, text, voice, image and pattern recognition (Hsieh, 2016, p. 9665), and what it still has to come. All this ease for obtaining and exchanging information in real time through multimedia devices has shorten the paths for people from over the world to interact and for business and projects to deploy anywhere on earth, furthermore, this types of technology are bringing new symbolism, values and ways to do things.

3.2. Project Management

“Project is a temporary endeavour undertaken to create a unique product or service. Temporary means that every project has a definite end. Unique means that the product or services are different in some distinguishing way from all similar products or services” (PMBOK, 2013).

In recent years, project management techniques were developed to manage large capital projects from different industries. Thus, most organizations, commercial businesses and governmental department have re-structured their work as projects. There is a number of project management institutes, associations and societies that define tools, processes and capabilities of managing successful projects. The most known organizations are “Projects in Controlled Environments” (Prince 2), “International Project Management Association” (IPMA) and the “Project Management Institute” (PMI) (Lückmann, 2015, p. 325).

Based on the studies the definitions of Project Management are: The PMBOK 5ed (2013) defines Project Management as, the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. The APM BoK (2013) defines Project Management as, the application of processes, methods, knowledge, skills and experience to achieve the project objectives.

According to studies, the purpose of project management is to predict the risks, to plan, organize, control activities and complete the projects successfully. However, what “success” means in project management? Many reviews have been investigated on this topic, for instance, the PMI describes project success “…should be measured in terms of completing the project within the constraints of scope, time, cost, quality, resources, and risk as approved between the project managers and senior management” (PMI, p. 35)

In the past years, the number of international projects has been vastly increased and managing projects become more complex. Thus, project managers have faced with the new challenges, for instance, managing multicultural teams, communication barriers, using modern technological channels and handling teams on distance, which requires an
exceptional level of managerial competencies (Pich et al., 2002; Kiznyte et al., 2015, p. 4; Eberlein, 2008, p. 35). Therefore, the studies by Keleckaite and Meiliene, (2015, p. 14) showed that Project Management methodologies are very important in project execution. It helps to meet the challenges by improving communication between project team members, enhancing work performance, better controlling of resources and most importantly, it guides to reach projects result in the most efficient way.

3.3. International Project Management

Before turning to the international projects, we would like to define what the term "international" means. The use of this word has a broad sense. Thus, in this paper, it refers to "reaching beyond national boundaries, in terms of the project purpose or nationality of stakeholders" (Köster, 2009, p.12). Therefore, an international or regional project is a project that involves multiple locations, entities, organizations, and business units (Lientz & Rea, 2003, p.3).

It is stated that the project management techniques and tool of standard projects are applicable in the international projects (Köster, 2009, p.12). However, the studies argued that the international projects are different from the standard projects and managing international project is more complex (Table 4.3). Thus, the surveys highlighted that the challenges in international projects are constantly increasing and the complexities are (Lientz & Rea, 2003, p.10):

- Lack of control
- Different cultures
- Different time zones
- Different currencies
- Different locations of team members (virtual teams)
- Variety of regulations and rules
- Political upheaval and uncertainty
- Visibility of the projects to the outsiders world

In contrast, the studies showed that there are some achievements, which have made an international project possible and easier in the past years, for instance, telecommunications, networking, mobile communications, hardware and system software, international and World Wide Web (Lientz & Rea, 2003, pp. 6-7).

In the global business world, the international project management is becoming very important, where the organizations expanding their market share or entering the new country's market. Hence, in the international project management, one of the main obstacles is cultural differences among the team members. In this connection, as our thesis focused on non-profit organizations, essentially the paper deems the cultural barriers including communication as the main challenges in the international projects. Therefore, further studies of this paper aimed to focus on cross-cultural project management and communication competencies of non-profit international projects.
### Table 3.3. Comparison Summary of Standard and International Projects (Lientz & Rea, 2003, p.10).

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Standard Projects</th>
<th>International Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>Single</td>
<td>Multiple organizations and departments, each with their own self-interest</td>
</tr>
<tr>
<td>System and technology</td>
<td>Homogenous</td>
<td>Multiple systems that requires local knowledge and support</td>
</tr>
<tr>
<td>Society</td>
<td>Single and common culture</td>
<td>Multiple, varied cultures</td>
</tr>
<tr>
<td>Company culture</td>
<td>Single</td>
<td>Variations in each area due to local factors and history of the firm in each location</td>
</tr>
<tr>
<td>Organization</td>
<td>Can be focused on the project</td>
<td>Many other competing demands for resources</td>
</tr>
<tr>
<td>Self-interest</td>
<td>More easily understood</td>
<td>More complex to understand</td>
</tr>
<tr>
<td>Regulations</td>
<td>Understood and known</td>
<td>Harder to understand, more subject to interpretation</td>
</tr>
</tbody>
</table>

### 3.4. Cross-cultural Project Management

In the last twenty years, project management has developed significantly. Thus, the project performance has been broadly investigated by a number of researchers (Ochieng and Price, 2010). Coherently, recent studies highlighted various issues in project management, which were influenced by cultural factors (Bredillet et al., 2010) including: Teams (Pheng and Leong, 2000), Communication (Ochieng and Price, 2010), Business negotiations (Hurn, 2007), Leadership (de Bony, 2010; Makilouko, 2004), Trust (de Bony, 2010), Risk assessment (Padhi, 2016), Performance (Eriksson et al., 2002), PM deployment (Bredillet et al., 2010) and Planning (Zwikael, 2009). Therefore, project managers challenged by managing projects across different cultures (Ochieng et al., 2013). By better understanding different cultures, project managers able to execute the cross-cultural projects successfully and handle multicultural teams (Lückmann, 2015a). An investigation by Tang and Lu (2005) suggested a “Diamond model” of cross-cultural management that combines trust, cooperation, goals/objectives and integrating innovation (Figure 4.5). The survey showed that the diamond model helps to enhance the communication skills, building management systems, human resource management skills in intercultural projects. Moreover, the studies highlighted that in order to execute the IPM successfully, different factors and business models have been examined (Saidoun, 2016), hence, the reviews defined that the cross-cultural project management requires additional competencies and skills of project managers (Sangwan, 2004).

![Figure 3.4. The Diamond model (Tang and Lu, 2005)](image-url)
3.4.1. Success Factor on Cross-Cultural Project Management

To successfully manage projects, several international institutions have defined some tools, processes and techniques, for instance, the most known organizations are “Projects in Controlled Environments” (Prince 2), “International Project Management Association” (IPMA) and the “Project Management Institute” (PMI). However, according to Henrie and Sousa-Poza (2005), the PM researchers considered cultural factors to a very limited degree. Therefore, the main question is, what makes cross-cultural projects successful, or even what "success" means. The PMI described the success of the project in term of “completing projects within the constraints of scope, time, cost, quality, resources, and risk as approved between the project managers and senior management” (PMI, 2013, p. 35). Luckmann (2015) stated that one of the important factors in cross-cultural projects is “negotiation”, which involves “communication, conflict resolution and trust building” among team members and partners. The researchers’ identified mentioned factor based on the problems between US, European, and Indian actors. In addition to that, Zwikael, Shimizu and Globerson (2005) conducted research between Israel and Japan, where 337 project managers from Israel and 88 from Japan were involved and the survey highlighted the “management style” as a significant factor in the cross-cultural project management.

The studies by Saidoun (2016) on successful project management in North Africa, specifically between Algerian and Moroccan projects revealed that possessing language skills is considered as a critical success factor in cross-cultural project management. The survey indicated that mastering French and Arabic languages helps the project managers to win the trust of the Algerian and Moroccan project partners.

Eberlein (2008) affirms that the project manager plays the main role in the international projects. Thus, the "characteristics of project manager" are considered as a success factor in the cross-cultural project. The characteristics of successful project managers in the intercultural projects are leadership capabilities, communication skills and emotional intelligence. Additionally, it is important for project managers to be able to see things in different cultural context, cultural awareness and show respect to cultural differences.

In the international projects, the systematic and structural of the organization including roles and responsibilities, and co-location of people have to be defined. Therefore, the "organization system and structure" are deemed as important factors (Khan and Spang, 2011). Similarly, studies highlighted “communication management” and “trust” as a success factor on cross-cultural project management (Saidoun, 2016).

3.4.2. Challenges and problems that can arise in cross-culture project teams

In today's competitive environment, the successful execution of multicultural projects has become much more complex and difficult (Albert et al., 2004, p.153). And it is highlighted that multiculturalism brings the new challenges to the project performance and managing multicultural teams is considered as a success factor in international projects (Shenhar et al., 2001). This studies highlight that the multicultural project teams have become more common in recent years, and team members, which were from the different cultural background, there were more innovative compared to the ones in which the team members had a similar cultural background (Sui and Yuquan, 2002). Thus, the project teams from different cultures may well bring different perspectives and styles in projects. On the one hand, it is argued that diversity of worldviews in the teams can bring to bear on complex
problems (Chevrier, 2003). In the international project teams, the social environmental problems are most likely to be caused by cultural differences, such as the language barrier, religious inconsistency, differences in traditions, and so on. Likewise, the complexity differed from firm to firm and it is referring to the team size, project size, processes and risks (Sherrill et al., 2000).

A number of authors agreed that working for multicultural project teams is very difficult, due to the geographical separateness and having dissimilar organizational and regional cultures. The geographical division of multicultural project teams poses its own communication challenges in the projects. The global information systems and telecommunication developed well, however, in multicultural project teams many issues remain unresolved in communication phase, especially in the construction project teams. For instance, the loss of face-to-face communication and the loss of non-verbal signals, such as eye contact and body language can lead to misunderstandings. This can subsequently lead to difficulty in achieving mutual trust and confidence within multicultural project teams. And also it is very difficult for managers to supervise multicultural project teams without face-to-face contact (Ochieng and Price, 2010).

The studies showed that one of the main challenges in intercultural teams is communication (Ochieng and Price, 2010; Koester & Lustig, 2015). Team members based on the cultural differences, use different context in communication. Some issues of this nature can originate from cultural misunderstandings among speakers and receiver, when, both do not share similar meaning for communication. In the cross-cultural projects, studies highlighted the use of verbal and nonverbal communications among team members. The nonverbal communications contain body language like making gestures in order to complete the messages, handshaking, nodding with head etc. For instance, the survey defined that if the Greeks nod with head, it means "yes", while some Asian countries shake hand instead. However, Ochieng and Price’s studies emphasized that verbal communication can also be the main source of disagreements among intercultural teams. As a dominant barrier to communication is language differences. Thus, it is stated that using the English language for communication it makes the situation easier, however, translating from one language to another, it can be difficult to convey the full meaning of the expressions. Even, people of native English speakers from different countries facing these difficulties. Also, as the part of the communication, the studies showed that the “silence” means differently among cultures. For instance, in Thailand, “silence” in the communication, it is the sign of respect; In Korea, the use of the improper words; In Japan, being silence it's not polite toward your partner and in Western culture, silence indicates pauses in a discourse (Browaeys and Price, 2015, pp. 355-358). Therefore, all these mentioned factors make communication as the main obstacle to project team members in cross-cultural projects.

However, the studies by Brett et al. (2006, pp. 86-89) revealed that different communication style, which arises problems on the intercultural team is one of the four barriers. The categorized challenges are direct versus indirect communication; trouble with accents and fluency; differing attitudes toward hierarchy and authority; and conflicting norms for decision making. Hence, the investigators highlighted mentioned problems and proposed strategies in order to overcome intercultural team’s challenges in cross-cultural projects (Table 3.4.2).
### Table 3.4.2: Challenges and strategies in cross-cultural project teams (Brett et al. 2006).

<table>
<thead>
<tr>
<th>REPRESENTATIVE PROBLEMS</th>
<th>ENABLING SITUATIONAL CONDITIONS</th>
<th>STRATEGY</th>
<th>COMPLICATING FACTORS</th>
</tr>
</thead>
</table>
| • Conflict arises from decision-making differences  
• Misunderstanding or stonewalling arises from communication differences | • Team members can attribute a challenge to culture rather than personality  
• Higher-level managers are not available or the team would be embarrassed to involve them | • Adaptation | • Team members’ must be exceptionally aware  
• Negotiating a common understanding takes time |
| • The team is affected by emotional tensions relating to fluency issues or prejudice  
• Team members are inhibited by perceived status differences among teammates | • The team can be subdivided to mix cultures or expertise  
• Tasks can be subdivided | • Structural Intervention | • If team members aren’t carefully distributed, subgroups can strengthen pre-existing differences  
• Subgroup solutions have to fit back together |
| • Violations of hierarchy have resulted in loss of face  
• An absence of ground rules is causing conflict | • The problem has produced a high level of emotion  
• The team has reached a stalemate  
• A higher-level manager is able and willing to intervene | • Managerial Intervention | • The team becomes overly dependent on the manager  
• Team members may be side-lined or resistant |
| • A team member cannot adjust to the challenge at hand and has become unable to contribute to the project | • The team is permanent rather than temporary  
• Emotions are beyond the point of intervention  
• Too much face has been lost | • Exit | • Talent and training  
• costs are lost |

### 3.4.3. Competencies in Cross-Cultural Project Management

Johnson, Lenartowicz, and Apud (2006, p. 530) defined cross-cultural competence as a set of knowledge, skill, and personal qualities in order to work successfully with people from various national backgrounds inside and outside of the country. Similarly, Gertsen (1990) stated that intercultural competencies are the abilities of individuals to operate adequately into another culture. Leiba-O’Sullivan (1999) differentiated stable and dynamic cross-cultural competencies and proposed that personal attributes have constraints to acquire dynamic skills, which was confirmed later by Caligiuri and Tarique (2012). However, Johnson, Lenartowicz, and Apud (2006) continued Leiba-O’Sullivan (1999) viewpoint and stated that personal traits, skills and cultural knowledge have existed before in intercultural abilities.

By interviewing Chinese expatriate managers, Wang et al., (2014) conducted a survey on cross-cultural competencies. In the research, more than 100 companies were involved and several important skill sets were identified. Also, the model of interaction of skills in cross-cultural projects was structured and presented in figure 4.5.3. Thus, in the figure, the numbers and letters show the interaction between skills.
The intercultural competence it is not just about techniques or instruments that are given during short courses and might be used efficiently in different circumstances. The acquisition of intercultural abilities it is a lifelong process (D’Irbsane, P. 2008). Moreover, Muriithi and Crawford (2003) proposed that over nations and cultures the project management soft skills may change, for instance, management approaches (Chen and Partington, 2004), leadership style (Pheng and Leong, 2000), communication style and conflict resolution skills (Wong et al., 2007). Also, these studies highlighted that the competencies of project managers in intercultural projects based on the industry are dissimilar (Reich et al., 2008).

3.4.4. Cross-Cultural Competence Models

For building cross-cultural competencies, Matveev and Milteer, (2004) proposed Intercultural Competence Model, which is shown in figure 4.5.4.

The model compiles three elements including Cultural Knowledge, Skills, and Personality Orientation. According to the model, the first element is Cultural Knowledge, it includes general information about cultural practices, cultural system, the difference in communications and interaction styles of managers based on the culture. The second component is Skills, and it contains behaviours of a different culture, ability to clarify and communicate the team goals, roles and norms of team members. The third component, Personality Orientation, highlights the interest of interaction of team members into other cultures.

The “Acting Competence Model” was constructed by Bolten (2003), which is shown in figure 4.5.4.1. The model of competencies is interacting each other and it consists of five
components: professional, strategic, social, personal and intercultural. Also, the model was translated from German into the English language.

Figure 3.4.4. (B): Acting Competence Model (Bolten, 2003)

3.4.5. The Cross-Cultural Project Manager’s Competencies
Multinational organizations need a diverse set of competencies among their workers in order to implement the intercultural project successfully. Sangwan (2004) stated that the core competencies and skills of cross-cultural project managers are adaptability, flexibility, conflict resolution skills, cross-cultural awareness, communication ability, emotional maturity, cultural sensitivity, negotiation skills and team building. Hence, as a Global managers operate in a different structural matrix, they have to possess following competencies (Table 3.4.5. (A)):

<table>
<thead>
<tr>
<th>Basic Competency structure used by different International organizations</th>
<th>Competencies dealing with Business</th>
<th>Self-management competencies</th>
</tr>
</thead>
</table>
| • Knowledge of one’s own country  
• Global Perspective  
• Understanding of International Business Environment  
• Knowledge of the silent and spoken International language  
• Interpersonal Awareness | • Building Collaborative relationships  
• Customer Orientation  
• Analytical thinking and Technical expertise  
• Entrepreneurial Orientation | • Self Confidence  
• Stress Management  
• Emotional Intelligence and Time Management. |

Table 3.4.5. (A) Global Manger competencies (Sangwan, 2004, pp.20-21).
In the other studies, following important cross-cultural competencies and skills of project managers were highlighted: decision making, problem-solving, time management, organizing, planning and goal setting, financial management, quality management, listening (Odusami, 2002), change management and people management (Debrah and Ofori, 2005), honesty and integrity, learning and understanding situations, self-efficacy (Dainty, Cheng and Moore, 2004), achievement orientation, teamwork and cooperation, team leadership and focusing on client needs (Chong, 2008). Moreover, Briere et al. (2015, p. 199) in his survey showed the project manager’s competencies dealing with cross-cultural management and adaptation to different cultures (Figure 3.4.5. (B)).

<table>
<thead>
<tr>
<th>ORGANIZATIONAL AND MANAGEMENT COMPETENCIES</th>
<th>TECHNICAL COMPETENCIES/PROJECT MANAGEMENT COMPETENCIES</th>
<th>HUMAN SKILLS/BEHAVIOURAL COMPETENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Alam et al. 2010, Crawford, 2005; El-Sabaa, 2001; PMBOK, 2008; Muzio et al., 2007; Gillard and Price, 2005)</td>
<td>(Alam et al., 2010; Crawford, 2005; El Sabaa, 1999; PMBOK, 2006; Stevenson and Starkweather, 2010)</td>
<td>(Abbot et al., 2005; Alam et al, 2010; Cerimagic, 2010; Clarke 2010; Cocco, 1995; Crawford, 2005; Diallo et Thuiller, 2005; El-Sabaa,2001, Gillard and Price, 2005; Helgadóttir, 2008; Henderson, 2008; Lee et al., 2007; Leybourne et Sadler-Smith, 2006; Mosdian, 2009; PMBOK, 2008; PMD Pro1, 2010; Muzio et al., 2007; Skulmoski and Hartman, 2010; Stevenson and Starkweather, 2010; Thomas and Walker, 2008;)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and organizing</th>
<th>Project knowledge</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong problem orientation</td>
<td>Special knowledge in the use of tools and techniques, Understanding methods, processes, and procedures</td>
<td>Leadership</td>
</tr>
<tr>
<td>Delivering result</td>
<td>Skills in the use of computer</td>
<td>Motivation</td>
</tr>
<tr>
<td>Strong goal orientation</td>
<td>Project management framework</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Ability to see the project as a whole</td>
<td>Standard for project management of a project</td>
<td>Creativity</td>
</tr>
<tr>
<td>Ability to visualize the relationship of the project to the industry and the community</td>
<td>Project management success</td>
<td>Ethics</td>
</tr>
<tr>
<td>Deciding and initiating action</td>
<td>interested parties</td>
<td>Managing group process and Team building</td>
</tr>
<tr>
<td>Project orientation, programme orientation portfolio orientation</td>
<td>Project requirements and objectives</td>
<td>Mobilizing</td>
</tr>
<tr>
<td>Risk and opportunity</td>
<td>Risk and opportunity</td>
<td>Coping with situations</td>
</tr>
<tr>
<td>Quality project organisation</td>
<td>Quality project organisation</td>
<td>Delegating authority</td>
</tr>
<tr>
<td>Project structures</td>
<td>Project structures</td>
<td>High self-esteem</td>
</tr>
<tr>
<td>Scope and deliverables</td>
<td>Scope and deliverables</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Time and project phases</td>
<td>Time and project phases</td>
<td>Decision making</td>
</tr>
<tr>
<td>Resources, cost and finance</td>
<td>Resources, cost and finance</td>
<td>Political awareness</td>
</tr>
<tr>
<td>Procurement and contract</td>
<td>Procurement and contract</td>
<td>Engagement</td>
</tr>
<tr>
<td>Control and reports</td>
<td>Control and reports</td>
<td>Self-control, assertiveness, relaxation, openness</td>
</tr>
<tr>
<td>Information, documentation, communication</td>
<td>Information, documentation, communication</td>
<td>Consultation</td>
</tr>
<tr>
<td>PMP certification</td>
<td>PMP certification</td>
<td>Conflict and crisis management</td>
</tr>
<tr>
<td>Technical expertise</td>
<td>Technical expertise</td>
<td>Reliability</td>
</tr>
</tbody>
</table>

Figure 3.4.5. (B): Literature review on competencies of project managers in organization Briere et al., 2015, p. 199).
3.5. Communication as the main competence in Cross-Culture Project Management

3.5.1. Communication
A study made by Thomason (1998, cited in Ochieng and Price 2010, p. 451), defined that “communication as the lifeblood of any system of human interaction as, without it, no meaningful or coherent activity can take place”. In this connection, the PMI book (PMI, 2013, p.287) stated that Project Communications Management includes the processes required to ensure timely and appropriate generation, collection, dissemination, storage, and ultimate disposition of project information. Communication provides the critical links among people, ideas, and information that are necessary for success. Therefore, the communication process includes following elements in the projects: Communications Planning, Information Distribution, Performance Reporting, Administrative Closure (Sherrill et al., 2000).

The effective communication is the key to managing expectations, misconceptions, and misgivings on multicultural project teams. On the other hand, good communication with a high level of trust, honesty, and respect for others is significant in building and maintaining high team performance in the cross-cultural projects. Based on the cultural differences in communication behaviour, the researchers identified seven key dimensions of cultural differences (Ochieng and Price, 2010):
- Establish clear lines of responsibility.
- Institute team effectiveness (collectiveness).
- Establish trust.
- Implement honesty.
- Encourage respect for others.
- Introduce cultural empathy.
- Implement value management techniques.

In addition, the researchers found that in construction projects, four cultural differences that are connected with communication can cause destructive conflicts in multicultural teams and they are:
- Direct versus indirect communication.
- The trouble with accents and fluency.
- Differing attitudes toward hierarchy.
- Conflicting decision-making norms.

3.5.2. Communication through different Cultures
The culture is considered as “the software of the mind”, as Geert Hofstede (1991) would say, and it refers to the different beliefs, values and traditions. Thus, every culture has its own worldview, the way of thinking and way of perceiving self. Therefore, researchers defined culture as a context (Samovar et al. 2012, pp. 297-298). Hence, in cross-cultural project management communication, the context plays an important role. By knowing the context, it is possible to predict the accuracy of communication in intercultural projects. The context defines the degree of verbal and nonverbal communication in international projects. Based on the studies there are two types of cultural context: High-context (HC) and low-context (LC) culture. Hall (1984, cited in Samovar et al. 2012, p. 298) defined
high-context culture as "A high context (HC) communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is the coded, explicit, transmitted parts of the message" (Lustig & Koester, 2003, p. 112). In contrast, the low-context (LC) messages are explicit codes and they are through verbal communication. Also, LC communication has to be very specific, detailed and unmistakable. Similarly, Hall (1984, cited in Samovar et al. 2012, pp. 298-299) stated that “LC cultures are logical, analytical, linear, and action-oriented, and people tend to stress clearly articulated spoken or written messages”. However, in other studies, Brett et al. (2006, p.87) defined HC and LC culture communication as: “High context culture” is when sender and receiver understand each other from the context. Also, in some article, this mentioned as “indirect communication”. “Low Context cultures” it involved when the sender and receiver express what they mean in the words and also it called “direct communication”.

After reviewing 30 articles about cross-cultural project management, 90 % of those papers considered “communication” as the main competence in intercultural projects (Torres, 2009; Sangwan, 2004 etc.). The surveys highlighted that when two people from different countries are speaking in some foreign languages, for instance, English language, their understanding is different, because of the cultural communication context. The studies showed that American project managers often complain about their Japanese partners that "they never get to the points", however, they fail to accept that HC culture provides a context to the points. Thereby, many surveys were conducted in order to categorize countries into cultural context. Samovar et al. (2012, pp.298-308) suggested that Swiss, German, North America and Scandinavian people have the lowest-context cultures. In contrast, Latin American and Asian people have high-context culture. Similarly, Greeks, Turks, Persians and Arabs also have high-context culture. However, there are some cultures with both LC and HC characteristics including French, English and Italian people.

The analysis showed that similar understanding communication in culture, it deemed as a critical success factor in cross-cultural project management. Also, the surveys revealed that based on the culture, during the communications, people take different distance among each other. Therefore, the studies by Watson shows the distance between people in conversation in different cultures (figure 3.5.2.) (Browaeys & Price, 2015, p.340).

Figure 3.5.2 Distance during the conversation.

To communicate successfully, Novinger (2001, cited in Pikhart 2014, p. 957) stated that initially, we have to be able to adapt the cross-cultural boundaries and transcendent culture. The effective and good intercultural communication means that we are “sensitive to and understanding of others’ cultural productions and the way in which they play with the various identities available to them” (Holliday et al. 2010, cited in Pikhart 2014, p. 956). These studies show that in cross-cultural project management without possessing the
intercultural communication knowledge, the project managers have a little chance to be successes. Thus, in the contemporary world, the managers trying to study the new and an innovative intercultural management approach and focus on modern communication strategies in the global intercultural environment, building and supporting communication on the basis of mutual recognition, which allows creating the trust among the team members (Pikhart, 2014, pp. 956-957).

3.5.3. Intercultural Communication
In the past two decades, the ability to communicate effectively became an important aspect of social interaction among people from different cultures. In today's world, numbers of international projects, immigration, international marriage and intercountry adoptions have been repeatedly increasing, which interacts with various cultures. In this connection, still, there are some concerns in cross-cultural management including negotiation style, management style and conflict resolution etc. Consequently, many authors believe that cross-cultural difficulties can be solved or avoided through awareness of the components of intercultural communication. Thus, in the studies, the term of intercultural communication is defined as: “the dialogue between two or more interlocutors from different cultures or co-cultures exchanging verbal and nonverbal messages” (Neuliep 2006, cited in Wiggins 2012, p. 552).

In our days, intercultural communication skills are not just as an asset, but they are necessities. Looking back to 19-20th centuries projects, we can discover how much the more intercultural project has become. In addition, at present, the use of new technology has vastly increased in cross-cultural project management, which allows moving fast and easily across long distance both physically and virtually. Thus, the researchers highlight noticeable changes in using technologies for distance communication like e-mails, telephones, internet, teleconferencing etc. The surveys showed that in the past fifty years the US's projects have become much more multicultural, therefore, project managers have been facing with some cultural difficulties and they referred it in connection with high migrations.

The surveys highlighted that to study intercultural communication, following components are important: perception, the pattern of cognition, verbal behaviour, nonverbal behaviour and the influence of context (Samovar et al., 2012, pp.4-5). The researchers argued that intercultural communication could be seen as a "fabric of relation". While a fabric produced by the groups or individuals, who have their own values, codes, lifestyle and thought belonging to their perspective culture. Thus, in general term, the model of intercultural communication consists of (Browaeys & Price, 2015, p.337):

- Knowledge (about the subject under discussion)
- Experience (in professional or individual terms)
- Norms (i.e. the norms of the society in which they live) and values
- Assumptions and prejudices (with regard to each other)

In the international project management, many channels of communication are available to project managers (Table 3.5.3. (A)). However, the most common form is electronic emails, which is used both externally and internally, and it is admitted as a written communication (Browaeys & Price, 2015, p. 341). Also, it is stated that the choice of communication mode can be influenced by the cultural factors. The article shows that in the US it is normal for managers to call by phone, in contrast, in Japan it seems like an aggressive approach.
<table>
<thead>
<tr>
<th>Medium</th>
<th>Oral</th>
<th>Written</th>
<th>Electronic/digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Telephone) conversations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference calls</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Online) meetings</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Online forums/blogs/social networks</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Voicemail (asynchronous)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Video teleconference (synchronous)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic mail (asynchronous)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Instant messaging (synchronous)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Training sessions</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Presentations, speeches</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Press conferences</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Press releases</td>
<td>X</td>
<td></td>
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<tr>
<td>Memos</td>
<td></td>
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</tr>
<tr>
<td>Proposals</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.5.3. (A) Channels of communication (Browaeys & Price, 2015).

The studies showed the existence of intercultural communication learning model, and researchers defined that culture and communication are learnable and the model is developmental. In the article, culture described as “Culture is communication” or “Communication is culture”. The model represented as a circle and it consists of five learning levels, which is shown in figure 3.5.3. (B) The aim of the study was to develop the model of abilities based on cultural differences in the business context. The five-level of learning model described as cycle process and the patterns are connected to each other (Beamer, 1992, pp. 291-296).

![Figure 3.5.3. (B) Model of intercultural communication learning in five levels (Beamer, 1992).](image-url)
3.5.4. Intercultural communication competencies (ICC) of Project Manager.

In the contemporary world, the companies have extended globally and team members faced with cross-cultural difficulties (Matveev & Nelson, 2004). Managing cultural differences and cross-cultural conflicts are considered as main challenges in intercultural teams (Marquardt & Hovarth 2001, cited in Congden et al. 2009, p.74). Thereby, the studies showed that for the same strategic issues, managers have responded differently, because of the cultural perceptions (Schneider & DeMeyer, 1991). Thus, in intercultural project management, in order to overcome cultural challenges, an important role plays cross-cultural project manager’s communication competencies (Matveev & Nelson, 2004).

The definition of ICC is: [...] the overall internal ability of an individual to manage key challenging features of intercultural communication: namely cultural differences and unfamiliarity, intergroup posture, and the accompanying experience of stress (Kim 1991, cited in Browaeys & Price, 2015, p. 422). Intercultural communication competence is not something that people have naturally or can acquire it by chance. It is a long process of receiving information and understanding, motivation to engage in the communication process, and needs additional abilities to execute effectively and appropriately.

Many studies have been conducted in cross-cultural communication competencies (Kealey & Protheroe, 1996, p.145), however, the researchers highlighted that the concept of cross-cultural communication competence in multicultural team performance is not explained well or poorly developed (Hofner, 1996, p.233). With this in mind, in the intercultural work environment, receiving information from co-worker demands a high level of cross-cultural communication competencies. Accordingly, Matveev and Nelson (2004, p.261) stated that possessing ICC has a direct and good impact on managerial perspective in managing cross-cultural projects. Therefore, numbers of studies have identified the characteristics of cross-cultural communication competencies, for instance, communication skills, relationship skills, and personal traits such as inquisitiveness (Congden et al., 2009, pp.74-75). The cross-cultural communication competencies not only contain language and knowledge of the culture but also emotions and behavioural skills such as “empathy, charisma, human warmth, and the ability to manage anxiety and uncertainty” (Gudykunst 1998, cited in Congden et al., 2009, pp.75). In this connection, the studies highlighted that the cross-cultural communication competence model (Matveev & Nelson, 2004) consists of four dimensions: interpersonal skills, team effectiveness, cultural uncertainty, and cultural empathy (table 3.5.4 (A)).

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Team Effectiveness</th>
<th>Cultural Uncertainty</th>
<th>Cultural Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to acknowledge difference in communication and interaction styles</td>
<td>Ability to understand and define team goals, roles, and norms</td>
<td>Ability to deal with cultural uncertainty</td>
<td>Ability to see and understand the world from others cultural perspectives</td>
</tr>
<tr>
<td>Ability to deal with misunderstandings</td>
<td>Ability to give and receive constructive feedback</td>
<td>Ability to display patience</td>
<td>Exhibiting a spirit of inquiry about other cultures, values, beliefs, and communication patterns</td>
</tr>
<tr>
<td>Comfort when communicating with foreign nationals</td>
<td>Ability to discuss and solve problems</td>
<td>Tolerance of ambiguity and uncertainty due to cultural differences</td>
<td>Ability to appreciate dissimilar working styles</td>
</tr>
<tr>
<td>Awareness of your own cultural conditioning</td>
<td>Ability to deal with conflict situation</td>
<td>Openness to cultural differences</td>
<td></td>
</tr>
<tr>
<td>Basic knowledge about the country, culture, and the language of team members</td>
<td>Ability to display respect for other team members</td>
<td>Willingness to accept Change and risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to exercise flexibility</td>
<td></td>
</tr>
</tbody>
</table>
• Participatory leadership style
• Ability to work cooperatively with others

• Ability to accept different way doing things
• Non-judgmental stance toward the ways things are done in other cultures

Table 3.5.4. (A) The Cross-cultural Communication Competence Model (Matveev & Nelson, 2004).

Developing cross-cultural communication competencies is very hard, the process requires many paths through other cultures and involves obtaining, sifting and interpreting of information from all sources. This information is not only about facts, but also about the perceptions and behaviours of different cultures. Thus, understanding ICC requires insider's view, which includes the value and beliefs of the behaviour of a culture (emic approach), as well as external view (etic approach) (Browaeys and Price, 2015, pp. 422-423). Hence, Bennett (1993, p.65) developed the model of ICC, which is shown in table 4.6.4.1. The model consists of stages and it suggests a logical and linear process of intercultural sensitivity. However, Kolb (1984, p.38) point out that the development of ICC is the lifelong chain of experience. The Kolb's model (Figure 3.5.4. (B)) reflects that "knowledge is created through the transformation of experience" and learning cycles is in nature.

<table>
<thead>
<tr>
<th>Ethnocentric stages</th>
<th>Ethnorelative stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>Acceptance</td>
</tr>
<tr>
<td>• Isolation</td>
<td>• Respect for value difference</td>
</tr>
<tr>
<td>• Separation</td>
<td>• Empathy</td>
</tr>
<tr>
<td>Defence</td>
<td>Adaptation</td>
</tr>
<tr>
<td>• Denigration</td>
<td>• Pluralism</td>
</tr>
<tr>
<td>• Superiority</td>
<td>• Contextual evaluation</td>
</tr>
<tr>
<td>• Reversal</td>
<td>• Constructive marginality</td>
</tr>
<tr>
<td>Minimisation</td>
<td>Integration</td>
</tr>
<tr>
<td>• Physical</td>
<td>• Respect for behavioural difference</td>
</tr>
<tr>
<td>universalism</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Transcendent</td>
<td>• Pluralism</td>
</tr>
<tr>
<td>universalism</td>
<td>• Contextual</td>
</tr>
</tbody>
</table>

Table 3.5.4. (B) developmental model of intercultural sensitivity Bennett (1993, p.65).

Figure 3.5.4. (C): Kolb’s (1984, p.38) learning cycle.
Similarly, the studies by Spitzberg and Chagnon (2009, Samovar et al. 2012, pp. 425-427) showed the existence of different structures of ICC models. Consequently, the surveys divided it into six types of model (Table 3.5.4.(D)): Compositional, Co-orientational, Developmental, Adaptational, Causal and Relational. At the end, the surveys reviewed 20 models of intercultural communication competencies and defined the most common constituent components of cross-cultural communication abilities of project managers and they are motivation, knowledge and skills (Spitzberg and Chagnon 2009, cited in Samovar et al. 2012, p. 431).

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Compositional models</th>
<th>Skills</th>
<th>Developmental models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of culture value</td>
<td>Awareness of self</td>
<td>An ability to engage in self-reflection</td>
<td>The Developmental models identify the phases, stages or timelines, which those changes occur in the process of adapting to another culture.</td>
</tr>
<tr>
<td>Understanding and devaluing ethnocentrism or discrimination</td>
<td>Awareness of the nature of social change</td>
<td>Identify differences</td>
<td></td>
</tr>
<tr>
<td>Appreciation of value risk-taking</td>
<td>The effect of cultural differences in communication</td>
<td>Take multiple perspectives in multiple contexts</td>
<td></td>
</tr>
<tr>
<td>Cross-cultural interaction</td>
<td></td>
<td>Challenges discriminatory act</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Causal models</th>
<th>Relational models</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Causal models generally serve for a quantitative test of the definite relationship among ICC components. The models are connected to each other and the goal is to predict particular concept of intercultural system or relationship.</td>
<td>The Relational models focus their outcomes on relationship formation and development. The models emphasize the reason for the existence of relation and relation progress in the communication. The models define the interaction of the following factor with the relation of other cultures:</td>
</tr>
<tr>
<td>• Interpersonal saliencies (intimacy attraction)</td>
<td>• Motivation</td>
</tr>
<tr>
<td>• Intergroup saliencies (cultural identity, knowledge of host cultural similarity)</td>
<td>• Knowledge</td>
</tr>
<tr>
<td>• Message exchange (passive strategies, interactive strategies, self-disclosure, language proficiency)</td>
<td>• Experience</td>
</tr>
<tr>
<td>• Host contract conditions (host attitudes, favourable contracts)</td>
<td>• Goal</td>
</tr>
<tr>
<td>• Circular visualization (effective and appropriate intercultural communication)</td>
<td>• The relational outcomes are:</td>
</tr>
<tr>
<td>• Individual (attitudes and knowledge)</td>
<td>• Intercultural effectiveness</td>
</tr>
<tr>
<td>• Interaction processes (adaptability, flexibility, empathy, ethnorelative views)</td>
<td>• Communication effectiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptational models</th>
<th>Co-orientational models</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Adaptational models focus on a process of one communication adjusting behaviour to the host or other interactant’s culture.</td>
<td>The models of ICC “focus on the achievement of overlap in symbolic meaning across interactant”.</td>
</tr>
</tbody>
</table>

Table 3.5.4. (D): The structures of ICC models (Spitzberg and Chagnon, 2009)

3.6. Non-profit organizations
A Non-profit organization is a common form of organization that works for the benefits of the public without shareholders and profit motives. In the literature, Non-profit organization highlighted as NPO or NFP (Non-for-profit). The NPOs target to social needs and have different goals, values and objectives (Reheul et al., 2013, p.139). In contrast, it
is stated that NPOs are allowed to make profits and known as “surplus”. However, the surplus cannot be distributed to people, who are managing or controlling organization (Hansmann 1980, p. 838). Hence, the studies showed that non-profit organizations have five key characteristics: Organized as institutions; Private; Not a part of government; Self-governing (controlling and managing of) their activities and procedures; Not distributing profit (with any income generated used to meet organizational objectives) and have voluntary participation in some ways (Anheier 2005, cited in Rathi and Given, 2017, p.718).

Non-governmental organizations (NGOs) are deemed to be non-profit-oriented groups, which are organized on a local, national or international level. The aim of non-governmental organizations is to meet the social needs and actualize social visions, thus, NGOs are functioning in the public interests (Brown & Korten 1989, cited in Latif and Williams, 2017, p.20). According to the studies, NGOs project works in a country, which institutional capacity is limited due to emerging economy status or as a result of natural disasters (Dedu et al. 2011, cited in Nanthagopan, Williams and Page, 2016, p. 1609). Hence, NGO projects operate on different social issues, for instance, health, education, agriculture, industrial sectors, human rights or gender issues. Thereby, NGOs are categorized into six orientations: welfare, development, development education, networking, research and advocacy (Kamaria and Lewis 2009, cited in Amagoh, 2015 pp. 221-222).

International non-governmental project management has started since 1980, however only in recent years, the researchers have started to examine NGO projects (Golini et al. 2015, cited in Latif and Williams, 2017, p.220). As NGOs are required to manage political, social, legal, technical and cultural issues in host environments, managing these factors may require additional competencies for project managers (Struyk 2007, cited in Nanthagopan, Williams &Page, 2016, pp.1608-1609). Hence, the literature reviews showed that many articles were addressed on international project management competencies; however, very few were focused on non-governmental organizations (NGOs). Therefore, we believe that in the context of NPOs or NGOs projects, which have different values and objectives, the competencies of project managers within international NPOs are different. In this connection, Brière et al. (2015, pp. 116-125) conducted an interview with 28 NGO's project managers having an average of over 10 years’ experience in several areas, thus, the findings showed different groups of competencies for project managers in NGOs projects (Figure 3.6. (A), Figure 3.6. (B)).
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Logistic Aspects</td>
</tr>
<tr>
<td></td>
<td>Cultural Differences</td>
</tr>
<tr>
<td></td>
<td>Tools Used</td>
</tr>
<tr>
<td>Span of abilities</td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Areas of Expertise</td>
</tr>
<tr>
<td></td>
<td>Project Management</td>
</tr>
<tr>
<td></td>
<td>International Development</td>
</tr>
<tr>
<td></td>
<td>Intercultural</td>
</tr>
<tr>
<td>Management Skills</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Financial</td>
</tr>
<tr>
<td></td>
<td>Work Organisation</td>
</tr>
<tr>
<td></td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>People</td>
</tr>
<tr>
<td>Communication</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Oral Expression</td>
</tr>
<tr>
<td></td>
<td>Dispute Resolution</td>
</tr>
<tr>
<td>Personal Qualities</td>
<td>Working Capacity</td>
</tr>
<tr>
<td></td>
<td>Coping with Stress</td>
</tr>
<tr>
<td></td>
<td>Humility</td>
</tr>
<tr>
<td></td>
<td>Patience</td>
</tr>
<tr>
<td></td>
<td>Thoroughness</td>
</tr>
<tr>
<td></td>
<td>Intuition</td>
</tr>
<tr>
<td></td>
<td>Engagement</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Team Work</td>
</tr>
<tr>
<td></td>
<td>Negotiate</td>
</tr>
<tr>
<td></td>
<td>Establishing a Sense of Trust</td>
</tr>
<tr>
<td>Leadership</td>
<td>Engage</td>
</tr>
<tr>
<td></td>
<td>Strategic Vision</td>
</tr>
<tr>
<td></td>
<td>Understanding One’s Environment</td>
</tr>
<tr>
<td>Ethics</td>
<td>Management Practices</td>
</tr>
<tr>
<td></td>
<td>Individual Requests</td>
</tr>
<tr>
<td></td>
<td>Personal Behaviours</td>
</tr>
<tr>
<td>Networking and Local</td>
<td>Local Experts</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Stakeholders</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>Local Organisations</td>
</tr>
<tr>
<td></td>
<td>Staff Training</td>
</tr>
<tr>
<td>Change Management</td>
<td>Strategies</td>
</tr>
</tbody>
</table>

Figure 3.6. (B) Details of competencies. Brière et al. (2015)
Summary of Theoretical Framework
The chapter 3 is a compilation of the theory found in the literature. It starts by introducing with some culture theory which frames the research with a short evolution of the culture concept, in order to have the elements to understand any influence that culture has in the present or in the context of our study, either in society or intercultural relations. We go through the different times in history, how the concept of culture was seen, and how this influenced to our current times.

Later on, we enter the Project Management field to give a general frame of the definitions and context of this discipline, as well as some introductory concepts that will bring us to the International and Cross-cultural Management. The International Project Management is a renowned discipline of project management that takes charge of the endeavours that involve multiple countries or nationalities. In the literature, this discipline is found in global business world and market, taking in to account the importance that technology has nowadays, which is making the distances shorter, giving a major impulse to the international project management.

The Cross-cultural Project Management is having a boost lately in practice and research. This discipline focuses not only in the multiple nationalities but also in the cultural factors and its influence in the project management process, and of course, the way to reach success in this type of projects. In this line, in order to be successful, the CCPM studies different competencies and skills that project managers should have. The Theoretical framework presents different CCPM Competencies Models, where different researchers present what they think are the important characteristics and competencies in CCPM, as well as the different challenges that can arise in the cross-cultural projects.

The next sections approaches the communication as the main competence in Cross-Cultural Project Management and how communication, affects and behaves in the context of multiple cultures involved in a project. This brings after to the Intercultural Communication, which is the element that this research is focusing on. This has a strong importance for the CCPM practice in order to have successful outcomes in an intercultural context.

The chapter closes with a brief overview about what are the Non-profit Organizations, which is this study point of interest. Since the traditional PM knowledge directs its attention mostly to the for-profit or other sectors, when trying to find more information about the Intercultural competences needed in CCPM in the non-profit organizations, the literature starts getting scarce, so this report includes the few information found about this topic.
4. Empirical findings

In this chapter, we will expose the results of the data collection process developed through the eight interviews. Here, the reader can find a short introduction of the practitioner and his/her background and the context of the organization. The results obtained from each practitioner interviewed will be presented as a summary, in order to understand the context of each case. We will enter to their international and intercultural project manager practices and experiences.

The structure of each result presented here follows the coding categories explained in the Data Processing Section 2.7. We cover the NPOs structure and project deployment, Policies, Strategies, CCPM style, Vision, Values and principles in the IPM. What the practitioners said about culture and interculturality, the Cultural barriers and difficulties that they have faced, what they said about intercultural competencies and its focus on the intercultural communication. How they build their international teams and how they are prepared for cross-cultural projects. We also present the technical and technological aspects such as communication channels, trainings and success factors in intercultural projects.

4.1. Respondent 1

Pamela Gray  
HR Manager  
Organization: Greenpeace Czech Republic

Pamela Gray is a Human Resource Manager in Greenpeace organization in the Czech Republic. She has studied her Master’s degree in Human Resource Management in Czech University and has been working in this position for 4 years in Greenpeace. She is a responsible person for recruitment, salaries and development of plans in Greenpeace organization projects.

The Greenpeace is an international environmental organization, non-governmental and independent, which works on environmental issues. Greenpeace works in a form of global campaigning that “acts to change attitudes and behaviour, to protect and conserve the environment and to promote peace” (Greenpeace, 2017). They are present in more than 55 countries across Europe, the Americas, Asia, Africa and the Pacific. They maintain their independence by not accepting donations from any governments or corporations, but only by individuals and foundations.

The Greenpeace in the Czech Republic has focused on 80% to international projects, targeting international issues for instance “plastic, coal and energy” and collaborates with other countries. Also, Greenpeace works for 20% with Czech projects, and have a small multicultural team of 12 people, who are from Europe, Asia and US. Thus, the organization have policies about diversity.

In the interview, regarding the differences between NPO and profit organization projects, Gray pointed out that the differences are in cultural aspects and ways of treating them. In
NPO projects, people have different objectives and they are more friendly and open. However, in profit-oriented organization projects, people focused on the results.

The respondent has shared her experience based on the challenge and difficulties which they have faced in international projects. She mentioned that sometimes while making conference meetings, it is difficult to reach some of our colleagues, due to the poor internet connections and different time zones, which referred it to India. Other difficulties were language barriers and communication culture context. She pointed out that “sometimes it is hard to understand, even though that the person is speaking in English, they use different words, expressions and explain it in different ways than native speakers. Also, they use different communication context, thus, one of them is very open and direct, while, others not”.

When we asked about the intercultural competencies, which their organization looking for, the respondent stated that Greenpeace usually follows the job tender requirements, which contains work experience, language abilities including English, environmental background and the goals of applicants have to match with the objectives of the organizations.

Gray mentioned the capabilities of successful project managers in international projects. She pointed out that the project managers have to possess following competencies: communication skills, facilitation skills, openness and not being shy, strong personalities, politeness, good consultation skills, good English, experienced in international teams, able to use technologies, coordination skills and able to work with different time zones.

About technological channels, Gray claimed that in Greenpeace they use their own tools for project management. They use Smartsheet and servers for organizing projects. Also, for sharing documents they use their own Greenpeace Drive, which is connected to the whole system of organization around the world. The platform called the “Queenan” and people have started to spread documents from all countries, which allows us to see and learn from each other.

4.2. Respondent 2

Paul Glower
Press Officer
Organization: Greenpeace

Paul Glower has a Journalism degree, he has been a reporter, editor and has worked on print press. He worked at Metro, a Swedish media agency, from there his international experience started. Now, he runs the position of Press Officer of Greenpeace in Czech Republic. As he says, Greenpeace structure is more decentralized and project-oriented than department office oriented, therefore, even if he develops communications functions he does it with a project management approach where he manages at the core team level. His functions are: external and internal communication, construction of the message, media interests, press releases and press conferences. He is responsible for the communication strategies and for keeping the communication with the stakeholders and fundraising supporters. Additionally, he maintains the external communication by social media such as Facebook and anything that is needed in these areas for each project, which have the communication part, the campaign part, the fundraising part, and the engagement part. They categorize their projects as “Baskets” which are the themes they work for, for
instance, oceans is one basket, forests, energy basket and so on. Sometimes the big projects become baskets, such as the Artic basket, because this has many themes within.

Greenpeace is an “independent international environmental organization with operations in more than 40 countries for 40 years” (Greenpeace, 2017) although their headquarters are in Amsterdam. Their goal is to protect the environment and create awareness of the environmental issues and damage. Glower says that Greenpeace is global organization and to make a change they act together and cooperate internationally because many of the environmental problems are trans-boundary, which means that they have to handle them in several countries. He gives some examples of the projects he has been in. The first one, he mentioned, was the Vattenfall Project, a Swedish energy company; he continues “back then, this company was about to sell its coal mining fleet in Germany, in Lusatia, and so three countries were involved: Sweden because it owned Vattenfall, Germany because the coal mines and power plants were under the state, and Czech Republic because all the potential buyers were from Czech Republic”.

Other international projects that he is currently in, are for instance, Energy Transition and it's focused mainly on renewables and on energy citizens, so that means that people basically produce their own energy, and the other one is the European Coal Campaign which is part of a bigger campaign where many other organizations act as grass-root movements and initiatives joined forces not only in European Union, but also in countries like Serbia and Montenegro and others. The projects can get very complex when the “baskets” also have the concern of the environmental priorities, and then there are the continental or regional priorities too. There is also something called 80-20 rule, that 80% of the capacity of the office should be dedicated to international or regional projects and 20% for the national ones.

Regarding the cultural differences, he mentions that a big issue is the construction of the message in the narratives of each campaign because of the target audience were the message will be received. For instance the message that is used in the Western Europe, might not be understood in the East. He says, “you have two choices, either you divide the narratives for each country maybe or block of countries, or you come up with a common denominator. There are things that cannot even be translated” he adds.

Another big cultural issue is the different mind-sets, he says “shifting the mind-set is one of the Greenpeace priorities right now because we realized that if we want to change things, we have to change what is considered to be normal”. For instance, “when people consider that testing nuclear weapons or killing whales is normal, it's really hard to get rid of these things. With Greenpeace actions against nuclear testing and against the whales, it was like this disruption of the reality of the world back then, and basically now, we think that killing whales and testing nuclear weapons is not normal”. He explains that the mind-sets are rooted deeply in the culture. Mindsets are hard to change because they were present there for more than 200 years. For instance the idea that “we cannot live without burning coal” is one of this mindsets. “We are focused in on shifting mindset”, he concludes.

About the technological channels, he shares that the videoconference by skype is very important for them because they are in the thinking of protecting the environment, and traveling to get all people together would be against that thinking. So they get together only when is necessary. He also mentions that they have their own software “LifeSize” for the video conferences, they even have a special room with a screen to conduct their international meetings. For the project management they have a software called Podio, but they are currently migrating to Smartsheet, he says this is a very helpful tool for
international communication and project coordination. Glower mentions that they don’t really use social media for the project management, but they use it for external communication to reach people out there through Facebook, Twitter or Instagram. The email is a very basic tool for internal, formal and more direct communication, this is a tool to build or maintain engagement.

We asked Glower if they had any type of Cross-cultural models or frameworks that they use in Greenpeace to develop their international projects. He explained that because they are a global organization there is an urgent need to keep track on the projects and discuss in a regular basis. For these purposes they use some tools called “Global Spotlights” and “Global full-power moments”, “Calendars”, “TTIP” which help them accomplished their projects either in short-term or long term.

Glower comments that the teams in Greenpeace are trained on their competencies to enhance their capabilities on international level. They are given trainings such as leadership, project management, organization, learning web, etc. They make use of the digital tools to give these trainings online by video conference. The newest people have the figure of “Mentors” who are the person that they can rely on to solve problems or to strengthen their competencies.

4.3. Respondent 3

Carla Underwood
Project Manager
Organization: Unimos International
Also Project Manager in Colectiva Caos

Carla Underwood is a project manager, consultant and collaborator of Unimos International. She is an economist with experience in international cooperation, political incidence and socio-environmental research. She has a had a broad experience developing projects in different regions such as Central and South America and Africa.

Unimos International non-governmental association that focuses on generating potential connections and networks for social transformation and improvement of life conditions of people in different parts of the planet. The organization was born in Colombia but they have projects abroad. Right now the core is located in Madrid, Spain. The main statement that represents the objective of this organization is “to create links for the social transformation”. They deploy different projects in different regions of the world such as Africa and the Americas. They work under a line of integrated principles of gender equality, environment and people involvement and participation.

They act locally with a global perspective, through projects developed together with the people, organizations, collectives and civil society, empowering people to be the actors of their own solutions. They connect necessities and social problems with resources and capabilities. Their projects and programmes cover themes such as gender, human rights, local development, environmental, social issues, arts, culture, creativity and interculturality (Unimos, 2017).

Their organization structure is different to the traditional organization structures. They have a coordination group that they call the “Director Group” or the “Engine Group” which is a
coordinator and decision making group. This is located in Spain, although they work under a “virtual office”, since they don’t have a physical office because they are all spread in their different parts of the world where they are developing their projects. Although they gather physically twice a year to arrange organizational or strategic issues.

Not only their structure is innovative, but also the way they deploy their projects. As a member project manager and consultant of Unimos, they are entitled to make proposals of projects that they design under the vision of the organization, but they create the design of the project, the partners, and the country or region where this project needs to be developed. When presented, the proposal is revised by the coordinator group and afterwards, this is processed to match funding for its development.

The style of their work and policies are very clear. They always work through a network of other organizations, other experts and associations. They work through the principle of “working together with the people” meaning that they work closely with the community of the beneficiaries of the project, creating a change together. This is strategic for them to achieve their goals. Underwood says “the local organization knows what the real issues are and what are the best ways to do the intervention with the community… they’re part of the process, they are subjects of change to transform their realities”

They are also clear about a transversal approach of their policies in any project they develop internationally, which have to comply with the human rights, gender equality and environmental protection.

Regarding the organizational style Underwood argues that keeping the horizontal style of decision making is important, however sometimes a guidance is necessary, a leader that motivates and “pushes the responsibilities… but a leader that also considers the different opinions of the group”.

About the development of the international projects, Underwood claims that Unimos is a very multicultural organization. Their members have different nationalities and a multicultural experience in the field. When starting a project, Underwood advices, “first, we have to get enough information about the territory; we have to study the context. Not only the present situation, but also the historical information, especially about the issues that we are going to work on”. She critics “sometimes we write the projects without knowing what is happening in the territory where you will deploy the project, you have to understand their culture, so you can design the project adequately to accompany the process along with the community. For me, that is a successful project”

The respondent mentioned important values that have to be practiced in this intercultural projects. She argues that besides getting to know the host country culture, you owe respect to that culture. For instance, she mentions how the time perception is different in cultures “we have to plan with their calendar, not with ours. We have to respect their times, because that is the time they use for their survival activities”. Furthermore, Underwood gives other examples like this from the projects she manages in Guinea Bissau, and she talks about how during the project development they have to respect the different ways they do things or the way of their organizations.

In the interview, Underwood responds to us about different cultural differences, the barriers and difficulties that they have to manage to be successful in their projects. She mentions one of the biggest challenges is the language “we have this project with the women association in this community or in this region, we have 17 ethnics and the Portuguese is not the language that everybody speaks, it’s Creole”.

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When we asked about the intercultural competencies necessary for the management of international or intercultural projects, she enumerates different ones after affirming that the first competencies required are the technical skills and the experience in dealing in multicultural context. She follows explaining the importance of studying the context, connecting with the culture and that the way of doing it is connecting with the local organizations, because they know better about their needs.

In the intercultural communication, different issues can arise, but among the solutions that that they practice in Unimos is the practice of taking care of the construction of the message, and the ethicality in the communication.

During the interviews she mentions several time that, the best way of developing the international projects is through the building of networks and work together with the community to be more accurate with the project planning and executing “we, as project managers, we are not the solution, the project manager accompanies the community to find the right solution together with them”

4.4. Respondent 4

Beck Hudson
Democracy Programme Coordinator
Organization: Heinrich Böll Stiftung

Beck Hudson is a Program Democracy Coordinator in Heinrich Böll Stiftung organization in El-Salvador. He is the straight link between El-Salvador to Central America (CA) and Berlin, and he is a responsible person in supervising project progresses and joint projects in CA. Hudson has been working in this position for 4 years 6 months.

The Heinrich Böll Stiftung is an independent organization originated in Germany. This non-profit foundation is “a catalyst for green visions and projects, a think tank for policy reform, and an international network” (Heinrich Böll, 2017). They deploy their projects and programmes in Africa, Asia, Europe, Latin America, Middle East & North Africa, North America in over 60 countries and maintain around 29 offices around the world, working with 160 partners. Their projects are built under the principles of ecology and sustainability, democracy and human rights, self-determination and justice. They consider themselves as a Green Think Tank and an International Policy Network.

In CA, the first office of Heinrich Böll Stiftung organization was in El-Salvador. However, the headquarter of the organization is in Berlin, Germany. The first office was “as the symbol of the piece” between two countries. In 2016, they have opened a new office in Bogota, Columbia. The reasons for having an office in Bogota is the piece of the cores and agreements in Columbia. Similarly, the organization have the same programs in Serbia and Africa. Hudson pointed out that “They always look offices where the conditions of the civil society allow new alternatives and new perspectives on issues”. Thus, the main objective of the organization projects is to find some difficulties around the world and needs according to the regions. He stated that “…in my case in CA, we struggle against women violence, gender inequality, we develop a program to strengthen democracy, human rights, ecology and cultural issues”.

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The Heinrich Böll organization while targeting specific region or country will consider two factors including identifying local labour and cultural issues in that area. As Hudson mentioned “every single person in the office has to belong to the region, so they know what’s going on in that area. Also, they meet with Germany Embassies in order to get information about gender equality, culture, ecology and democracy issues in host country”. Also, he highlighted that “The headquarter from Berlin and coordinators take into account every single movement and alternative from civil society”.

The respondent mentioned that, the organization use manuals or handbooks in their projects. It’s like a logical frame, which creates projects and to supervise the objectives and results. Also, they use an agenda oriented, which includes every single part of the program including objectives, activities and results etc.

The respondent mentioned about success factors in international Project Management. He stated it as “in international project management communication and dialogue are important, also irrespective of your own goals, you have to take into account what the community, local region or civil society needs in own terms because we have to give the communication and dialogues flexibility and lets them decide what they want and we should not intervene. Moreover, we have to take into account the historical events of the country”. On the other words, he referred it as “information is the key fact, what you know about the culture, the way of living or the content they belong to. And communication-honest communication is important to success this differences”.

“I think the success depends on how is ready the civil society of local community to allow changes, and changes have not to be forced. Otherwise, we will make the same mistake as other governments did in past. As the element, communication, dialogue, flexibility, respect and awareness of culture have to be part of success”.

In the interview, Hudson responded to us about cultural differences, the barriers and difficulties that he has faced during his work. He mentioned one of the biggest cultural challenges was language “I have worked in one organization as sustainable culture developer. The headquarter were in London, England. My former manager was from Wales. Most of the founders come from Scotland, Ireland. My main task was interpreting those groups to the farmers. I think, only from the cultural perspective we can link between these groups. It was difficult to explain how the other farmers were a success in different regions in Asia or Africa from the same perspective. Because, culture is the speaking of language, food, music and literature help us to create this link between foreign groups with very-very strong accents like Scotland and Ireland, to local farmers”.

In the interview, we asked about the competencies of the project managers in intercultural projects. The respondent highlighted that in our organization we are looking for the skilled peoples who “live in gender equality, protection of the environment, to create they own democracy. We are looking for people who believe in something else, in some new models or alternatives in politics, economic etc.” However, he emphasized that in general, the successful competences of a project manager are history awareness, strong communication, humility, being humble and flexible.

“I think possessing information is important, what the community needs in the contemporary times based on the historical events. Second, Communication definitely, if the communication is strong enough, you have at least 50% of results, because most of the times the lack of communication or dialogues make success less. Third, we need to practice humility. We don’t know the truth, we are looking for truth and the people know it. We need to create channels to share all this knowledge, which belong to the people. We have to be humble enough to say we are to here to support you, not to save you, because it is one
of the common projects mistakes, which they commit. I think we should be flexible to allow the communities or people to decide by them self. We just creating bridges, guide and show the ways of doing things, but the people should be ready enough to decide what they want or don’t. We need to be flexible enough to give them freedom, in order to speak, decide and it is our initial goals”.

Regarding the communication channels, he says that technology facilitates our work among project team members. The communication channels were internet, emails, phone, postal services and digital media channels. Also, in the last years for the sharing documents project team members have started to use their own platform or Google drive as mentioned “we usually use our own platform for the security reasons. It’s called Novelise. It is like basic email. Also, we use Google drive for transferring documents or pictures.

### 4.5. Respondent 5

**Isabelle Mathews**  
Project Coordinator in Africa  
Organization: Malteser International

Isabelle Mathews has a background on Sociology, Spanish and French, she speaks four languages, German, English, French and Spanish. She has worked in relief programs in El Salvador, she has a broad experience as humanitarian and development organizations coordinator. Her international experience has been taken from Eastern Europe, Central America and the Caribbean. Now she is the Country Group Manager Francophone Africa & Kenya in Malteser International.

Malteser International is a worldwide humanitarian relief agency. Their mission is to provide relief and recovery during and following conflicts and disasters, epidemics, or armed conflicts. Their priorities are the fields of health. In this cases Malteser deploys its teams to provide emergency medical care, and ensure the supply of food. They support health by establishing functioning medical structures, and protecting health by ensuring people have access to adequate nutrition, as well as water, sanitation and hygiene. Moreover, they seek to strengthen the resilience of people in vulnerable regions against future crises applying a Disaster Risk Reduction strategy (Malteser International, 2017).

Malteser International headquarters are in in Germany, although they work in different countries, where they have regional or country offices. Isabelle is responsible for the coordination of projects regarding health programs, food, nutrition, water, sanitation, and housing. She is the link between the country teams and the donors. She prepares the project proposals, implementation and executions, as well as the reporting and assuring the quality of the results and the strategic issues.

Concerning the team building for this type of projects Mathews explains that the staff is very multicultural; for instance, they have an international Staff that is recruited internationally based in their skills and experience “for example, we have people from Europe, Madagascar, Philippines”. There is also a national staff and local agents; additionally they said that a National Local partner is necessary.
Regarding the management style she says that hierarchy is in the system, not the organization, but the system. Meaning that even in an organization wants to be horizontal or democratic, there is always a hierarchy beginning from the donors, the organizations, the local partners, etc. The structure that they are using is a “multi actors” model. They partnership with civil society and private enterprises also on the health sector. She says that “this is also an intercultural model because even if you are from the same country but work in different sectors like NGOs or the private sector, the cultures are so different”

About the concept of “gender”, we have some code of conducts. Isabelle says in a meeting, that day she observed that only the men were talking and no women were saying anything. She asked why women were not talking. Next day things started to change. Although these are very patriarchal societies that have this type of behaviors.

For the deployment of the projects and project teams, she talks about the necessity to know, study and understand and the context. They are applying a new method model called PFIM “People First Impact Method”, in order to know the cultural context and link it with their real needs and what is important for them. Isabelle puts an example on when they applied this method: “we had 8 community groups, the teams went to the communities to listen, when they came back, they had identified 56 issues from the communities. They made a prioritization and came back with 8 issues from all of those groups, with this information they can go deeper and learn more and more about the context”.

She comments, “One thing is how people perceive you and other thing is how deeply you understand and look the local culture”. Mathews talks about the experience in the intercultural relation with the community and the trust. “We have some German people that lived for so long there, they are even more Kenyan than German, but they still remain the “white people”, I am always the “gringa”. There are different levels of confidence, the local people open up much, much more to people that speak their local languages”.

When we asked her about what types of intercultural difficulties she has faced in her journey on these projects she mentioned for instance, that working towards peace building was necessary, because the context where they worked had some ethnical conflicts and clashes among tribes, so in order to deploy their aid projects, they need to guarantee a peaceful context. Other intense issue that she mentioned was that in the territory where she works there is the practice of 99% of Female Genital Mutilation cases, which is a big issue declared as a violation of human rights by the United Nations (United Nations, 2008). She also shares her experiences facing the traditional and patriarchal society that discriminates people with HIV or single mothers.

“Culture is not something static” says Isabelle. “Multicultural teams for instance are options for positive changes, but it could also be a risk for a negative change. Multiculturality is driver of change”. Human rights have a big impact in Malteser in the cultural change work. For instance, Mathews tells “Kenya society is developing, but we have found communities that are left alone, where, for example they have inexistent hygiene practices. This makes them die from diseases that are perfectly preventable. When we are able to teach them to change those habits, there is a change in their lives and their culture changes too”.

When we asked for the intercultural competencies, she responded that it depends on the context, for instance if it is a remote area, or if it is in the city center, or if the place to visit is new, new staff with specials competencies might be needed or more experienced staff. We asked her about the competencies required in the recruitment process and she
responded that the process is specific for the special needs of each project, but in general, besides the skills requirements, the candidates should have international experience abroad, speak the needed languages, people skills dealing with interculturality. For instance, Isabelle says, “we have youngsters program as project assistants, they have to have university degree and languages, experience abroad”. She says, “one of the most outstanding factors is empathy to keep calm in stressful situations”. In addition, it is important “to have someone driven to finish and reach the goals”. She says that besides empathy, a project manager must have abilities to be open, listen to the others, and understand them; a project manager should have clear goals and objectives and to be committed to the responsibilities.

Regarding the cultural differences in the intercultural communication, she says that, in some communities, she has had troubles on getting the agreements fulfilled. “Sometimes you need to be tough to obtain the results, or send them reminders and getting them back on tracks. You have to be clear on what needs to be done”. However, she tells, these differences might hurt some sensibilities in the relation, because for instance she says. Some people are very direct other people are not direct. Nevertheless, when there is a relationship of trust people understand the context, and the cultural of the others. When this happens you establish stronger and closer relationships.

4.6. Respondent 6

Cristina Reiner  
Country Coordinator  
Organization: Swiss Red Cross  
Also Coordinator of Red Alforja (Mesoamerican network for Popular Education)

Cristina Reiner is a former Country Coordinator of Swiss Red Cross in El Salvador until August 2017. She has been working on this position for over 13 years, where she had to manage the projects deployed in this region. She had to cover the administrative functions but also the execution of the projects, and the fieldwork. She has managed projects for the relief of disasters such as earthquakes, floods and hurricanes. As well as projects on reconstruction, prevention and adaptation to climate change. Her education background is related to popular education.

The Swiss Red Cross is a charitable foundation Red Cross movement founded in Switzerland with its headquarters in Bern (Swiss Red Cross, 2017). This national level organization complies with a global 2020 plan. This plan has as objectives and plans to fund projects in countries of the Americas such as El Salvador among other Latin American countries such as Haiti, Honduras, El Salvador, Paraguay, Bolivia and Ecuador.

It is important to define the different instances of Red Cross to understand their organization, structure and projects:

The **International Red Cross and Red Crescent Movement** is a humanitarian aid and relief agency founded in 1866 with the purpose of protecting health and life. The Red Cross is divided into 3 institutions:

**International Committee of the Red Cross.** An impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of
victims of war and internal violence and to provide them with assistance. It has a politic
intermediation function to assure the human rights in cases of conflict (Red Cross, 2017).

The International Federation of Red Cross and Red Crescent Movement. Which
facilitates and promotes all humanitarian activities carried out by its members of National
Societies to improve the situation of the most vulnerable people (Red Cross, 2017).

National Red Cross and Red Crescent Societies. This organization embodies the work
and principles of the International Red Cross and Red Crescent Movement in 189 countries
(Red Cross, 2017).

The intercultural experience of Cristina Reiner comes from the representation of Swiss Red
Cross on other countries where they develop the projects and international cooperation,
such as the case of Swiss Red Cross in El Salvador, the intercultural relation is higher
between Switzerland and the host country. The multiculturality grows in cases of
emergencies when many international organizations, such as other Red Crosses, the UNDP,
and other NGOs, get together with Red Cross to deploy the relief projects. They also get
together when they gather to share the lessons learned.

Red Cross works under the priorities stated at the Strategic Plan 2020, according to this
priorities they chose the regions and then the countries where to start the fieldwork,
everything is linked. Before entering a country, there is not a specific previous study,
although there is a connection with local organizations, governmental or communitarian to
get to know the territory and their culture. Additionally there is an induction program for
the project manager when entering a new country. However this is not always possible in
moments of emergency when is important to execute the project with life priority.

“When entering a new territory, you need to know the territory previously. You have to
contact the community organization, local organizations, committees or town councils. In
case there’s none, you have to look for the natural leaders or committees. In case they don’t
have a local organization, you should help to organize the people” she says about the
functions of a project manager in the territory. And you have to organize all the resources
to distribute equally”, she says. Here it is when the cultural dimension comes to play
challenging role according to Cristina, because different interests arise from leaders,
committees, organizations power groups or political parties. Here it is when it is necessary
to triangulate the information and work together with the community, in order to find the
truth. “We as project manager’s don’t have the truth we have to work together with the
people. There is an arrogance to think that you bring “the truth” that you know everything
and the others would learn from you”.

Reiner speaks about the impact of multiculturalism in projects. She argues that the impact
would depend on how you manage this factor. It could be positive or negative. To learn to
work with multiculturalism, there is a need to understand and work with a systemic
approach. There has to be a deep understanding and analysis of the reality, where you have
to take in to account the cultural dimension, the behaviour and subjective aspects of the
people, because it is in the organizational and interpersonal relations where the
transformation is done.

She claims that it is indispensable to know the local culture previously from a historical
perspective. “For instance” she says “If you work with people who had a history of
suffering, repression and domination, at the beginning there could be a distrust facing the
European people… you have to learn how to gain the people’s trust in the territory. In the
extent that you respect the people and listen to them, you value their contribution when
working together”. In this matter Reiner talks about certain Cultural perspectives or schemas that could strongly influence the project execution, she gives an example “the “entry” codes sometimes influence the opportunities of people, for instance, a “white” person that comes from the north has more power that a host country people. This is a code that works deep and subtle even without knowing it or being conscious, but it has been learned by the historic reality”. Furthermore, she adds, “even the NGOs agents, sometimes the European might incline to believe more to the other European colleagues that to the host country local people.

Regarding the Intercultural competencies she addresses that one of the most important key elements is the way how you communicate with people in the other culture and how this people communicates and communicate with you. “Sometimes it might happen that the use of different communication codes can lead to conflicts or to ignore conflicts. Moreover, you need to learn how to read and understand the communication codes of the people. This is not easy because this has to do with the subjectivity of the people, sometime this is not taken in to account”.

Reiner advices, “a project manager has to deconstruct the rational conception of knowledge. There is a rational conception of knowledge that is colonial, occidental and European that has been promoted since 500 years ago in Latin America, Asia, and Africa as “the truth”. She implies that it is necessary to break some cultural schema and cultural codes in order to break barriers with the local culture in order to learn and work together with them.

On the influence of culture on the communication level, Reiner says, “sometimes you expect a level of communication, you trust that the other person is telling the truth, but you would have to know that sometimes the attitudes would be different. For different reasons they don’t tell the truth, maybe they just perceive what you want to hear, so they say that”. Assumptions like these, could lead to intercultural communication difficulties. For instance, the unequal relation or the power assumptions make the one each other assume the differences ant he or she starts a behaviour as consequence of that difference.

Regarding the communication channels, she says that technology helps the work between colleagues or project team, but the relationship with the local community is better person to person.

4.7. Respondent 7

Ibrohimi Kurbonali
Project Manager
Organization: Omina Turkey

Ibrohimi Kurbonali is a Project Manager in Omina Turkey Organization. He has work experience in different types of international organizations. He has studied his master’s degree in Electric and Electronics in Ankara University and enhanced his managerial knowledge by taking PMP courses in Turkey. Ibrohimi has been working as Project Manager in this organization for 3 years and 1 month.
Omina Turkey is an international non-governmental organization that focuses on improvement, access, and quality of education. In the paper, the name of the organization is not real, which were requested by respondent. The organization has different projects around the world including in Asia, Europe, and Africa etc. The organization goal is to work closely with the local community, central authorities and partners’ agencies. Thus, the respondent highlighted that most of the project team members are young people from different nations, therefore, the organization culture is horizontal and policies are very diversity.

During the interview, as Ibrohimi has an experience in non-profit and profit-oriented organizations, he mentioned about the differences between organizations. He claimed that the profit-oriented organizations mostly focus on the benefits, identifies the needs of people in the market and choose a strategic and aggressive approach. However, non-profit organizations have different goals and objectives with the need of the community.

The respondent has shared his knowledge about difficulties and barriers that they have handled in international project management. Ibrohimi stated that “European people are more open and direct, Chinese and Turkish people or more indirect and shy in communication”, thus, the different communication style was one of our main obstacle in managing intercultural projects. Another challenge was the time differences; he claimed that “some of our employees worked at 4 am in order to speak with Chinese colleagues”. Moreover, he stated that “some of our Chinese colleague were not able to speak English language properly”, thus, at least it is important to know English or organization language accurately. In the summary, Ibrohimi highlighted the main challenges in language difficulties, communication culture context and different time zones in intercultural projects management.

In the interview, the respondent mentioned about the cultural differences in international projects. He stated that “European people, they are very strict on timing, and it is very important for the successful cooperation to inform correctly on time. It’s more difficult to work with Japanese people, who are very demanding and have strict laws. For Chinese teams, from our experience, it is very difficult to understand what specifically they need, because of language communication complexity. However, with Turkish people, it is very important to be polite and use indirect communication”. Thus, all these cultural understandings will help Project Managers to avoid misunderstandings, troubles and tensions.

Based on the work and experience of Ibrohimi, he described the competencies of project manager in intercultural projects for non-profit organizations. He mentioned that the “project manager has to understand the process of the work, goals and objective of the project; otherwise he or she will lose the trust among team members. PM has to be politeness with the correct way of asking questions”. PM has to possess very critical decision-making skills and have to know how to manage time. Moreover, PM has to have good communication skills, management skills, leadership skills and have to be flexible in changes and adaptabilities to other cultures. While, we have asked about the communication channels, the respondent mention different types of channels including emails, messenger programs, skype and phone. He claimed that “for the decisions and orders we use emails because it is considered as a document, with Chinese colleagues, we contact them with WeChat, because it is the easiest way to reach them. However, with Europeans, we use phone or skype calls”.

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4.8. Respondent 8

Cinthya Farrell
Executive Coordinator for CODACC Projects (Committee for the Communitarian Artistic and Cultural Development)
Organization: FUNDESA (Foundation for Development)
Also delegate coordinator for CLC - IberCultura Viva (Intergovernmental CLC Org.)

FUNDESA (Foundation for the Development) is an organization which objective is to contribute to improve the people’s fundamental needs through a sustainable development. This organization works in different social dimensions such as Economic development, Environmental Protection, Risk Management, Education and Culture. This organization supports a huge cultural project that is connected with many different Latin American countries through the Latin-American platform CLC (Communitarian Living Culture) and Iber-Cultura Viva.

Cinthya Farrell is the Executive Coordinator for CODACC Projects (Committee for the Artistic and Cultural Communitarian Development) and complies with the functions of Inter-institutional Coordination, administrative management, and field coordination of projects under their operative plan. She has a background in Journalism and a Central-American Cultural Studies Master’s. She has artistic education in Dramatic Arts.

Cinthya has had a strong experience in the Latin American movement “Communitarian Living Culture CLC” (from the Spanish name: Cultura Viva Comunitaria CVC). This concept started on the theorization and practice of the Communitarian Living Culture on the theory of “Points of Culture” developed by the Brazilian Célio Turino (Turino, Heritage and Hunter, 2013), although the communitarian culture always existed in Latin America. The CLC is a platform that gathers all the communitarian-based organizations, where they exchange and work together on different social and cultural demands, which further turn into cultural policies, laws, etc. The CLC is a political approach to demand social transformations through arts and culture.

This movement is being very effervescent in all countries of Latin America, such as Argentina, Brazil, Bolivia, Ecuador, Chile, Peru, Central America, Costa Rica, El Salvador, México, etc. Every year more countries join the movement. Cynthia tells that every year more countries and organizations are joining the CLC platform, for instance, this year even European countries are joining, such as Netherlands, Germany, Spain and United Kingdom.

There has been different International and inter-cultural gatherings, conventions and projects, for instance:
- Intercultural Caravans
- Mesoamerican Caravans
- CLC Latin American Conventions (there have been three since)
  - 1st Latin-American Convention was in Bolivia
  - 2nd Latin-American Convention was in El Salvador
  - 3rd Latin-American Convention was in Ecuador (2017)
  - 4th Latin-American Convention will be in Argentina (2019)
- IberCultura Viva inter-governmental meetings
She has a broad inter-cultural experience in different projects in different geographical zones of El Salvador. She talks about how when she started working on these projects in the communities they found that the concept of “culture” was something very complicated to assimilate, and that the communities couldn’t even realize that they were doing culture every day. “For example” Cinthya says, “within their organization growing the corn crops and then they develop a “Corn Festival”, that is a natural cultural expression of the community”. The CODACC Project found that those activities could be supported to enhance the cultural natural expressions of the people.

All this complexity of community-based organizations and foundations is not the only component of this concept, the CLC also articulates through “IberCultura Viva” supported by governmental instances such as Culture Ministers or Secretaries. IberCultura Viva “is an intergovernmental program of technical and financial cooperation whose purpose is to strengthen the community-based cultures of Latin American countries. One of its main objectives is to promote networking, partnerships and exchanges for joint action among the various social and governmental actors, promoting the development of a cooperative, supportive and transformative culture” (IberCultura Viva, 2017).

Cinthya Farrell is an articulator of all this complexity of projects, at a highly multicultural and intercultural national and international level. The classification of all these projects are done in different categories, such as by country, by topic, by theme, by activities, by region, etc. Regarding her organization style she says “We are trying to build a circular horizontal organizational model, but we still work in a pyramidal model. But when you are in the territory you do all kind of work, so you help all at the same level” she adds.

Regarding interculturality, she comments that the traditions, visions, ethnics influences are very strong in the CLC, and this themes have different intensity, depending on the country. All the worldviews, differences, opinions and thinking makes the intercultural communication very intense. For instance, se shares, “in one occasion a discussion about legalization of cannabis came up in a convention meeting, since there are cultural views in this topic. This became such an intense discussion because some cultures were seeing it from the drug traffic problem, but others were seeing it as a connection with Mother Nature or medicine”. So when these discussions appear, we have to listen and agree on continuing and make the discussion longer, because it doesn’t have an immediate solution.

When we asked about the solutions on the intercultural communication, she responds: “you have to listen! We have two ears and only one mouth”. To be aware of understanding the context is also important.

Other solution for the cultural differences or diverse opinions is to vote, when consensus cannot be reached. Farrell gives an example of how they solve an intercultural problem: “For instance, there was a discussion about where to do the next Latin American convention, and two different countries wanted the host venue. All the other countries started to take part and support other countries, and the discussion started to get very strong and lasted for three days. However, at the end, they decided democratically and voted”. She says, at the end we said good-bye with hugs and happiness, because we are conscious of our differences, but that cannot intervene in our relations.

Other difficulties or cultural differences are the perception of “distance” in the relation to geographical or between relationships. She says that in her experience, the way the
different countries communicate, direct or indirect communication is different. Cynthia adds “the Argentinian, Uruguayan, Paraguayan are very direct but Salvadorian are submissive, but to my opinion, Ecuadorian are even more submissive to speak. The Costarican are more “light”, and they use the diminutives to make the problem look diminished. Other cultures are more rough or rude in the way they speak but that has to do with the subjective conception of “politeness” or direct communication. The language, the contexts and the communicational intentions are different.

Speaking about the intercultural competencies that a project or program manager or coordinator should have are: the first one is that a project manager has to be an articulator, and also a good listener, he or she has to know how to communicate adequately and to link together the ideas. A project manager must put in to practice the values such as cooperation, work together, solidarity, equality, because a coordinator has to work and link together with other many organizations, communities and people.

The success factors in the intercultural or international projects are first, the pertinence, sometimes we force the projects to fit in some receptor, and maybe the project is not needed or people don’t wanted. This is why it is important, to know the context where you will develop the project, if you don’t study the context you will be forcing a project where it is not needed.

When we asked her about the competencies needed when they hire the people for the project team, she responded that besides the technical skills required for the specific job, they make sure that they share the principles that we work with in the organization. “We also need that they know about the popular education methodology and practice”; and the other competency has three elements, he or she must know, recognize and enhance. To know the skills, to recognize the competencies and to enhance those competencies. “Although, we do make workshops and trainings to enhance the competencies of our workforce, the people we hire must know about gender equality policies and laws, as well as children protection policies and laws, but we also develop workshops and trainings to strengthen these competencies. We also give workshops on history, popular education and leadership, and about policies and laws. Planning methods, sociocultural animation.
5. Analysis and Discussion

In this chapter, the reader will find the analysis of the data collected by interviews that pursue to respond the research question, purpose and sub-purposes formulated at the beginning of the investigation. The richness of this chapter is that it is based in the knowledge and experience of the respondents who are practitioners with high experience in the management of intercultural projects and international contexts. The Analysis is done on the basis of three theoretical categories: the first one, The International Non-Profit Organizations Context, where we revise their Context, Structure and Management. The second, The Cross-cultural Project Management in non-profit organizations where we see the project development and deployment and their challenges and barriers; and the third, The Intercultural Competences focused on Intercultural communication. At the end of the chapter, we make a holistic discussion with a reflective intention, where we contrast the theory built with the extant theory, without any intention of testing any theory.

5.1 Analysis from the Empirical Data

This section gathers the three main Theoretical Categories that gather, relate and connect the concepts and categories we analysed in the coding. This theory is built directly from the primary data.

5.1.1. The international non-profit (NPO) organizations

Context, Structure and Management.

Non-Profit Organizations are driven by values and change. They are moved by humanitarian interests, human rights, environmental protection, social issues, gender, human life, development, just to begin with. Their purposes are not to produce revenues for sharing among shareholders, instead, any fundraising or incomes are used to invest or re-investing towards their vision and goals. With this in mind, their structures are adapted to function in the best way possible to fulfil their intentions. One can find so many different forms of organizations and structures form the most traditional to the most creative ones, furthermore, the international factor makes this even more complex. For instance, Red Cross uses a still hierarchical structure that comes as a vertical command line (Reiner, 2017), from the donors, sponsors, cooperants, or directors, down to the coordinators and Project Managers. Although the situation changes at the project level where the managerial style of the coordinator or project manager is developed in a more horizontal way. It seems like, even if the organizations have a traditional hierarchical, vertical or pyramidal structure (Farrell, 2017), all of them mention that they have, they would prefer or they pursue a horizontal, more collective or circular type of structure.

There are other types of structures that are worth mentioning. Such is the case of Unimos International, where the structure is an interesting design. They have created a central “Director group” or “Engine group” (Underwood, 2017) that works as a central council where all the issues are discussed and the decisions are made. The rest of the body of this organization is composed by several project manager experts in different professional specialities. They called themselves “collaborators”. This project managers can design a project plan according to the priorities (humanitarian, environmental, social, etc.) that are necessary to cover in certain countries or regions with issues that need cooperation. Moreover, they are entitled to present the proposal which is processed in the “director
“group” to be matched with any funding calls such as European Union funding as an example. In this organization, there is no hierarchical “head”, instead all the workforce get together once or twice a year in a form of assembly for agreements and issues. As part of the structure, they have also come up with an innovative “virtual office”. Since they are all deployed in different parts of the world, they don’t have a physical office, hence, the effectiveness of the communication in this type of structure is essential. In this case the internationality of the projects comes from the different nationalities of the collaborators and project managers which are situated in different points of the world, either where they live or in the countries where they are developing their projects. Furthermore, the projects are deployed in different parts of the world such as the Americas or in African countries. Going even further, the interculturality comes to make this situation even more complex when one project is developed in a zone where there are multiple ethnics, such as the case that Carla Underwood mentions that she is currently working on where she has to face a context with seventeen ethnic groups in Guinea Bissau. The languages and cultural traits are manifold.

Other, types of complex and creative organizational structures are for instance conducted in Greenpeace. Glower says that they are project-oriented and not very much department-oriented. They have a series of criteria to organize their work and to deploy their projects. They call their projects “Campaigns” because they are based on changing mind-set to create environmental awareness. These projects are multidisciplinary and they become intercultural. Other criteria is something that they call “Baskets”, which are the themes they work for such as “oceans”, “forests”, “energy” and other thematics; however, sometimes the situation involves various of this elements and they become a basket, this is the case of “The Artic” as a case of protection of the Artic from the climate change, hence protecting the people. Following this criteria, it comes the country or regional criteria, following their 80/20 rule, 80% on international projects and 20% national.

This examples support the idea that NPOs have the necessity and the freedom to create and adapt their structures in order to have an optimal execution of their projects. Other cases need an enormous capacity of articulation, such is the case that Cinthya Farrell, executive coordinator of the programme “CODACCS”, Committee for the Artistic and Cultural Communitarian Development at FUNDESA foundation. FUNDESA is in El Salvador, they manage the CODACC Programme, which is deployed in different towns in the country, containing some multiculturality within. The complexity starts when a bottom up approach produces a multiple structure. CODACCS is part of a Latin American platform called Communitarian Living Culture CLC (Cultura Viva Comunitaria CVC), which is inspired in the “Points of Culture” a Brazilian cultural theory of communitarian culture (Turino, Heritage and Hunter, 2013), and gathers many social and cultural communitarian organizations from all over America; and some other European countries are already joining. The CVC produces several international projects where many countries of Latin America participate to exchange and work together on different cultural and social demands, which further turn in to policies or laws. Hence, if we think of all the many representation of every country with all its own cultural diversity it multiplies tremendously when they get together in their projects or conventions. In addition to this, the governmental support has started to join the movement, and they have composed the IberCulturaViva intergovernmental organization. This is a living system that moves organically because it grows, changes and reproduces. All this elements suggest that NPOs projects can be dynamically categorized by theme, by priority, by topic, by activity, by country, by region, etc.
Additionally, all the International NPOs interviewed said that networking is crucial, because besides, they need to work in cooperation with other institutions or non-governmental organizations NGOs. Moreover, they also need to articulate with host country partners, associations, local partners and also their communities or beneficiaries. If we think on terms of each case as a different intercultural iterative relationship, the network would be infinite. There is one characteristic that appears several times in absolutely all the interviews, the word “together” is present many times and they make a strong emphasis that they work along and in cooperation with their other partners and beneficiaries. The word “stakeholders” as known in the project management literature was never mentioned during any of the interviews, but they refer to their “partners” and the importance of working together.

They all speak about the importance of connecting effectively with each host country, their local partners and their cultures. In order to fulfil successfully with their goal expectations they need to know the context of the territory where they deploy their projects. It seems like being aware and learn about the cultural context of the host-country, or more specifically of the territory is indispensable. Not only about their culture as an everyday practice, but also about their psychological and behavioural aspects, moreover there has to be a lot of attention about their “historical context” or “historical memory” (Farrell, 2017). Reiner from Swiss Red Cross points out “If you work with people who had a history of suffering, repression and domination, at the beginning there could be a distrust… you have to learn how to gain the people’s trust in the territory” (Reiner, 2017).

Trust is a theme that appears on every interview. Building trust is important, as much as other principles such as respect and understanding. The adaptation is based on these values. The NPOs usually have their set of values or code of conduct as a their best introduction card. They focus on change and shift of mind-sets. Glower (2017) claims that their motivation in Greenpeace is “to change what is consider to be “normal”. When people think that testing nuclear weapons or killing whales is normal, is really hard to get rid of this ideas”. As stated before, the NPOs are driven by values, most of them are conscious of topics like gender, culture and diversity for instance. In one hand, some of them have them as institutional policies, to apply them either on their project practice or within their human resources or even as quotas for hiring, others said that they give it for granted, meaning that they have it intrinsically in their operations and that they do not have a document regarding this topics. In the other hand, others have this issues as part of their scope of work, such as the case of Heinrich Böll Foundation. Hudson (2017), the Programme Manager for Central America of this German organization, tells that in the region they have prioritized their struggle against any sign of violence against women, because the promote gender equality as one of their main components in the work. They work towards strengthen of democracy, ecology and political debate based on the respect of human rights and cultural issues. Some of the values or principles that have been mentioned in the interviews, as part of their organizations are: solidarity, equality, cooperation, respect, truthfulness, human rights approach, gender equality, democracy, diversity, cultural awareness, ethicality, empathy, integrity and appreciation of cultural diversity.

Regarding of what makes the NPOs different from the For-profit organizations FPO, the respondents said that they consider that values in practice is one of the main differences. As well, as the difference for the pursue of profit makes the FPOs “just go to the point” (Gray, 2017) without appreciating the human or cultural aspects. Other respondent said that what is different is the focus that they have on their projects “companies care about profits, they don’t care about cultural diversity, they even take advantage of the people of
other cultures, of their necessity for surviving” (Underwood, 2017). In conclusion, they imply that the FPOs work in a “result-product driven” way and the NPOs work in a “value-process driven” way (Underwood, 2017; Mathews, 2017).

5.1.2. Cross-cultural project management in non-profit organizations (NPO)

Development, Deployment, Challenges and Barriers.

We have addressed before in this thesis that culture is a complex concept that is constantly transforming in a dynamic context. Farrell from FUNDESA says “the concept of “culture” is something very complicated to assimilate… the communities couldn’t even realize that they were doing culture every day” (Farrell, 2017). She adds that for instance, the way that a community organizes to grow a corn crop and then celebrate a “corn festival” is a sample of natural cultural expressions. Nevertheless, it can get more complicated than that when opinions, beliefs or spirituality also appear. Culture permeates everything as we saw in the Theoretical Framework Chapter, and it gives a different character to each group of people and it gets deeply rooted in their lifes installing specific cultural schemes and mindsets (Glower, 2017) which affect everything they do and every relationship. This whole variety of possibilities and combinations give birth to cultural differences. If we think about just one territory with multiple ethnicities (Mathews, 2017; Underwood, 2017), how much varied can the multiplicity be if we think on national and international level.

Taken to another level, when intercultural relations arise, another element of complexity is added to the cultural system. Interculturality is an everyday issue for international NPOs, and as presented in last title, it can become very complicated. All the interviewees expressed that multiculturality increases richness in the work, because of the exchange of ideas and solutions (Underwood, 2017). Isabelle Mathews (2017) from Malteser International says “Culture is not something static”, she argues that culture is a driver of change, she adds that culture brings positive changes, but it can also have negative changes, and Reiner (2017) supports this idea. According to the opinions in the interviews, there is no doubt that culture is a driver of transformation (Underwood, 2017; Farrell, 2017; Reiner, 2017, Hudson, 2017).

In cross-cultural management execution, project managers have to deal with different cultural factors, beginning with the cultural traits such as diversity of visions, worldviews, traditions, beliefs, which have different shades and combinations but also different intensities and impacts depending on the culture or nation. Here it is when the cultural differences start to be noticed, within the admiration, the surprise or even the repulsion that cultural differences can cause on other cultural subjects. For Farrell (2017), this factors have to be recognized and discussed, to bring consciousness on the problems that can arise. The differences on thinking have a huge impact according to Farrell. She narrates and example of her experience in one project in Colombia where she met a community with their own policies, their own governance, visions and worldviews, including the way they perceive love and relationships, “even the way they communicate is different” she adds “they even resist to technology”. Regarding their beliefs she continues, “they have a close and special relationship with la “pacha mama” (mother nature)”.

Moreover, there is an important concept that was mentioned by Cristina Reiner from Red Cross and that later is reinforced by other respondents. She explains that in the intercultural
relation the most important element is “the way you communicate with the people”, referring to the relationship between the project managers with the host country culture or the beneficiaries. She argues that communication codes can lead to create conflicts or to ignore conflicts, which is such as important. It is necessary to learn how to read and understand the others communication codes, “this is not easy”, she says “because it has to do with the subjectivity of people”. She explains about the concept of the “Entry codes” in the international project deployments. According to Reiner (2017), the entry codes, would be the cultural schema that is found when entering in a new territory to deploy a project, and the impact that the foreign people causes in the host culture. She illustrates with this example, “For instance, a “white” person that comes from the “north” or from “Europe” has “more power” that the host country people or the community” referring to “more power” as a cultural assumption. She links this idea with the fact that if the host culture has had an abusive history that made them suffer discrimination or domination such as the conquests, invasions and colonialism, it is expected that the cultural relations will be affected. Therefore, it is essential to learn how to gain people’s trust in the territory when planning or executing the projects “… you gain trust in the extent that you respect people, listen to them, and value their contributions” she summarizes. She advises that there is a harmful tendency of some foreign project managers that tend to make previous assumptions minimizing the host culture. “There is an arrogant attitude tendency to think that you (as project manager or cooperant) bring “the truth” or “the solution” or the “savior” the respondents said (Underwood, 2017; Farrell, 2017; Mathews, 2017; Reiner, 2017; Hudson, 2017). The project manager accompanies the community.

A similar case happens in Africa. Isabelle Mathews from Malteser explains that there are some Gemans living in Kenya for many years, but those who do not know them still addresses them as the “white people”. There are two way direction in this intercultural relationship between the locals and the external project manager, the first one is how the people perceives the foreign project manager, the other one is “how deeply you understand and look the local culture”.

There is a concept or approach that all the respondents mention and agree on, that is the necessity and obligation of knowing and inquire previously about the context of the territory where you will deploy your projects. As mentioned in the previous title about eh NPOs, it is indispensable for a project manager to study the context, moreover, their “historical context” or “historical memory”. Relating this to the cross-cultural project management field, the data showed that some non-profit organizations understand the importance of being aware of their cultural context before executing their projects.

The concept of studying the cultural context previously and being aware of the local culture historic memory is related to effectiveness, pertinence and success. Farrell (2017) affirms that the first success factor in the intercultural or international projects is the pertinence, “sometimes we force the projects to fit in some receiver, and maybe the project is not needed or people do not want it” she expresses. Underwood (2017) from Unimos International and Hudson (2017) from Heinrich Boll, also claim that it is important to know the context and get to know the local culture including their historical information, political dynamics, gender equality, culture, environmental situation, democracy, for instance, in order to write a successful project proposal that accompanies the community in an effective way. “That, for me is a successful intervention,” concludes Underwood. Most of the respondents agree that it is necessary to work together with the local people to understand their real necessities (Underwood, 2017; Farrell, 2017; Mathews, 2017; Reiner, 2017; Hudson, 2017; Glower, 2017). Otherwise, there is the risk of wasting the resources on a
project that does not match the necessities of the people or even worst, creating a conflict instead of giving a solution to a problem.

There are some points that must be highlighted here. First, that there is a need to plan a way to facilitate the entrance to the local culture and community, and this is reached by creating links with local partners, governmental institutions, or natural leaders of the community, because they are the ones who know in reality the real needs of the people and their cultural behavior (Underwood, 2017; Farrell, 2017; Mathews, 2017; Reiner, 2017; Hudson, 2017; Glower, 2017). This approach is taken by most of the NPOs in order to reduce the negative impacts. For instance Malteser International is working in an “multi-actors” partnership with civil society, private enterprises, NGOs and the health sector. Mathews (2017) says “this approach can also be taken as intercultural because every one of this actors have different views, approaches and behaviors”, in this cases, she says, it is vital to have clear goals and objectives.

The second issue that comes out is related to the first one. In the process of creating links with some local instances in order to know the community needs, some obscure interests can appear that are related to local culture (Reiner, 2017). In the process of researching, planning and executing it is important to always be aware of the different interests that can appear from different power groups, dominant groups or political parties, which may deviate the benefits or limit the opportunities for the people. It is in the interpersonal relations that conflicts emerge. There are always relationships based on different interests that may actually not match with the real needs of the people. “As project manager you have to benefit everybody equally. We are always on the side of the most disadvantaged people” assures Reiner. She also suggests that the help doesn’t have to be a “welfare” type of intervention of just giving the help plainly, the projects intervention has to be done working together with the people. Underwood (2017) supports this statement “Projects intervention are a process. For us (Unimos International) the target group or beneficiaries are part of the process and they are subjects of that process, they participate in to their own change and their realities transformation”.

The third point has to do with the second. Because the vulnerability and subjectivity of the human relationships on a cultural system, this different interests appear. Then, how to avoid them? Or identify them? Reiner (2017), explains that a project manager has to know how to analyze and triangulate the information in order to find “the truth”. That is why it is so important the reciprocal work, as well as the collective work with the community, the different organizations involved the local governmental institutions, etc., where the process is transparent and everyone participates and are aware of the whole progress.

Is this matter, Malteser International is applying a new methodology called “People First Impact Method PFIM” (Mathews, 2017). This method consists in going in to the communities and not focusing on the direct question about their needs, but instead focusing on open questions to get to know their culture, their history, their context and listen to what is important for them. They have currently been using this method as a pilot test, but it has worked so well that they are starting to implement it in other projects and programmes.

After going through all this cultural context elements, for the cross-cultural project manager is important to know what problems can arise in the process to be aware, to avoid risk or to find a solution. As it has been said repeatedly in this study, culture is subjective and it is based on human relationships with its surrounding universe; therefore, the management under these circumstances can become very challenging. In the practice of all these practitioners that have been interviewed for this research, they have shared many
cases and examples of their challenging cultural experiences which are important to enumerate in this analysis, even though we have been mentioning some challenges or conflicts through all this chapter.

One of the most common cultural barriers that appear in all the interviews is: language differences. Underwood (2017), puts the example of her current project in Guinea Bissau, where the official language is Portuguese; however, since she has to deal with a multi-ethnical context with seventeen ethnias who speak other languages different to the the national one, the language becomes a strong barrier. Either you learn the language, or, this is when a local intermediary is very helpful, in their case someone that can speak Creole, which is a common language between them.

Hierarchy, or power distance is one of the mentioned barriers. There are certain extent of hierarchical model, due to the whole system. This works also in relation to the local organizations. However within the partners relationships there are open up spaces to play with a more horizontal model.

When there are different values or worldviews in other cultures, it is difficult to deal with that information regarding gender issues, unequal relations, or even violations to the human rights through some practices such as the Female Genital Mutilation. Other cases are regarding to cultural clashes, such as the case that Isabelle Mathews has to face in a project in Kenya where her organization, Malteser, has to watch for peace building because in the context with multiple ethnicities they have to face with clashes among tribes and ethnic conflicts. Mathews (2017) also points out the problems of a traditional society that empowers discrimination and patriarchal models, issues that have repercussion in other cultural dimensions.

There are also situations when there is a discussion, or debate and consensus cannot be reached. The expression of different opinions or visions can get very tense (Farrell, 2017), because different cultures have also different forms of expressing their ideas. Farrell tells one example that happened on a Continental level Convention, where a discussion rise from some countries about being granted the host venue for the next Latin American Convention. She says that this turned in to a long relentless discussion until they decided to solve the issue by voting.

The perception of some dimensions like time or distance in different cultures is always a matter of conflict. All the respondents talk about it, for instance, on how some cultures don’t seem to take responsibility on developing some tasks on the time it was agreed. The respondents have many examples about the difference of time management, for instance Underwood says that the best approach to success is to plan and follow according to their perception of time “they don’t have our calendar, we have their calendar” she comments. They respect their times because people have their own priorities and survival activities, for instance she adds “we know that the women have certain months that they don’t work because they focus in the cashew nuts production and rice crops”

Regarding the distance, this study found three types of distance among the information given by the respondents: the power distance, the geographical distance and the personal distance. Each of them seem to become a difficulty when not addressed properly. Kurbunali (2017) from Omina Turkey, points out on the punctuality that European and Japanese are, but also are very demanding; according to Kurbunali, in the same way they give the time, they demand from other cultures the same. Additionally, he mentions that politeness is expected in some cultures such as the Turkish people.
In cross-cultural project management, the multicultural teams are also vulnerable to some cultural challenges; however, these issues have a human resource approach in order to guarantee the best competencies to minimize the negative consequences. Again, language is one of the main cultural barriers. Most of the NPOs require the candidates for the projects to know at least English, which seems to be the most common language, although the accents happen to be a problem sometimes.

Greenpeace is a global and highly multicultural organization; the teams get together from Europe, Africa, Americas for instance, to work; although they do it in a virtual way, by video conference. They avoid travelling, since they are very conscious of protecting the environment as their core value; therefore, time zone and geographical distance are a barrier. They share that when having the video conferences, understanding the different accents and “slang” are sometime a problem. Also the cultural traits such as “making jokes” or “being funny” gives a total nice twist to the conversation says Pamela Gray, the Czech HR officer that was interviewed “we are not so funny in Czech” she says. Paul Glower, Greenpeace Press Officer says “we discuss our cultural differences and similarities in the European Union Learning Web, because Europe is so diverse”. Speaking on similarities or differences he adds “In heart, everyone wants basically the same things like safety, food to eat, family, kids, enough money to provide to the family, fears and desires are very similar” (Glower, 2017). They also point out that having their own organizational culture language help for a better understanding.

Other cultural problems that the respondents mention was related to the legal aspects. Hiring multicultural teams require a difficult procedure for labor regulations, migration papers and work permissions. In the case of Greenpeace, because their projects are “campaigns” they told us how in different countries the freedom of speech or demonstration have caused legal problems, to the point that some people from the organization were caught by the police or being deported.

When there are emergency cases such as, disasters relief projects from Red Cross, the multiculturality increases in the work teams because many organizations get together at the same time to make an urgent intervention on the communities. In this cases a highly skilled cross-cultural management is imperative since it is necessary to make the best of this endeavor and not having a disconnected effort. In the other hand, in these case it is not possible to make a previous study of the context because the priority is to save lives, although with this time pressure it is necessary to understand the culture of that community in some extent in order to take quick action. In general, to overcome some cultural barriers in the work teams, the team has to have clarity over their responsibilities, scope, limitations and time agreements.

To facilitate the management of the cross-cultural projects, there is a renowned framework called the “logical framework” and the “problem tree” which most NGOs use. Furthermore, some of the NPOs have adopted some methods, models or frameworks to their processes, in other cases they have created their own ones. For instance, Greenpeace, has developed the system of video conferences to conduct meetings with people from all over the world, for this purpose they use Skype and they have prepared a special room to maintain the meetings. They also have adopted and created some models to develop their international and inter-geographical projects, to mention, “Virtual Teams”, “Global Spotlights” and “Global full-power moments”, “Calendars”, “TTIP”, “Smartsheet” and the “EU Learning Web” (Glower, 2017; Gray, 2017). In Unimos International the “Virtual Office” approach has been vital for shortening the geographical distances and still maintain their efficiency in the projects, more over they created the “chain” approach to solve problems in a
collective way in order to find the best solutions from all the professional knowledge they count with. Some organizations have preferred to create their own Platforms with three objectives, to ease the process, to protect the information or for political reasons. Hudson (2017) mentions for example that they, at Heinrich Böll Foundation, prefer to use their own platform called “Novelise” instead of using the Microsoft common platform. In the case of Malteser International they have a “locked framework”. In the Case of Swiss Red Cross there are some fixed methods and models of intervention come from Europe. Moreover, the Swiss cooperation agency is developing and adopting a new model called “Do No Harm” which empowers a new way of cooperation project deployment. In order to maintain and strengthen the competencies of the project teams, most of the organizations keep a programme of periodical trainings to build capacity or enhance their abilities.

**Technological channels**

Another theme that needs to be addressed is the technological channels that are used in cross-cultural project management in the NPO sector. These can be seen as tools that might contribute to the communication challenges and that are influencing Cross-cultural project management in the last decade. The technological channels can be a solution, but can also turn in to a challenge depending on the cultural context.

Technological channels use is unavoidable in international project management in an era of an unstoppable High-Tec development. According to the respondents, technology helps to bring people together, reduce the geographical distances and increase the efficiency of the work. We made an inventory of technological channels that project managers are using in the Non-Profit Organization sector. Some of them are of public free use and others have being created especially for internal use of these NPOs.

Technological channels are closely related to the competencies of Cross-cultural Project Managers and the intercultural projects work. The following, are the ones that the respondents enumerated:

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Table 5.1.2. Technological channels use in NPOs
5.1.3. Intercultural Communication Competencies in Cross-Cultural Project Management

*Intercultural communication as a transversal dimension in Cross-Cultural Project Management.*

The previous titles show the complex influence of culture in the practice of cross-cultural project management and the challenges that this can bring. In this context, it is unquestionable that a cross-cultural project manager needs to have certain special qualities and capabilities in order to create a solution and apply it wisely. In all the interviews conducted for this study it has been clearly and continually said that values have a heavy weight on the successful development of any part of the project, but also the attitudinal and behavioural qualities.

One important aspect to consider is the general intercultural competencies and the intercultural communications competencies, which is the criteria that we will use to present the analysis of our data. We have focused in the communication competencies because they have been considered as the most important ones for a project manager in a cross-cultural and international context either in the literature theory and in the data collected in this research. For instance when asking about the necessary intercultural competencies needed to develop a successful intercultural context project all respondents would refer to the “good communication skills” (Gray) just as referred by the HR officer from Greenpeace Pamela Gray. With no doubt, we can say that in the project management in the non-profit organizations, big part of the success relies in the relationship between the project managers, the project team and the beneficiary community and this implies communication.

From our vision implicit in this research, we have designed the structure of this theme enumerating the competencies that a cross-cultural project manager should have to be able to plan, implement and execute a project effectively in an intercultural context. Each of them are being grounded in the data collection of our interviews, therefore they are put in context.

We have classify them within four dimensions that we identified in the context of this research. Technical Competencies, Values, Attitudinal and Behavioral Competencies and Competencies related to Problem Solving which are called Drivers of solutions taking the name that one of the respondents gave to it.

### 1. Technical competencies

The technical competencies, which might include skills or abilities, are characteristics that can be learned and trained:

**Experience in International Context**

Experience in working and coordinating with intercultural teams in international contexts is another characteristic that appears to be requested whilst hiring the international team says the HR officer of Greenpeace (Gray, 2017). The other programme and project managers and coordinators that we interview are also in charge of recruiting their project team, they also support the idea of needing international experience in the candidates for international projects (Underwood, 2017; Mathews, 2017, Reiner, 2017). It is better if the candidate has additional experience in the region of intervention. For the local work is always better to hire local people to connect with the host context.
Effective construction of the message
The way we communicate with the different cultures is one of the keys to effectiveness and success, or failure. Underwood (2017) says that the organization and the project managers must be very careful on how the message is constructed. It is important to know the cultural context in order to communicate the message effectively to the community. Glower, Press officer of Greenpeace, sees this issue from the narrative point of view. The narrative used in the message has to be adapted or designed according to the cultural context, for instance, Glower implies that the same narrative that works in one region, for instance, “Western Europe”, it might not work in other regions, for instance “Eastern Block”. The rhetoric that is understandable in some countries or cultures might not work in others, therefore, studying the context previously is imperative in order to adapt the message to the target group’s cultural context.

Effective reading of the communication codes
On the other side, Reiner (2017) emphasizes that a project manager should know how to read and understand the communication codes of people. This is only reached on the experience in the field or by studying the cultural context. Reiner implies, “Sometimes you trust and expect certain level of communication, you expect that the other person is telling you the truth”, however, she explains that, due to the cultural differences or schemas, people would act or say different things that might be far from the truth, possibly due to fear, discretion, indirect communication, or any other emotions. This might be in the dominions of perception or intuition obtained by experience or knowledge of the culture, but the project manager might need to learn the non-verbal communication codes.

Stakeholders management
Knowing how to comply with the requirements of the donors, funding organizations, supporters, cooperating entities, and partner organizations is a basic competence. In none of the interviews, the word “stakeholders”, but we will use it to refer to this point base on the Project Management Bodies of Knowledge.

According to the respondents, there are specific frameworks that have to be fulfilled. Moreover, the communications with them must be managed in an efficient way during the planning, the execution and the closure of the projects where the results must be presented to satisfaction. In the case of Unimos International, they have created an organization model that takes care of this activities in an efficient way, by having a “director group” that helps linking the connections and satisfy the formalities with the donors. The Press Officer Glower explains how in their case, he, as the communication agent of the organization, he has the responsibility of the communication with the stakeholders, among all the internal or external communication activities. Therefore, the intercultural communication is of main importance in the non-profit organizations context. Underwood suggests that the stakeholders management tools should also be adapted to the context and capacities of the partners and beneficiaries. These tools should be easy to use, efficient and effective.

Project Planning
Project Planning is one of the basic competencies of a project manager, although in the non-profit organizations it has to be done with a cooperation approach. The design of the plan has to satisfy the donors and supporters, however, according to the respondents, it has to be clear for the communities or the territory where it will be implemented, so it is grounded on a realistic knowledge of the cultural context.
Networking
According to the respondents, in the non-profit organizations, it is crucial to work in multiple cooperation and partnership, therefore having competencies to articulate efficiently all the stakeholders in order to reach the optimal results out of these relationships (Underwood, 2017; Farrell, 2017). Effective communication and attitudinal competencies are essential in this competency. “A project manager must be an articulator” of all the multiple elements and complexity in a highly multicultural and intercultural context (Farrell, 2017).

Articulation
Articulation is taken by the respondents as the capacities linked to arrange, communicate, negotiate, compound and maintain a constant and changing network with different stakeholders, partners or instances that may contribute to the best development of the projects. The articulation gets difficult when having to manage different stakeholders from different cultures. Different “soft skills” (Hendarman and Cantner, 2017) would be implied in the practice of articulation. Articulation as a competency, is seen by the respondents as a driver solution for complexity.

Organizational competencies
Not only the project manager has the challenge of organizing all the elements for the successful execution of a project, but he or she could face a situation where a support on organizing the people on a specific territory will be necessary. For instance, Reiner (2017) from Red Cross comments about cases of emergency of disasters or violence where the project manager has to mobilize or give support to mobilizations not only in the distribution of the resources, but also in evacuation of the population. She adds that in this cases many organizations come together unpredictably and the project manager or coordinator has to deal with the organization of all this aid agents to obtain the optimal results.

Negotiation
The complexity and diversity of intercultural relations is a definite potential trigger of some differences of opinions or interests that can create conflicts (Reiner, 2017). On the other side, negotiation is significant regarding every relationship sustained with all different stakeholders. A project Manager will always be negotiating with the budget, resources, time, or scope, therefore this competency is one of the most useful competencies in a project manager.

2. Values and Principles
Going through the process of this study, we found that, one of the biggest conclusions is that calling “competencies” to all the necessary qualities on a cross-cultural- project management might still be limited to seem too technical or too related to those artificially learned skills, which is fine. However, we have seen with vast examples that the intercultural project work requires not only technical skills, but also intrinsic values and principles that project managers should have in order to deal with all the complexity of the intercultural project management activity.

Respect
One of the most important values mentioned in all interviews is respect for cultural diversity, cultural differences and idiosyncrasy. Within the project interventions in different host cultures, different points of view, perceptions, behaviors and worldviews that are deeply rooted in the beliefs and spirituality of the people will be found. Therefore, the project manager should be respectful, considerate and appreciative with this cultural
context. In some of the cases exposed by the respondents, we found some examples that show that some situations could be even against to our own principles or even against human rights. Although respect has to remain at all times in the interventions, the interviewed project managers are convinced that a change of mindset is always possible through a respectful and well communicated message.

Knowledge about human rights and non-discrimination policies
This competency is brought up several times in every interview. Since the NPOs are driven by values, the human rights approach is present in all of their operations, and project managers should be aware of that. Themes like human life, gender, equality, protection of the environment, democracy, non-discrimination, diversity, among others are some of the drivers of change that the non-profit organizations are focused on. Since all the goals, vision, objectives and projects of the non-profit organizations go in that direction, it is indispensable that the project managers have knowledge or interest on this topics.

Ethicality
Even though, ethicality is mentioned in our interviews of our research, it mostly came up related to the communications, where the respondent tells about how the use of the information taken from the communities to be used, has to be under their consent and permission. If they don’t agree the information cannot be used (Underwood, 2017).

3. Behavioural or Attitudinal Competences

Openness
According to the respondents, this competence is necessary from different points of view. It is necessary in order to have the attitude to learn, to listen and be receptive to new ideas (Glower, 2017). It is necessary in order to communicate openly, honestly and with simplicity and clarity (Kurbunali, 2017). Moreover, to have equanimity to accept and face the cultural differences, even the most strange cultural contexts that can be found when executing the projects in unfamiliar contexts (Underwood, 2017; Mathews, 2017). Openness is important also to adapt to the NPO management style and follow the gender diversity, cultural diversity, people with disabilities and anti-discriminatory policies (Gray, 2017; Underwood, 2017; Mathews, 2017; Reiner, 2017).

Flexibility
In such a complex intercultural relations, rigidness in communication will never be of help. The respondents suggest that a project manager should practice flexibility to use the dynamism of this context on his or her side (Kurbunali, 2017; Hudson, 2017).

Confidence
HR officer Gray believes that an international project manager must be confident or bold “An international project manager should know how to work in team, that person should have good communication skills, they can’t be shy… they need to express themselves… and have strong personalities” (Gray, 2017). Cultural differences or different cultural contexts might be stressful, a project manager needs to face unexpected situations that need to be managed firmly and quickly in situ. Big multicultural groups or certain cultural reactions or behaviours could be threatening; a confident behaviour can help to maintain stability or to redirect positively.
Trust
In this study, the concept of trust has been presented from different points of view. For instance, one context has to do with the work and relation between the parts in the execution of a project is based on trust. Meaning that they assume that the other part will flow the agreements taken reciprocally. Although, in this point, the cultural differences play a challenging role, since the perception of time or responsibility might be different in each culture, therefore problems can arise when the agreements are not followed or fulfilled (Mathews, 2017). Kurbunali (2017) advices to a project manager to be aware of understanding the processes very well, otherwise he or she could lose the trust among the members of the teamwork. Another vision on trust is exposed by Reiner (2017) in a different context, she immerses in to a deeper concept of trust. She refers to when there is a preconceived cultural schema deeply rooted in the history of the people and the organization come to get involved with this community from a foreign country or culture that has had a clash with the hos culture in the past, the relationship would be affected by distrust or suspicion. Reiner says that it might be difficult to gain people’s trust but the project manager must be able to know how to gain the trust from people in order to develop a project effectively, prepotency or supremacy should be avoided.

Cultural Adaptation
The adaptation to the host country culture is indispensable (Reiner, 2017). This is an important competency when implementing a project of long term in a foreign culture context, and it is better reached when learning about the host culture. Sometimes, Reiner points out, the organizations prepare an induction process at the beginning in order to introduce the project manager to the new context, although if the organization doesn’t provide an induction process, the experience will be grew in the fieldwork.

Politeness
Politeness in the interpersonal relationships is an important attitude, since the project management in the non-profit organizations are so deeply based on multidirectional interactions with different stakeholders, moreover, politeness seems to be highly suggested as a solutions to manage culture differences without creating conflicts (Gray, 2017; Kurbunali, 2017). It is important to note that politeness is closely related to a cultural trait regarding direct and indirect communication. Some cultures are direct and rough, other ones are more discrete, subtle and indirect (Kurbunali, 2017; Farrell, 2017)

Humility
Most of the respondents agree on one idea, that project managers should be humble to learn from the people and the host culture and avoid having an arrogant attitude thinking that “we know it all” (Underwood, 2017; Reiner, 2017; Hudson, 2017; Farrell, 2017). “We, as project managers, we are not the solution, the project manager accompanies the community to find the right solution together with them” expresses Underwood (2017). We need to learn from the host culture first in order to formulate, implement and execute a project.

Other competencies that a project manager must have in an intercultural context, that were mentioned as important but without any more explanation than the denotative meaning are: Listening, open Dialog, Leadership, Empathy.
4. Drivers of solutions

The respondents have illustrated their interviews with many examples as part of their cases. They have exposed different challenges they have in their projects. In this reflection, they would tell or imply the solutions they found in different cases presenting them as capabilities or approaches to overcome the challenges that can appear. In this section, we will call them “Drivers of Solutions” to focus on the concept that would serve as the competence of applying this elements as driver to move towards a solution, since this concepts are not such as technical skills, but they are complex concepts that may be applied depending on the context. Among this drivers of solutions are:

Consensus

All the respondents seemed to be aware of the ideal of having a circular or horizontal organizational structure, where everyone can participate with their opinion and take decision together. In some extent, they apply this style of organization. The consensus can be applied in different cases in practical situations or idealistic situations. For instance, in small groups such as in the case of the “the Engine Group” in Unimos (Underwood, 2017), where there is a central group that take decisions about the development and deployment of their Project Portfolio is a practical way to reach consensus. Another situation is in the case of deep cultural thematics that need a profound debate. Such as in the case of societal implications debates, to illustrate, the case that Farrell (2017) explains about the debate on cannabis legalization (please refer to the section 4.8. Respondent 8 in the Empirical Findings chapter). Farrell says that this type of cases are difficult and look far from reaching consensus, however, the practice of consensus is applied in an idealistic way, but is present.

In other cases of NPOs that have a classical hierarchical organizational structure (Reiner, 2017), some project managers are entitled to work in consensus in some areas of the project organization, in consequence, this would be more related to a management style. For instance, many of the respondents point out the importance of working closely with the communities in the territories to be intervened by the projects in order to find the best solutions taking decision with all the actors implicated in the project.

Democracy

The respondents have talk broadly about participation and freedom of speech. They see it as the right to give voice to the ones that will be affected positively or negatively by the projects to be introduced. Many have given examples to illustrate the importance of taking in to account the communities opinions, because they are the ones who know better the situation and even the way to solve the problems. Participation is also important to be able to make a triangulation so the best decision can be made based on the search for the truth and avoid the dark interests of some parts (Reiner, 2017). Most of the respondents also talk about equality in the participation from the perspectives of gender, human rights and cultural diversity. Encouraging participation seems to be a base for democracy according to the respondents.

From another point of view, voting to make a decision could be a way to make a choice when consensus cannot be reached for different matters, since taking a decision in an international level can get very complex. Farrell (2017) gives an example about a time when a discussion on an international and intercultural level was so dense that lasted several days, and by consensus, they decided to vote for the different choices in order to give a conclusion to the problem (refer to example in Section 4.8. Respondent 8).
Analysis of the historical context
Since we are talking about an intercultural context and the huge complexity it can get, the respondent’s advice to previously study and learn about the social, cultural and historical context of the population where the project will be implemented. For instance, Paul Glower (2017) indicates that in order to give the right message you have to understand the cultural context to adapt the narrative in a way that will be understood. There are different beliefs and understandings in different cultures, and the message could be misunderstood if it is only transcribed but no reinterpreted within the cultural destination. The same thing has to happen with the documents and project tools with all the different stakeholders, says Underwood (2017).

According with the different respondents, the study and analysis of the cultural context will benefit the project execution. In one way, because it is required to understand the context of the territories that will be impacted before and while designing the project. Another reason they give for studying the context is that it will help to assure the success in the execution, results, resources management and ethical matters of the project. All the respondents share that if the project is designed and executed without a previous consultation with the communities and without a previous study of the past and present context, there is a high risk that the project will be inadequate, useless or even rejected by the communities or stakeholders, since it would not match with the necessities or with the cultural scheme.

Furthermore, there is a special concept that the respondents refer to, which they call “Historical Context” or “Historical Memory” that is compound by the cultural relationship of the population and communities with the past or history. This seems to be a very strong concept since it is highly linked with the beliefs, conventions, and assumptions of the reality. This can affect tremendously a project in all its stages, since this is not something that can be switched, immediately changed or disregarded. A project manager should be wise on involving his or her self in the host historical context in order to understand the present culture and behaviours. Reiner (2017) and Mathews (2017) give examples where project managers or teams may be rejected because of painful pasts inflicted by colonization from some European countries or territories affected by wars such as in Latin America, Asia or Africa. This may give a very different reception of the projects and foreign teams by the local communities.

Deconstruction of the rational conceptions (or pre-assumptions)
The latter concept is related to the deconstruction of the rational conceptions; and this is related to cultural respect. For instance, Reiner (2017) explains that in order to have a better adaptation and commitment with “change”, the project manager and the team should be open to see new realities (Underwood, 2017; Farrell, 2017; Glower, 2017) and deconstruct the rational conceptions one have about the reality. There is a rational conception about knowledge and reality, and this is usually assumed in a “western cultural view” of reality (Reiner, 2017). In order to welcome the multiculturality, there has to be a systemic focus on giving a new dimension to the cultural aspects consequently the behavioural and subjective aspects will be understood, because this aspects are intrinsic in the relationships and communication among people (Reiner 2017).

The project as a process
Underwood sustains that a project manager should think about the project as a process, and not only as a procedure to fulfill a table of indicators. “The project interventions would improve if all the parts think about the project, as a process of change, participation and transformation of the reality”, she manifests.
5.2. Discussion and Reflections

5.2.1. The International Non-Profit Organization (NPO).  
*Context, Structure and Management.*

The findings showed that the purpose of Non-profit organizations (NPO) is to work for the benefits of the public without shareholders and profit motives. Thus, several interviewees highlighted that NPOs have different values, visions and objectives. Similarly, supporting this statement Reheul *et al.* (2013, p.139) revealed that the NPOs target to social needs and have different goals, values and objectives and NPOs function in the public interests (Brown & Korten 1989, cited in Latif and Williams, 2017, p.20). In contrast, Hansmann (1980, p. 838) claimed that NPOs are allowed to make profits and known as “surplus”, however, the surplus cannot be distributed to people, who are managing or controlling organization.

The result of the interviews showed that the NPOs have different organization structure, therefore, some of the NPOs function as traditional, others use in the most creative structure forms. With this in mind, their structures are adapted to function in the best way possible to fulfil NPOs intentions. For instance, Red Cross uses still standard hierarchical organization structure that comes with a vertical command line (Reiner, 2017), from the donors or directors, down to the coordinators and Project Managers. However, the Unimos International has designed a new and modern structure. They have created a central “Director group” or “Engine group” (Underwood, 2017) which works as a central council where all organization or project issues are discussed and the decisions are made. Also, as part of the organization structure, they have made a “virtual offices”, which allows them to work in different parts of the world from the distance. Thus, in Unimos International, there is no hierarchical “head” and they don’t have physical offices. Similarly, the Greenpeace has a complex organizational structure. The organization structure consists of project-oriented and department-oriented groups. The projects are multidisciplinary and they called them by “Baskets”, which are separated into themes. For instance, a basket of “oceans”, “forests”, “energy”. The findings revealed that the NPOs have traditional hierarchical, vertical or pyramidal organization structure (Farrell, 2017), hence, all interviewees agreed that they prefer a horizontal and collective organization structure.

The findings highlighted that non-profit organization projects focus on humanitarian interests which are human rights, environmental protection, social issues and gender equality and international key factors make managing NPO projects more complex (Reiner, 2017; Lientz & Rea, 2003, p.10). In this connection, Kamaria and Lewis (2009, cited in Amagoh, 2015 pp. 221-222) stated that non-profit organizations target to different social issues, for instance, health, education, agriculture, industrial sectors, human rights and gender equality.

In the interview, Gray (2017) highlighted that the main difference between Non-profit organization and profit-oriented organization is that NPOs focused on the values, however, profit-oriented organizations concerned with results and profits. As it is stated profit-oriented organizations “just go to the point” without appreciating the human or cultural aspect. Similarly, Underwood (2017) claimed that “companies care about profits, they don’t care about cultural diversity, they even take advantage of the people of other cultures, of their necessity for surviving”. Thus, the interview finding was supported by studies in the literature reviews, and additionally values factor we highlighted as the key characteristic in non-profit organizations.
The Programme Manager in Heinrich Böll Foundation organization, who works towards strengthening of democracy, ecology and political debate based on the respect of human rights and cultural issues in Central America mentioned in the interview some values and principles of Non-profit organizations and they are: solidarity, equality, cooperation, respect, truthfulness, human rights approach, gender equality, democracy, diversity, ethicality, empathy, integrity and appreciation of cultural diversity (Hudson, 2017). However, it is worth to note that emerged themes and factors were not found in the literature.

5.2.2. Cross-cultural project management in non-profit organizations (NPO)

Development, Deployment, Challenges and Barriers.

Cross-cultural management has many different implications, it is important to understand the culture theory conceptual dimensions in order to understand the implications of culture in the development of projects (Redding and Stening, 2003, p. xii), Farrell (2017), has stated the difficulties of the understanding of this concepts in the practice. Other implication of culture in the CCPM is that there are many different ways that a project can turn in to a cross-cultural project, an international context is not the only way that his can happen, even in a domestic way a project can turn cross-cultural. We have seen many different examples of every kind in the findings of this research and we have had the chance to see that beyond the national cultures, there are different was that the stakeholders beliefs and cultures can make a cross-cultural constellation. Other implications are the different factors that derive from the intercultural relations such as communication, conflict, negotiation, among others (Luckmann, 2015, p. 328). Furthermore, the factors to reach success in Cross-cultural management are varied and still on research. Our research has showed that managing cross-cultural project teams is very difficult and complex, and that multiculturalism brings new challenges to the project performance (Reiner, 2017; Albert et al., 2004, p.153; Shenhar et al., 2001; Chevrier, 2003, p. 141). Whenever speaking about cross-cultural management, the challenges will always appear in any study. We have seen this in the literature, but also in the interviews we conducted, where the respondents have mentioned several cultural difficulties and barriers in the international NPO projects.

In this research and previous studies found in the literature, cultural differences is always referred to as a difficulty. Underwood (2017) stated that one of the most common cultural barriers in international NPO projects is a language difference; this idea was supported by Koester & Lustig (2015). In the interview, Hudson (2017) claimed on how language accent and context communication difficulties raised in the experience on translating and interpreting some rural farmers from Central America to some managers who were from Scotland, Ireland and Wales; and the other way around. The results of this study shows that language and communication are one of the main challenges, but also in the literature, this elements are always presented as barrier in cross-cultural management (Ochieng & Price, 2010; Koester & Lustig, 2015).

Brett et al. (2006, pp. 86-89) revealed that four categories of communication barriers exist in intercultural teams and they are: direct versus indirect communication; trouble with accents and fluency; differing attitudes toward hierarchy and authority; and conflicting norms for decision making. The findings showed that the different opinions, visions, values and worldviews make the intercultural team management complex, also, this diversity may lead to the misunderstanding and merging of conflict among the team members (Farrell,
Similarly, Chevrier (2003) argued that diversity of worldviews in the teams could bring to bear on complex problems. However, from the different perspectives, the studies showed that intercultural teams are more innovative compared to the teams, who have a similar cultural background (Sui and Yuquan, 2002).

Moreover, the findings highlighted some other cultural dimensions like time or distance in different cultures as a matter of conflict in the international NPO projects. Kurbunali (2017) from Omina Turkey organization, points out on the punctuality that European and Japanese have, but also that his is very demanding; according to Kurbunali, “in the same way they give the time, they demand from other cultures the same” and these difference can create some challenges. Regarding this topic, Gray (2017) stated that Greenpeace works in a virtual way by contacting video conferences among the team members in order to avoid travelling, since they are very conscious of protecting the environment as their core value, therefore, time zone and geographical distance are also main barriers. Similarly, in the literature review, Ochieng & Price (2010) affirmed that working in cross-cultural project teams is very difficult, due to the geographical separateness, thus, this division of multicultural project teams possess its own communication challenges in the international projects. Hence, the studies showed that the global information systems and telecommunication have developed well, however, in multicultural project teams, many issues remain unresolved in communication phase, for instance, the loss of face-to-face and the loss of non-verbal signals communication, such as eye contact and body language, which could lead to misunderstandings. We have showed the different channels that the NPOs are using to shorten geographical distances, although, there are always demanding situations in the use of these.

Other cross-cultural projects management difficulties, which is not mentioned in the literature, are legal aspects. Glower (2017) claimed that hiring multicultural teams require a difficult procedure for labour regulations, migration papers and work permissions. In the case of Greenpeace, the projects are “campaigns”, thus, respondent explains how the countries are different in term of speech freedom and demonstrations. This also connects with political issues, which depend on every country, but also every culture has their own political relations. The political aspect only appears in a few of the international and cross-cultural project management articles; although, the culture theory has as a statement that politics is an important part of the intercultural relations (Bennett, 2015, p. 548) since it has also to do with power, negotiation, group interests (Reiner, 2017; ), etc. Not only taken as governmental politics, but also as part of the human relationships. Such is the case when Reiner (2017) mentions the diverse interests that can appear within a project which need a special approach.

There are other concepts that were found in the interviews that are not shown in the literature. The findings show certain strong concepts that will be explained in the next section, however it is important to point out that it was found that, in some NPOs managers there is an extent of abstraction on the social or cultural concepts that have a definitely different meaning from the definitions that we have found in the literature. By this we have found a difference on the perspective that the NPOs (where the respondents that we interviewed work) and the FPOs (meaning the companies studied by the researchers found in literature).

In this sense, there are new concepts found in our research, such as “Entry codes”, “Historical Context”, “Historical Memory”, “Narrative”, “Drivers of Transformation”, among others; and other concepts that were indeed found in the literature such as “trust”,

2017; Mathews, 2017).
“empathy”, “respect”, “cultural awareness”, among others, which some of them were found explained from a different perspective.

5.2.3. Intercultural Communication Competencies in Cross-Cultural Project Management

*Intercultural communication as a transversal dimension in Cross-Cultural Project Management.*

Some of the researchers focus on the international project management (Köster, 2009, p.12). However, we had expressed why we have focused in the cross-cultural project management, since we are focusing mostly in the impact that culture has in this practice, despite it is national culture or different local cultures. The literature shows both cases, moreover, the authors usually show that special competencies are crucial to develop a cross-cultural management. We know that as project managers, it is needed to have certain competencies which have been studied broadly, although, because of an extra complexity grows when projects have to be developed in a multicultural environment, a cross-cultural project manager must have special competencies as we saw in section 3.4. In the Introduction chapter of this report, we refer to the concept of “competencies” where it is stated that it is not only about the project manager routine technical skills that are needed, but about that the competencies are rather multidimensional and include beliefs, motifs, attitudes and even personality traits. In this sense, the cross-cultural competencies in a project manager go beyond the “hard skills” (procedures and processes) or even the “soft skills” (personality and creativity).

In the literature search we have found that there is an ongoing activity in the research about cross-cultural competencies, as we said before, this studies are usually found to be made in the for-profit sector. From this researches, different types of models have been constructed about what they call cross-cultural competencies, intercultural competencies and intercultural communication competencies, which can be seen in the section 3.4 and 3.5. This is a valuable information that shows that communication is one of the most important competencies in the cross-cultural project management and that soft skills play an important role in CCPM, since this is required to manage the highly subjective dimension of cultures.

In the literature, we found that different models of cross-cultural competencies and intercultural communication have been made (Chapter 3). Going through all of them some common elements can be found, for instance the model of Matveev and Milter (2004) show three areas of competencies: cultural knowledge, personality orientation and skills; our research has confirmed that competencies indeed gather in this areas. Bolten (2003) presents a four component model that has gather hard skills: professional and strategic competences, and soft skills: social and personal competences. In the case of the Global Manager competencies by Sangwan (2004), the model seems very centred in the hard skills, presenting the: basic skills, business skills and self-management competencies; this models differs very much with our findings, since goes over the competencies from a hard skills perspective only. Brière et al. (2015) in the other hand, made a study to identify the competencies of international development project managers; this results were put together in three areas: organizational, technical/management and human/behavioural. When we compare our findings to this model, we find that some of the competencies mentioned by our NPOs project managers are mentioned in the Human Skills and Behavioural
competences, such as: communication, leadership, negotiation, high self-esteem, decision making, openness, conflict management, and empowerment of the local population.

When entering the domains of the Intercultural Communication topic in the literature we find again about the importance of communication in intercultural projects and the need of special competencies in this area. It is said that cross-cultural project managers should have special competencies to deal with cultural differences, and subjectivities, misunderstandings, misconceptions, misgivings of the multicultural projects and teams (Ochieng and Price, 2010). Our research confirms that the multicultural context demands behavioural, personal, emotional, attitudinal competencies are needed and a transversal approach of the communication during all the cross-cultural projects is indispensable. This is why we have had focused our research in the intercultural communication competencies, taking in to account that communications is implied in all the intercultural competencies in cross-cultural project management.

In the matters of communication, we found in the literature that cross-cultural competencies also have to deal with hard skills, such as language or technological channels management; however, when entering to soft skills the competencies start to get more complex. In both, our research and the literature consulted, we have seen how the path from the project manager competencies, cross-cultural competencies and getting to the intercultural communication competencies turns from a hard skills prominence, to the soft skills prominence. With our research and the literature review we can declare that in Cross-cultural Project Management, even though the hard and technical skills of a project manager are indisputably necessary, the personality, behavioural, emotional, attitudinal, creative are what make the difference in a cross-cultural project manager. In the interviews made for this research, we observe that all the respondents focus more in the soft side of the competencies and we even found certain complex concepts that they develop as we can see in section 5.1.3.

For instance, one of the contributions of this research is around the concept of the context. In the literature, we found that the context in intercultural projects is important, specifically the cultural context. This can be seen in different ways. Culture can be seen as a context (Samovar et al., 2012, p. 297-298); knowing the cultural context can lead to a successful accuracy in the intercultural projects results (Reiner, 2017; Underwood, 2017; Farrell, 2017; Hudson, 2017; Glower, 2017). Samovar et al. (2012), presents the concepts of high-context (internal, non-verbal, coded, indirect) and low-context (action oriented, explicit, direct) in the intercultural communication, where the difference has to do with denotation and connotation of the message. In this matter it is important to note that competencies such as cultural knowledge, cultural adaptation, openness, empathy, communication are necessary.

Among other new concepts this research has found, we would like to point out that one of the biggest contributions this research might do is to bring to the knowledge of intercultural competencies the concept of “historical context” (Reiner, 2017) or “historical memory” (Farrell, 2017). The respondents refer this to as the competency of the cross-cultural project manager to study and analyse the historical situations of the local population, communities or territories, which would give a strong insight to the understanding of their present beliefs and behaviours, in consequence this will help to gain trust and to be more accurate with the project implementation. There are some sensitive examples that the respondents give regarding this topic, for instance Reiner (2017) implies that the present behaviours can be understood if related with a past of suffering or oppression of a population that has been under colonization or wars, for instance. In this sense, the cultural codes are also important
and the decoding as a competency is too, since a project manager may encounter codes from the beginning of the implementation of a project, what Reiner (2017) calls the “Entry codes”, which are the behaviours and attitudes of a community towards the project team and that may be related with the past experiences of this populations.

The openness, empathy and cultural adaptation, in our research are related to the “Deconstruction of the rational conceptions” which refers to the capacity to take distance from the cultural conceptions that project managers are used to, taking in to account for instance the western cultural conceptions that prevail in the contemporary understandings of culture (Reiner, 2017; Dussel, 1993, p. 66; Bennett, 2015, p. 547). A project manager should be open to face new cultural forms of life. This topic is very sensitive too when seen this from a human rights approach and finding some practices or worldviews that may appear different to our normal worldviews.

In the other side, “change” is another concept that appears in the NPOs project managers interviews, which also have a link with the human rights and the construction of a different world. The NPOs project teams seem to be driven by changing the present situation in to a better equalitarian situation related to the human rights. In this sense, the NPOs develop their projects having in mind a change in the world view.

In connection to this, another concept that rises is the priority to treat the project as a “process” more that as a “product”. This has to do with the idea of all the subtle results that can get done through the development of the process which some times could have more importance than having a “product” at the end. For instance, in a project that has to do with health in a African country (Mathews, 2017), this would have to comply with indicators, but the what it is gained in the process of people changing cultural patterns of hygiene may have a bigger impact in the population.

Many different other concepts can be found in our findings and analysis, which can be seen in the section 5.1.3 of this thesis. Some of them are new, some others may have the idea of have appeared in previous studies, although there is one important thing to say about our findings in this regard, even though the competencies names are the same, our research show a different perspective of this competencies when seeing from the NPOs project management perspective. For instance, we have seen how “trust” in this research is connected to other deep concepts such as the “historical context”.

In the perspective of our respondents, we found that there are some other criteria to construct the idea of a competency of a cross-cultural project manager. For instance the human rights approach, the gender equality, the importance of the analysis of the context, the awareness on the different cultural conceptions, the importance of the historical context, change of mind-set, and other criteria that is broadly described in this chapter.

In this sense, we think it is important to develop a scheme where some of this findings can be displayed in order to have a compact tool to overview the findings. We present this in the next section.
5.2.4. Dimensions of the Intercultural Communication Competencies in the Cross-cultural Project Management in the Non-Profit Organizations

We have gone through different tables and figures that were shown in our theoretical framework. We have concluded that some of the findings in our study are somehow similar to the ones found in the literature; although we made clear that, our perception is that there is a different perspective and criteria when cross-cultural project management and intercultural communication competencies are seen from the point of view of the non-profit organizations.

In this sense, our purpose is to contribute to the knowledge on this topic through our exploratory research; therefore, we constructed the following table to group the different competencies in four dimensions that we have identified in the context of this study.

<table>
<thead>
<tr>
<th>Intercultural Competencies in the communication process of the Cross-cultural Project Management in the Non-Profit Organizations NPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions of the Intercultural Competencies in NPOs</td>
</tr>
<tr>
<td>Technical Dimension</td>
</tr>
<tr>
<td>Competencies related to the project management processes.</td>
</tr>
<tr>
<td>• Experience in International Context</td>
</tr>
<tr>
<td>• Effective construction of the message</td>
</tr>
<tr>
<td>• Effective reading of the communicational codes</td>
</tr>
<tr>
<td>• Stakeholders management</td>
</tr>
<tr>
<td>• Project Planning</td>
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<tr>
<td>• Networking and Articulation</td>
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<tr>
<td>• Organizational competencies</td>
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<tr>
<td>• Negotiation</td>
</tr>
<tr>
<td>• Technological Channels knowledge and management competencies</td>
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<td></td>
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</tbody>
</table>

Table 5.2.4. Intercultural Competencies in the communication process of the Cross-cultural Project Management in the Non-Profit Organizations NPOs
6. Concluding Remarks

This chapter will show the conclusions regarding the response to the research question and purposes, the contributions that are done by developing this research, the limitations and further researches. The conclusions close with the reflection on how this research has Managerial and Societal implications.

6.1. Research question and purposes

We started this research pointing out the gap of knowledge in the scientific literature of Cross-cultural Project Management and Intercultural Communication Competences in the Non-profit Organization sector. Therefore, we decided to make an exploratory study in order to contribute to the knowledge entering in to the non-profit sector PM practice. The research question of our study was: *What are the intercultural communication competences required in the cross-cultural project management in the non-profit sector?*, and we answered this question by developing the four dimensions of the Intercultural Communication Competencies of the Cross-cultural Project Management in the Non-Profit Organizations.

Regarding to the sub-purposes that we defined in order to fulfil our purpose and research question, we can say that:

One, we explored the non-profit sector to find out how they work in their international and intercultural projects. We could see that the NPOs are driven by values and change. In order to comply with their objectives, some of them have developed very creative structures that adapt better to their goals, and that the project-based approach is increasing in this sector nowadays, thanks to the adaptability and flexibility that this approach can give to fulfil the goals. We can see that they incline for the horizontal organizational structure, and that even though some of them are clearly hierarchical, they see the importance of a more circular collective system. Collaboration and articulation with stakeholders is of great importance in NPOs. Because of the international and intercultural projects, this sector has very diverse type of stakeholders; therefore, it is important to put in practice some attitudes, behaviours and values that we address in Chapter 5 and section 5.2.4.

Second, that we identified some of the challenges that the NPOs sector faces in the multicultural and intercultural context. Language, whether verbal or non-verbal, and in different contexts, is an aspect that always appear as a barrier. Cultural diversity is one of factors that even though it gives richness to the projects, is also one of the biggest challenges in the practice of Cross-cultural Project Management. Culture permeates everything, including all the human dimensions, such as emotions; this, creates different beliefs, cultural schemes and mind-sets, that could be deeply related to the history, in consequence, this become big challenges for the project manager, because these can represent problems or resistance. In the same way, it is hard to find and manage the different interests that a project manager can find in the territory, which he or she have to be ready to face and solve. Therefore, besides the competencies that are related to the skills or technical and technological aspects (which are also indispensable), there are other competencies related to other areas that the project manager has to put in practice in the CCPM, and that all of them are related in some way to the communications.

Third, that the intercultural competencies that are needed in the CCPM in the non-profit organizations projects are many that are related to different areas of the project manager.
Not only are the ones related to the technical aspects important, but others that are related in other dimensions of the human relations. Additionally, that all this competencies are related to the communications. Therefore, in order to respond to our research question, we have gathered the information in four dimensions that we identified: 1. Technical Dimension: Competencies related to the project management processes; 2. Dimension of Values and Principles: Competencies driven by the knowledge and practice of Values and Principles; 3. Dimension of the Attitudes and Behaviours: Attitudinal and Behavioural Competencies of a Cross-cultural project Manager and 4. Dimension of the Drivers for Solutions: Competencies developed towards decision-making, conflict and objectives. All of them have the Intercultural Communication Dimension in a transversal way, reassuring that communication is the most important dimension in the Cross-Cultural Project Management. See section 5.2.4. In conclusion, we can say that responding to our research question, the intercultural communication competencies needed in the cross-cultural project management in the non-profit sector that are enumerated in the table of section 5.2.4., we can see that there are some competencies that seem to be found before in literature, and some that are new findings. Although, we would like to emphasize that, this competencies have a different perspective, probably a more sensitive and human perspective, from what has been found in the previous literature in other sectors.

6.2. Contributions of this study

We think that the main contribution of our study is collected in the table that the reader can see in section 5.2.4. This theory consists in the response to our research question which we answer enumerating the intercultural communication competencies needed in a Cross-Cultural Project Manager in the non-profit sector. Because of the difference in the perspective of the competencies that we identified, we organized them in four different dimensions, and this is not found in literature from this perspective. This might have given also a distinct meaning to this CCPM competencies. We classify them in dimensions since it is not possible in the cultural context to have legalistic competencies, since culture is subjective and depending on the cases, culture is different and can build unexpected challenges. Moreover, one of this dimensions is a new element in the CCPM, the “Drivers of Solutions” which are some of the key competencies that the project managers have found to help for solving some challenges on decision-making and conflict-resolution.

In this manner, we have contributed to the understanding of the Cross-cultural Project Management in the context of the intercultural projects in non-profit organizations, information that is very scarce in the current scientific literature. Additionally we have contributed to the Cross-cultural Management knowledge since this is mostly focused in other sectors, such as the for-profit organizations, and only a little is said about how CCPM works in the Non-profit sector; even when there is a lot of experience on this organizations that have been working in a project-based approach for a long time. In fact, it was found that the NPOs have specific models and frameworks that they use in their project design, planning and management, which would be interesting to study in the future to bring it to the PM literature.

Furthermore, we have contributed to the understanding of how the non-profit sector works in their increasing intercultural and international projects, and what are their motivations. In certain way, this also enrich the International Project Management literature, which has a main focus on the national cultures; and in consequence we are contributing to the Project Management knowledge. As a matter of fact, there are some authors that claim that the
Project Management associations do not develop too much research in the non-profit organizations (Lacerda et al., 2016, p. 2).

Furthermore, we think that we have done also a contribution bringing some culture theory to the formula, since we found that it is necessary to understand the Cross-cultural Project Management not only from the business, economy or project management disciplines, but also from the anthropology, ethnology, psychology, sociology, history, communications and other areas of knowledge that understand better the human behaviour. This is so, because there are many elements in the cultural context that need to be seen from other professional perspectives, such as behaviours, attitudes, symbols, communicational codes or cultural schemes that can add complexity to the intercultural projects.

6.3. Managerial Implications
Our study has some implications for different actors in the development of the Cross-Cultural Project Management in an intercultural or multicultural context. For instance, for the project and programme managers of non-profit organizations, such as our respondents, these four dimensions of competencies would be a compound of the intercultural communication competencies that they should consider while developing their projects in order to be successful. In the case of our respondents, who gave us the information, we know that this aspects shown in this study are important for them and they take it in to account when managing a project; although, they might not been seeing it as “competencies” and the huge importance of taking this aspects as such may have. If these elements can be seen as intercultural communication competencies, as defined in this study, this can turn in to capabilities that can be organized, developed, improved and shared.

This set of competencies have also implications directly with the non-profit organizations Human Resources managers, or with the project managers that take care of the recruitment of project teams, since they should be looking for the project managers or coordinators to have this set of competencies within this four dimensions, either when recruiting by human resources department or by training their current project managers. In consequence, this study could be a guide to obtain the best results in the HR planning, recruiting, hiring and training of the project managers that deal with the intercultural projects.

To the project managers in International PM, this might give them a clearer idea of the intercultural situation and that the context could go beyond the national cultures, that there are other contexts which might produce different challenges that they could solve by seeing the problem from a different perspective, such as the one shown by this study. In the case of the Cross-cultural project managers, this study can be an open window to see other elements from a different perspective different to what CCPM literature presents from a for-profit point of view, or hard and soft skills only structure.

6.4. Organizational Implications
The contribution of this research has direct implications to the Non-profit organizations, since they can use it to structure and guide their project management workforce in to a more conscious and systematic development of this dimensions of the intercultural communication competencies, strengthening the capacities of the people involved in their intercultural projects.
Furthermore, being conscious of this four dimensions of the competencies would give a frame to develop a better job description and job specification by the time of recruiting and hiring their project managers and building better project teams.

In the same line, having a understanding of this intercultural communication competencies in mind, the NPOs would design and plan the projects in a better way, preventing risk, previewing the challenges and knowing what competencies could be taken in to account in these cases. On the other hand, this study might motivate the NPOs to develop and structure the Project Management knowledge from their perspective to enrich knowledge and practice.

For the Project Management associations, this study is showing that there is a lot of valuable project management experience from other points of view, dimensions and perspectives from the non-profit organizations PM, which deserve to be taken in to account, studied and promoted, since it might share goo information, experience and practices to other sectors such as the for-profit organizations PM.

6.5. Societal and Ethical Implications

If NPOs have a clearer idea and they decide to invest time and resources in the development of the project managers’ intercultural communication competencies within this four dimensions, they will be contributing to a better structured project development, intervention, and execution. In consequence, to get better project outcomes, better relationships with their stakeholders and the most important thing, getting their objectives accomplished in the beneficiaries, communities and territories where they deploy their projects. Furthermore, they could be better prepared to face the challenges that may appear in the intercultural projects as we saw in this study. In conclusion, the social change could be reached in better conditions.

A strong implication in NPOs is also ethical, since most of the work this organizations do is with human lives, emotions, and sensitivities. Having a good understanding on how their project managers should behave in these different cultural contexts, taking in to account the four dimensions of their intercultural competencies, would be an important

If culture affects everything we do in society, certainly affects the activities of the NPOS, we have confirmed that. Moreover, the relationships between project managers and the communities that they work with are with no doubt affected in positive or negative way during the project operations. We had talked about the feelings or reactions of some populations if the project is not implemented in a respectful manner, therefore, the four dimensions of cross-cultural competencies in NPOs that we have gather here must be taken in to account carefully.

Furthermore, this study has implications in the culture theory researchers’ community, since this study might be giving some useful information to open a line of research, an area of investigation or a connection between the cultural studies and the project management knowledge, a different dimension of human behaviour.
6.6. Limitations
It has been our desire to develop this ambitious research, although one of the strong limitations we had was the time frame to develop this study. In addition, even though we tried to cope with the time, the fact that the period of time that we had to conduct the interviews was close to December which is a time of closing projects and end of year vacations. For instance, in our plan it was to interview project managers from some organizations on the United Nations, and even though we went through all the Request for Interviews process, this organization was harder to approach to. In this sense, we were also limited in order to look for other organizations to supplant this organizations or to conduct more interviews to make our sample larger in order to have a higher rigour and credibility, we could not cope with it. This might also have affected the generalization of our findings, since this might be judged as a small sample. Our study is also limited in the fact that it does not have a second round of interviews, which limits us in the rigour of the Grounded Theory and it does not allow us to confirm the concepts developed in this research.

Regarding the geographical origin of our sample, we think it is varied, since the project managers that are interviewed work or have worked in projects that are deployed in different countries of America, Europe, Asia and Africa. This might give a good idea of the diversity of thinking and even the cultural diversity factor that we were looking for. The project managers nationalities are also varied, although they are mostly from Switzerland and Czech Republic (Europe), El Salvador (America) and Tajikistan (Asia). Their nationalities are from 3 different continents, moreover, their experience has grown in a multiplicity of countries as we can see in the Findings chapter.

6.7. Further Research
We think that this study gives many insights to develop further research, for instance, it would be interesting to repeat the research with a broader sample and assess if the concepts found here create a larger pattern. In addition, a similar research can be done with a multidisciplinary perspective since there are many cultural elements that may need a review from other professional opinions.

In the process of looking for sources of theoretical information we discovered that the different Institutions, Organizations and Associations (PMI, IPMA, for instance) do not have developed enough the Project Management practice and theory in the NPOs and NGOs, as stated by Lacerda et al. (2016), even though, this sector has had a project management approach for many years. Lacerda et al. argued that this scarcity is due to “differences among scholars of the social field and the Project Management methodology authors’ visions, concepts and cultures” (Lacerda et al., 2016, p. 2). This may lead to a further research about the Project Management models, frameworks and methods that are being used in the non-profit sector. This, in order to be studied and known in the Project Management professionals associations an body of knowledge, with the purpose to identify if these frameworks, values and concepts can be or cannot be applied in different types of organizations and why; and what frameworks are used in what type of NPOs.

Following, on the types of NPOs, we found the necessity to discover what type of NPOs are there, and if the concepts and perspectives discover here would function in the same ways in other types of non-profit organizations. Would they have the same values? Would they apply the same technical approaches? Would they have different thoughts regarding culture?
It was out of our boundaries to study the difference between the Project Management approach between the Non-profit sector and the For-profit sector, however it would be a very interesting endeavour to develop a research in order to study the differences in this practices. In the same way, more research should be done in the managerial style of the project managers in different regions or continents of the world. Since we have seen through this study, different cultures might have different cultural schemes, the question would be on how this might impact in the project management style on the different non-profit organizations.

Finally, there were some concepts during the research process that would come out and that seem to be a trend that should be studied, this are “emotional intelligence” and “cultural intelligence”. Since this concepts are more complex and need a further research, we did not mentioned them with those names, but we used the basic terms that they were referred to “emotional competencies” or “cultural adaptation” which seem to be a similar concept; however, it would be a step ahead to investigate the relationship of this in the Cross-Cultural Project Management.
7. Quality Assessment

The quality assessment that we present here is an auto evaluation of our work. We had based this assessment in the model “Eight “Big-Tent” Criteria for Excellent Qualitative Research Quality” developed by Sarah J. Tracy (2010), which compunds many different criteria that are grouped in eight points: worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. We surely have done our best effort to maintain the quality during all times, but the reader will have the best judgment when reading our research.

In 1985 Lincoln and Guba (1985) asked, “How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?” (Lincoln and Guba, 1985, p. 290 cited in Tracy, 2010, p. 837). Lincoln and Guba presented four criterias that are broadly recommended in qualitative study assessments (Collis and Hussey, 2014, p. 172; Kumar, 2011, p. 184; Tracy, 2010, p. 837): Credibility, Transferability, Dependability and Confirmability. Although, we observe in the opening citation that there are two elements important to decide about the quality of the research, one is the researcher practice in maintaining the quality of the study and the second is the reader’s assessment. In this chapter we will do an auto evaluation, although the reader will have the last word. The quality criteria are the way the researcher demonstrate the reasons to the reader of why and how the study was develop with excellence or what are the weaknesses. Being aware of this, we have tried to explain extensively the reasons of our decisions taken regarding our qualitative research, methodology, methods, strategies and study instruments. There are many different models offered since Lincoln and Guba (1985), different proposals are still on debate for consensus (Tracy, 2010, p. 838). However, in this chapter we desire to give an answer to the reader based on the most used criteria in order to leave a solid stance about our research quality. Therefore we have taken the model of the “Eight “Big-Tent” Criteria for Excellent Qualitative Research Quality” developed by Sarah J. Tracy (2010) who claims that this eight criteria model covers the most universal concepts of high quality qualitative methods criteria across the different prolife paradigms.

7.1. Worthy Topic

Tracy (2010, p. 840) starts with the idea that the topic has to be evaluated in the sense that it is significant, relevant or evocative. The researchers of this thesis are totally convinced of the importance of the topic that we had studied. It is interesting to see how many people give for granted the topic of culture and the high influence it has in our discipline of Project Management so they don’t even take it as a topic, although we have understood in this research that when someone starts to read about the impact of this the topic starts getting a lot of curiosity and interest. Such is the close case that we have had with our colleagues who started getting a lot of attention on our topic of study asking about it. Beyond the direct experience we have had with this topic, we want to point out that we did a deep search to assure that in fact there is a gap in the research activity on the topic of culture, project management and non-profit organizations specifically. There is valuable knowledge in literature from different perspectives regarding these elements, although is still very low. The authors in all this articles found always claim about the “lack of research” because it is a topic hard to handle. This situation makes us think, that the topic studied here is relevant, it creates activity in this thematic of research and that it may have an international and societal implications.
7.2. Rich Rigor
Regarding the rigor, Tracy (2010) says that the high-quality in qualitative research is given by the abundance, descriptions and explanations of the study process, theoretical constructs, data and samples. We think that our research is plenty of descriptions and explanations in every part of the study and this is one of our strengths, not only in the methodological process and methods practice but also in the data processing and analysis.

Among the questions we should respond to proof the rigour there are: *Are there enough data to support our claims?* *Is the context or sample appropriate given?* We already explain in the section 2.5.6. “About the quality of our sample”, that we are aware that the sample is small in number, but we think that the sample is strong and powerful since it is solid, varied in origin experienced in their discipline and they belong to renowned organizations with vast experience in the project management in the NPOs. Therefore, the data obtained from them is clear, valuable and brings complex conceptual information. The second question required by Tracy (2010) is if *the researcher spent enough time to gather interesting and significant data*. We think that time has been our worst limitation. We had ambitious intentions for this research and we would have wanted to have a larger set of sample, interviews, rounds and data, however, even if the time for complying with this thesis didn’t allow us to wait for more interviews, we think that we spend a lot of time trying to get the best we could within the time limitations. We believe when Tracy (2010) cites “If data are new, unique, or rare, a valuable contribution could be achieved with very little data” (Scarduzio & Geist- Martin, 2008 cited in Tracy, 2010, p. 841). This is not all, regarding other parts of the research, we have a very broad, significant and multidisciplinary sources of knowledge and theory to write this thesis. *Did the researcher use appropriate procedures, interviewing practices, and analysis procedures?* Given the importance that we have put to the quality of this research, we have dedicated a large amount of space in the methodology chapter to explain and describe the process of data gathering, processing and analysis, the problems, the decision-making and how we had proceeded in order to maintain the quality. We ask the reader to please refer to section 2.3.1., 2.4.4., or 2.5.6. for instance, to read more about the quality criteria in specific parts of the study. We would also like to add that the process has been intense and organized. We have all the process documented such as memos, notes, Ground Theory procedures, transcriptions, coding tables, etc. in order to show the path of the research, intensity and organization.

Lastly, we want to add that, regarding the Grounded Theory rigor. We have explained broadly how we designed our approach to work under the Grounded Theory as strategy in the section 2.4.3. and 2.4.4. Where we described under theoretical support, how we applied this strategy in a flexible way and adapted to this specific research. Even if we haven’t applied a strict model such as Strauss and Corbin (1990, p. 8) cited in Partington (2000, p. 94), we think our research has been developed rigorously based on authors that have developed their versions of Grounded theory in the last decade, such as Suddaby (2006); Thornberg (2012) and Charmaz (2014). However, when finishing the research and developing the theory, we understood and did find the need to make a second round of interviews to broaden the knowledge about certain concepts which in GT would be the theoretical sample.
7.3. Sincerity

The sincerity in a research refers to the honesty and transparency says Tracy (2010, p. 841). We are researchers in process of learning; therefore, it was important for us to go through the process with transparency. We had informed of all of our doubts and problems to our supervisor. Moreover, we also have maintained a self-reflexivity during the whole process of writing the thesis, even if we are wrong in some parts of the process, we have documented everything. The Methodology chapter confirms that we have been very careful in describing the process just as it has been. In addition, the fact that the thesis has been in pairs has helped to maintain the transparency in the discussions among the authors in order to take decisions but also to support the triangulation in the interviewing process.

7.4. Credibility

Credibility as the criteria that assures the fact that the research is reliable, truthful or reasonable, referred by Tracy (2010) as “trustworthiness, verisimilitude, and plausibility” (Tracy, 2010, p. 842). Collis and Hussey (2014, p. 172) presents the credibility according to Lincoln and Guba (1985) as the way in which “the subject of inquiry was correctly identified and described”. The reader has all the authority on deciding if the study is credible. The researcher has the responsibility on building the credibility of the study complying with the persistent involvement in the study to develop a deep understanding (Collis and Hussey, 2014, p. 172) and dependability (Tracy, 2010, p. 842) of the research, by practicing triangulation, thick description and crystallization, which relates to the diversity of sources, methods and theoretical frameworks (Collis and Hussey, 2014, p. 172; Tracy, 2010, p. 842).

Our research has been captured in this thesis by writing a large and broadly described document using a diversity of sources, reporting examples, showing data by tables and figures and always taking care of always setting the context. We think that we have covered the necessary explanations to develop a reliable dissertation. Our set of references at the end of the document shows the broad investigation and the multiples sources of theoretical support of different kind, mostly scientific articles, we have had.

In the case of the data The fact that this thesis has been done by two researchers give us the facility to be able to triangulate all the information during the whole process, during the design of the research, the collection of data, the analysis and the theoretical search and development. We decided that during the interviews we both would be present not only to participate but in certain way also to keep a witness during the process, among other reasons explained in section 2.6 “Conducting the Interviews”. Additionally, our supervisor Malin Nasholm has been aware of every step that we planned for our research process, interchanging and discussing ideas in about five meetings.

Even when Tracy (2010) does not mention the criteria of dependability and confirmability in a separate way such as Lincoln and Guba (1985) do. We would like to add that this research has been well and systematically documented (Collis and Hussey, 2014, p. 172). It has an extensive and detailed record of all the procedures, transcriptions, coding tables, memos, and changes done during the writing process, in addition to what has been documented in this report; therefore, we think that this research can be replicated (Kumar, 2011, p. 185). In this sense, with thes record of the work, and the thick descriptions of the process, it can be said that this research can also comply with the criterion of Confirmability (Collis and Hussey, 2014, p. 172).
7.5. Resonance

One of the most interesting criteria that Tracy (2010, p. 844-845) presents in her Eight Big-Tent model is the Resonance; she describes it as “the ability to meaningfully reverberate and affect an audience”. For this research, this criterion is very important because it invokes the aesthetic quality of the way the researches present the text. We have been researching about culture and we think that aesthetics is a strong part of this topic since it is full of subjectivity, significance, symbolism and ways to see the world. This thesis has the big responsibility to transfer this experience to the reader promoting the empathy and identification not only with the research but also with the cultural contexts and situations in which not only the practitioners PM are involved, but also a whole network of people in different communities. The beauty in this research in its subjective world is that has many different ways to see the problem or situation and our respondents have showed it. The project managers that we interviewed gave their opinions and described broadly each of their experiences, illustrating with many different examples of real life in every different cultural context. This is why we also wanted to present the chapter containing the findings in form of a summary, to preserve the richness of the examples they give in order to move and affect the reader. At the end, why is research for but to provoke changes in the world.

Transferability is “the degree in which the results of the qualitative research can be generalized and transferred to other contexts or settings” (Trochim and Donnelly, 2007 cited in Kumar, 2011, p. 185), or if the findings can be applied to another situation (Collis and Hussey, 2014, p. 172). For us, Tracy (2010, p. 845) describes the transferability criteria in a better way to apply to our research: “transferability is achieved when readers feel as though the story of the research overlaps with their own situation and they intuitively transfer the research to their own action”. About the generalization, Tracy (2010) explains that as in the same way it can be assume that knowledge is what leads to improved practice, in the same way, the perception of the reader is what brings the results of the research to an adaptation to their world (Stake & Trumbull, 1982 cited in Tracy, 2010, p. 845).

We think that in our case, thanks to the resonance of our topic and text, the transferability is possible in many cases since culture is a human dimension that applies to everyone, in this concern, the results also apply to generalization. In the case of the specific topic of Cross-cultural Project Management we think that the reader can relate to any case, even more in a time where geographical distances are getting shorter and cultural connections are increasing. Additionally, in the case of the topic about the NPOs, the context in which they develop project management values are involved in the whole process, therefore, the reader could apply, in their own perception and understandings, the results of this research, as well as the relation of these with the competencies. Competencies in our analysis are related not only to values, but also to challenges and solutions and we are sure this this can be totally transferable and generalized in the project management disciplines and abroad.

7.6. Significant contribution

In this criterion, Tracy (2010, p. 845) displays different perspectives: knowledge, practice and politics. In this sense, we can say that we think that this research could be significant since it aims to contribute to knowledge by identifying a gap of knowledge in the Cross-cultural competencies developed in the non-profit organizations regarding the intercultural communication, a gap that is demonstrated in the search for the Theoretical Framework. As a result, we think that we could be stimulating more exploration in this topic or area of
knowledge, which is referred as “heuristic significance” by Tracy (2010, p. 845). We hope that we can inspire future researches since the results and analysis here have elements, contexts and concepts to trigger the curiosity of other researchers, probably not only in the Project Management discipline. Our research has utilized a multidisciplinary source search and has approached other topics such as culture theory, which has also many gaps and relations with the Project Management discipline in international or intercultural contexts. As a matter on fact, this topic may be approaching some social issues that could be of importance for future researches towards cultural and political consciousness or “catalytic validity” (Lather, 1986 cited in Tracy, 2010, p. 846).

On the other hand we were creative taking a stance with the research design, we are aware that we worked inspired in the Grounded Theory and that we created a unique approach in the application of methods for the sake of getting a good result in the theory building. We know that we could be, either wrong to the eyes of some critics or we might be contributing to show a different methodological way to approach a research design and data processing and analysis (Tracy, 2010, p. 846), running away from the repetitive and traditional, while, according to us, still maintaining the quality and rigour.

7.7. Ethics
Ethics are not to be taken as a criterion, but as a statement as researchers and a goal of the research (Tracy, 2010, p. 846). Tracy, presents different perspectives to approach the ethics in the assessment of the research. The first one is the “Procedural ethics” which relates to the ethical actions during the process of the study. In this sense, we have written the ethical implications of the study in the section 2.9 of this report. The second aspect of the ethics that is mention in the Eight “Big-Tent” model is the Situational Ethics, which Tracy (2010, p. 847) refers to as the respect and considerations of the context practices and circumstances. We can relate this to the cultural awareness of the context of our interviewers and their areas of work and examples they used to illustrate their experience. In fact, one of our respondents mentioned the importance of the ethics in the Cross-Cultural Project Management in the “Do no Harm” approach. We think we had acted ethically as receptors of the important information they have given us and that they shared with us for this research. We have been very respectful with the participants of this research and we have complied with the ethical protocol of asking them for consent, letting them to assist in defining the rules, such as when they did not want to use the video during the interview. Mutual respect and dignity were always present and we maintained a very cordial relationship with each of them during all times. We also closed respectfully and thanked them in a special way for their support with this research. This, in this Study Assessment model is called “Relational Ethics” (2010, p. 847).

7.8. Meaningful Coherence
The meaningful coherence criterion (Tracy, 2010, p. 848), relates to how all the parts of the research are interconnected, how the research design or proposing parts are complies in the practice, how the methodological philosophy and paradigms make sense and are aligned. In these terms, we think we, as researchers in a learning process, made the best effort to achieve the meaningful coherence during the whole research. Although, the reader will have the best judgement when reading this report.
8. References


Collins, R. (2012). *Transforming America: politics and culture during the Reagan years*. Winnipeg: Media Production Services Unit, Manitoba Education.


Ltd and Association for Project Management and the International Project Management Association, 34(8), pp. 1608–1624.


9. Appendix

9.1 Request of Interview
9.2 Interview Guide
9.3 Example of Coding Table
REQUEST FOR INTERVIEW

Dear Sir / Madame

As part of our Master’s in Strategic Project Management European MSPME, developed in a joint programme in 3 world prominent universities: MIP Politécnico di Milano (Milan, Italy), Heriot Watt University (Edinburgh, Scotland, UK) and Umea University (Umea, Sweden), we, Dalia Rosa and Dzhumakhon Karimov are developing the Master Thesis to fulfil the requirements for this Programme graduation.

We are working in a research about Cross-cultural Management on International Projects and the importance of the Intercultural Communication Competences. As part of the research design, we are conducting several interviews to explore and identify the competencies needed in a Project Manager to achieve successfully international or multicultural Projects or Programmes. Among the interviews, we expect to talk to Coordinators/ Project Managers, Human Resources and Communication office representatives. The research is under the supervision of the Senior Lecturer Malin Näsholm from the School of Business of Umea University and the results will be used for educational purposes.

We know that your position in the organization you work or participate in this moment or as a former employee, has given you the experience in the topic and international context that we are researching. It would be very important for us if you could accept to have an interview with us to gather the knowledge necessary for our thesis.

All the research is being conducted in English, although the interview can be done in English, Russian or Spanish. This conversation would last between 30 and 60 minutes. Due to the geographic distances, we will be conducting them by Skype or any other application that best suits you.

We would also appreciate if you could connect us with other of your colleagues for this same purpose.

If you give us your approval, please confirm to us by replying this email with the date, time that suits you and the city you will be at, so we can contact you.

We appreciate very much your cooperation,

Sincerely yours,
Dalia Rosa and Dzhumakhon Karimov

Umeå Universitet
Sweden.
December 2017
INTERVIEW GUIDE

Before starting…
1. We want to let you know that we will keep the anonymity about this interview regarding your name and your data. But we want to make sure if you will be ok if mention the name of your organization.

2. This interview will be recorded.

PART 1. PERSONAL DATA
This part is only for contact purposes.
Name:
Nationality(es):
Organization name:
Country of Organization:
Department:
Job Position name:
Number of years working in this position:

PART 2. QUESTIONS ABOUT YOUR BACKGROUND / WORK / JOB EXPERIENCE
1. Can you describe your job functions? (What you do)
2. Can you describe your professional background? (Education and prof. work background)
3. What has been your experience with international projects or activities? (present or past)
4. Can you give examples in your experiences?

Part 3. YOUR EXPERIENCE IN INTERCULTURAL OR INTERNATIONAL PROJECTS

Project Management
1. Can you please describe what type of projects does your organization do in general?
2. Is there a way that your organization categorizes the projects? (National International, by regions, by field, by priority, etc.)?
3. Do you know how your organization select the countries or regions where you deploy your projects?
4. What cultural elements does your organization or you as project manager take into consideration when entering to another country or another culture to deploy your work? (worldview, costumes, values, the way of communicating, beliefs, country cultures)
4.1. In your opinion, is there a difference between the way the non-profit organizations and the for-profit companies take the cultural traits in to account?
5. When starting or developing international projects, how do you build a team with people if they are from different nations or cultures? (organization, recruitment)
6. What type of barriers of difficulties have you faced in your work in the execution of international projects? (like different language, point of views, traditions, etc.)
   6.1. What is the hardest case that you remember concerning any cultural issues?
7. What positive advantages do you think there are in multicultural teams?
8. What do you think are the success factors in the execution of the Cross-cultural and International project management?
9. Does your organization have or apply any fixed model to deploy Cross-cultural or International projects? (Manual)

HR
10. What are the competencies do you consider in the recruitment of project managers, consultants or coordinators for international projects?
11. What are the competencies do you consider in the organization of the team for international projects? and what is the procedure to build the team?
12. Do you conduct training in order to enhance the cross-cultural competencies of the project team members/project managers?
13. In the case of your organization, is there any policy to recruit people from specific countries or regions? why?
14. Can you tell us about the organization policies regarding gender, culture and diversity?

Communication
15. During execution of international projects, have you ever faced with intercultural communication difficulties? (Direct or Indirect communication context, Non-verbal communication
   15.1. How did you solve them?
16. Can you describe which style of communication do you use in your intercultural/international project teams? (flexibility, consensus, hierarchy)
17. During the implementation of international projects, what kind of communication and technologic channels do you use? phone, emails, social media or other?
   17.1. Does technology help you to facilitate the process? how? or if it also affects it negatively? Does it make it more complex or difficult?
18. Do you use any communication models or manuals in cross-cultural projects?

To close:
19. In general, what do you think are the qualities or intercultural competencies that a project manager must have to be successful in international projects?
20. Is there a topic or issue that you think we have not mentioned in this interview that you would like to add?

Thank you very much for your time. We really appreciate it.
APPENDIX 3: EXAMPLE of how we developed the “CODING TABLE”

**Interviewer data**
Name: 
Nationality(es): 
Organization name: 
Country of Organization: 
Department: 
Job Position name: 
Number of years working in this position:

<table>
<thead>
<tr>
<th>THEORETICAL CODING</th>
<th>Column 4</th>
<th>Column 3</th>
<th>Column 2</th>
<th>Column 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to the Purpose and research question</td>
<td>AXIAL CODES</td>
<td>AXIAL CODES</td>
<td>OPEN CODING</td>
<td>MEMOS</td>
</tr>
<tr>
<td>Categories</td>
<td>Concepts</td>
<td>Transcript Text Segments (Or Illustrative Quotes)</td>
<td>Notes - Observations - Inferences</td>
<td></td>
</tr>
</tbody>
</table>
| NPO The International Non-Profit (Npo) Organizations. Structure, Management and Project Deployment | Gender | Environmental issues | Local economies | Respect | Human rights | Policies | Vision | Values | • Well, environmental issues and local economies, that’s linking with the gender issues. 
• We categorize by big topics. Like the gender, but then we categorize gender and then we put the transversal approach. 
• all the issues that we work in UNIMOS is based on human rights approach. 
• we worked on gender issues about this inequality relations that they have between men and women but also we work not only with this multicultural ethnics, we work with this kind of “machismo”, patriarchal inequality. 
• So, how do you work with it? It’s big challenge because you have to respect the various idiosyncrasies that they have the relation between men and women, but also try to give the message that the woman can have the equal opportunities in different aspects of their life like men. (pag 5) |
| 2. NPO’s International project deployment practice | | | | |