NATIONAL CHENG KUNG UNIVERSITY
INSTITUTE OF INTERNATIONAL MANAGEMENT

QUALITATIVE RESEARCH METHODS

FINAL PROJECT REPORT

Uncovering predictors of emergent leadership in multicultural student groups in NCKU IMBA

Instructor: Professor James Stanworth

Proposed by: Group Wilderness

It seems you have come in from the wilderness!

Sergei Katsuba   RA6057_48

Caitlin Beatrice Reid   RA6057599

Frenks Taless   RA6057337

Amarsaana Amarmend   RA6067243

Springsemester   2017

Contents

CHAPTERONE - INTRODUCTION

1. Research background and motivation.

Group work is integral part of higher education. And classrooms around the world are becoming more multicultural. How people work, communicate and understand each other in a heterogeneous group is not only important during studies but also in their following professional careers. That's why it's becoming more important [develop the idea of the advantages of team work and then introduce the challenges - end with a point, here, on leadership] added complexity level that different cultural backgrounds bring to t what valuable insights can be had about.

National Cheng Kung University (NCKU) with its English-spe tracts students from around the globe. There are roughly 23,000 stud 1,000 [Leaders?] faculty members. NCKU Institute of International Management (IIMBA) hosts more than 260 international students from more than 38 countries. And group work is big part of the course curriculum.

All four researchers are students of NCKU IMBA. Thus, we base our research on our peers' experience of working in a team in a multicultural environment. Starting our work, we already knew what we are curious about. Precisely, we want to focus on the leadership part of a teamwork and explore how do leaders emergeand what predictors influence on this process in a multicultural student teamwork. Finally, how do leaders from different backgrounds actually lead and organize a teamwork in international students group.

1.2 Research motivation

[Avoid these truisms - instead give them meaning in your study]

Rapid of globalization is accelerating every day. As we mentioned previously, NCKU and its prolific international student base is a true example of this. This globalizing era is increasing importance of understanding cultural differences and multicultural contexts. Many researchers have become interested in this field and multiculturalism is becoming the one of hottest topics in any academic ground. [Journalistic]

[Separate the theoretical focus - issue -- from the context you are studying it in.] better understand this topic as researchers and international students. a researcher's interest is most important factor that lead to successful at it is not only interesting to us but also would be beneficial for our globalizing and multicultural environment around the world.Because, after this research, we can learn not only qualitative research methods but also leadership emergence process in multicultural context. We realized that IMBA's highly diversified environment and its teaching approach based on group work would be solid ground to investigate group work in multicultural context.

1.3 Research questions

We used inductive approach in defining our research topic. At first, based on our interest and experience at NCKU, we focused on cultural differences. "~~~ oup Cultural Differences on Cooperative and Competitive Behaviour on ~~~~ ylor H. Cox, Sharon A. Lobel and Poppy Lauretta McLeod was the ma~~~~~ us. This study examined the hypothesis that differences in the cultural norms of Anglo-Americans and the three other ethnic groups, Asian, Hispanic, and African Americans, will result in different behaviours on a group task.

[handwritten note: We drew on ideas by Cox, Sharon, Lobel and McLeod (20xx) . . .]

~~But~~ after introducing our project proposal, we shifted to leadership in multicultural group work in order to narrow our research ~~framework according~~ *[FOCUS]* to the instructor's advice. We found "Leadership emergence in multicultural teams: The power of global characteristics" by Alon Lisaka, Miriam Erezb andEmergent Leadership Behaviors: The Function of Personality and Cognitive Ability in Determining Teamwork Performance and KSAs by Jill Kickul, George Neuman, these two articles directed further us.

After that, we ~~decided to investigate~~ emergent leadership in multicultural group work. Here are our research questions.

1. What are the predictors of emergent leadership in multicultural student groupwork?

[handwritten note: Either / Or - not both]

2. Are the theoretical predictors relevant in multicultural studentgroupwork?

1.4 Research objectives.

Based on our research questions, we defined our research objectives as following:

1. To investigate the predictors of emergent leadership in multicultural student groupwork.

[handwritten note: Better here]

2. To examine relevance between theoretical predictors and our research results.

1.5 Expenses

No expenses were made to conduct our research. We already had audio recorders and computers. We used our places and meeting rooms at NCKU for the interviews. We didn't use any copyrighted research software.

[handwritten note: You might reflect on what it would have cost - time, facilities, equipment etc.!]

1.6 Timescale

Tasks	March		April				May appendix				June	
	week 3	week 4	week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4	week 1	week 2
Proposal preparation	X											
Proposal revision			X									
Developing a questionnaire					X							
Revising questionnaire						X						
Data collection							X	X				
Data analysis									X	X		
First draft of the report											X	
Final report												X

Key dates

1. Research Proposal   March 31, 2017

2. Data Collection   May 5, 2017

3. Final Report   June17, 2017

1.6 Expenses and resources

No expenses were expected in the process of conducting our research. Audio recordings and video can be taken on equipment we already have, for example, our smartphones. The location of interviews can be done on campus.

1.7 Confidentiality

Our research conducted in NCKU environment and our respondents were NCKU students. Therefore, we needed to consider seriously on confidentiality issue from start of our research. We designed to conduct our research project in way with ethical principle of not causing harm. We concealed the respondents' name and his or her country, and every name which were mentioned during the interviews. We informed all the respondents about our confidential policy before the interviews. We just mentioned the respondents' cultural background such as western, central Asian, south Asian and his or her gender in our project.

This research is conducted as part of a requirement of the Qualitative Research Methods course at National Cheng Kung University's Institute of International Management program. All obtained information regarding this research, including its finding and results will be strictly confidential. The final report will be submitted to the Qualitative Research Methods Course's website www.j--s.net and a copy will be given to Professor James Stanworth.

CHAPTER TWO – LITERATURE REVIEW

Use software - not et al. here

Emergent leadership is an interesting phenomenon as leaders are not directly appointed, but "emerge" through the ability to naturally guide the group. This means that other team members perceive this person as having the capability to influence the group in a constructive manner (Cote et al., 2010). Since leaders naturally arise, there has been a plethora of literature trying to discover what exactly makes an emergent leader emerge

See: http://www.sciencedirect.com/science/article/pii/S1048984303000560

Gerhardt, 2004); however, this ltural. Leaders who emerge in those of emergent leaders in single cultured groups. This is due to multicultural groups having different cultural perspectives, share different norms, procedures, ideas, expectations and decision making styles (Janssens and Brett, 2006., Stahl et al., 2010). A person who exhibits confidence in a multicultural environment, is well adjusted, can communicate with everybody, helps others come to an understanding and creates trust among the group tends to be the one who emerges as a leader in a multicultural group (Lisak and Erez, 2015).

Cognitive ability/intelligence was reported to be one of the key indicators of a leader's emergence (Cote et al., 2010., Kickul and Neuman, 2000, Mumford et al., 2017). People with high cognitive ability have the capacity to work through problems and typically will have a good method to accomplishing tasks. However, being cognitively able alone does not mean that a person will emerge as a leader, the person will usually have a few more qualities that are stronger than the rest of the team. For example, if a person is also extroverted, he or she will be more outgoing, outspoken, engaging, interactive and demanding of more attention than the others as it is a quality of gaining gratification from others (Eysenck, H. J., 1967). When alone, extroverts tend to feel bored; they feel energized when surrounded by people as they thrive off the energy of engaging with others and asserting themselves through active conversation (Martin, 1997). They are often seen as full of energy, enthusiastic and action-oriented and tend to work well in group settings (Olakitan, 2011, Martin, 2997).

Organisation of the flow is better here

Lisak and Erez (2015) identified that an multicultural group will be higher in cultural intelligence than the other team members. This means that they are culturally aware and have cultural knowledge; this person is able to adapt to and behave accordingly in different cultural situations. Ang, Van Dyne and Koh (2006) identified cultural intelligence to have three fundamental components: mental, motivational and behavioral. The mental variable is the person's ability to understand cultures using cultural cues to understand norms and practices of different cultures. The motivational aspect is through self-motivation and the commitment to adjust to a ranging cultural environment. Finally, the

behavioral component is the ability to deliver appropriate verbal and non-verbal actions and cues when engaging with multicultural people. Group members with high cultural intelligence is able to integrate more smoothly and build trust easily amongst the members (Rockstuhl, Steiler and Ang, 2008). Fujimoto et al. (2000) described these people as being more open to experience by learning from those who are different from them; they are open to understanding and take the time to do so, this is well received from the group. Fujimoto also reports that these people actively seek out new cultural experiences as they are very curious about other cultures and are very open and non-judgmental about behaviors that are different from their own. This is a key aspect in leader emergence as it lays out a positive environment for people to be themselves and engage in group work.

[Chapters not appropriate for a report like this. Stick with numbered headings]

CHAPTER THREE – METHODOLOGY

[Research question, though, infers an inductive approach]

We started by using a deductive approach were we looked at theory in the field of leadership and especially about leadership, exactly what predictors are involved in emergence of a leader. There's a healthy body of research about leadership. We used theory to guide us in construction interview questions. Because our research had a time constraint and because questions were not open enough to invite us into interviewee's world, we had to revise our interview guidelines. We cut down questions and focused more on open ended questions with neutral wording as to not influence respondent and to avoid getting answers we want. In the end our research consists of two approaches: deductive and inductive. Inductive approach was used to see what themes actually emerge from the data. We didn't want to force existing predictors on our data rather we wanted to stick to the data and let it speak for itself. During data analysis process we will go into more details.

3.1 Method

[What is an interview? What are the advantages]

Semi-structured interview. A list of key questions was prepared with follow up questions,e.g., "why", "tell us more", "could you give us an example", "what does it mean to you" etc. It was not required to ask every question on the list. Questions helped interviewer to orientate were the interview should progress and occasionally to bring back interviewee back to the topic. Beginning questions intended to ease interviewee into the process and to start creating a relaxed atmosphere. That's why questions specifically about leadership were reserved last unless respondent, by his own accord, would start talking about it. Then interviewer would pursue flow of the conversation.

Interviewees were told that topic was going to be "group dynamics" so as to not lead them into answers we wanted to hear, i.e., emergent leadership. We thought this to be the best approach to uproot and uncover information naturally.

3.2 Sampling

[Sampling method?]

Interviewees were chosen from the IMBA student pool. The sample consisted of students who had studied longer than one semester. Reasoning behind choosing more senior students is that they would be more experienced with group work and they would be able to recognize roles and speak more about group dynamics. Our group also wanted students who were currently involved in a group work because they would have fresher interactions with their group members and they would not need to rely on their long term memory which could distort past experiences. We wanted to have diverse people from different cultures because from theory we learned that cultural intelligence was one of the predictors of emergent leadership, so we thought it might help us to uncover information about that. We also have an advantage where we share the common language of student

[Logic is not working]

lingo which helped us to achieve a better understanding. Since we are part of the IMBA study program they would be more willing to speak to us.

3.3 Data collection

Potential interviewees were contacted through social media place was chosen where it was most convenientand comfortable for the respondent. We thought that this method will allow the respondent to be more receptive and open to our questions. Because the interview time was not definite, we needed the respondents not to be in a rush. A time slot was chosen to suit the respondents needs.

At first interviews took at most around 30 minutes and later some were extended to be around 50 minutes.Each of the four group members interviewed two people making total of eight interviews for this project. Interviews were conducted on a one-on-one basis with an exception of one preliminary interview where two group members were present. One of the members lead the discussion while the other one observed for later evaluation.

Interview space was chosen to facilitate uninterrupted communication between interviewer and interviewee. Interviews were conducted in a library, at an interviewer's home, at a coffee shop and at the IMBA research room (RR). With exemption of RR interviews were conducted far away from other students for respondent to feel more comfortable talking with us about his group mates. We didn't want others to over hear the content of an interview, because of the sensitive nature of the topic.The place had to quiet enough to ensure good quality of the recording. We gained consent from respondents to record them. A recorder which usually would be interviewers phone would function as a third member of an interview, because how being recorded is unusual for some.Also we assured that their identities will be kept confidential outside of group members working on this project

After the first round of interview suggestions we paid closer attention to specific indicating words, especially ones that sounded important and could be further probed for underlying information. Probing the interviewee for further explanations allowed us to understand words from their perspective since words may have multiple meanings and can sometimes be too vague; we needed to make sure what interviewee meant.To further probe, some of the first interviewees were contacted again and either sent extra questions for them to respond on their own or were scheduled for a second semi-structured interview to allow the researcher to dig deeper into previous interview content. Interviewers we were more prepared for our second round of interviews.During the interview process, the interviewer listened for key words and noted them down on a laptop probe further and inquire about the meaning of certain things that the

10

Interview introduction:

Guideline to appendix

"Hello. Today I'm going to ask you a couple of questions about group dynamics, how you as a group organize yourselves and what roles your group members take and other questions relating to this topic. We would like to focus on current group work. Is it okay for us to record you? Your identity will be kept confidential. Now I will place recorder on the table between us and whenever you're ready we will start."

Interview questions: *(FU: follow up questions)*

Sample for this...

- Are you in a multicultural group? Where are they from? How's that going? FU: why?
- How did your group organize in the beginning? FU: how was your first group meeting?
- How about your meetings now? Do you find th[em] *Flow is way better than your initial effort.*
- Describe the roles in your group FU: Why does each person take that role?
- How did this person take the leading role? What makes this person a leader? Tell me more about this person. (expand on their words: What exactly did they do, tell a real situation…)

During interview process eye contact was maintained to indicate that interviewer was present and listening to the content.

attentive and interested

We noticed that for some interviews interviewees kept looking at the recorder. It might be explained that research topic requires introspection and they rarely had to put things into words when it came to talking about leadership in their student group work. Also it might show that for some this topic was sensitive so they might have chosen their words carefully. They also might not have been that experienced with being recorded, so it attributed to some nervousness.

Overview of the respondents.

Trying making it more part of the process -

	Gender	Region	How long is enrolled to IMBA
1	Male	Europe	4th semester
2	Female	North America	4th semester
3	Male	South-East Asia	2nd semester
4	Male	Europe	2nd semester
5	Male	North America	4th semester
6	Female	South-East Asia	2nd semester
7	Male	South-East Asia	2nd semester
8	Female	Asia	4th semester

Length of interview, too

11

3.4 Transcription process

Interview was audio recorded and then transcribed. Transcripts consist of not only words said by respondent but also how they said them. In transcripts using brackets "()" a pause is described or a moment of laughter. Audio recordings were transcribed either on that same day or later. It is recommended to transcribe them on the same day for work not to pile and because interviewer has more context at the time. Full interviewer questions were included in the transcript.

Each interview transcript was saved as a separate word processing, e.g., Microsoft Word file with a filename that maintained confidentiality, e.g., "interview_transcript_respondent_nr_(insert a number from 1 to 8)". Because we didn't conduct a large sample of interviews it was easy to remember who respondent 1 to 8 was. It could have been useful to add to file name first capital letters of continent to represent where are they from and M or F to distinguish between males and females simplifying search process for the right data.To distinguish between interviewe[r] in the transcript interviewer's name was used and all participant of "respondent_nr_(insert number from 1 to 8)".

Good - particularly since the IMBA is quite a close community so this is probably a useful measure to maintain confidentiality

3.5 Manual coding

We used manual approach to coding. For each interv[iew wo]rld processing document was created with newly created codes and their units of data (number of words, a line of transcript).

Self-memos were created to record ideas about code and how we think they fit with other codes, what overlap can we see. We had long discussions about appropriateness of certain code inclusion under the same category. We also discussed what would be the most appropriate category names.

CHAPTER FOUR – ANALYSIS PROCESS

Analysis above
Findings follow

The first step in the process was to gather all the codes together. We consolidated a large number of codes together to make it easier to work with data. For our eight individual interviews we ended with 368 codes. After further categorizing, eight main categories emerged.

4.1 Findings

Outline

In our work initially, we were trying to focus more on the process and emerged meanings. We were focused on integrating them around our central idea (emergent leadership). Thus, the categories we found were more abstract and sometimes overlap. However, some of the ideas repeat in our interviews with a frequency, which reveals a gap for a further research.

The central key point of this stage of analysis for us was a searching of potential common meanings of ideas labeled in codes. This process is reflected in Appendix 2. We put some quotations also to see those ideas with a context from data.While searching for common meanings and classifying ideas, we also noted some features and common characteristics, which we describe in memos.

When all the ideas were sorted with use of their common characteristics, we combined our efforts to group them under more abstract and broader categories to explain the nature of each of them and a level in which they are related to emergent leadership. It helped us to see more details and to understand our emerged concepts more clearly. After this stage we also reduced the number of those categories and at the same time we were able to see their analytic power to explain reasons for our central concept of emergent leadership.

The names we chose for each of categories are the most logical description that came out of the properties of the category. We tried to use the most illustrative ones to keep in touch with its referent and to present it in more clear and structured way in our report. We also used additional literature to discover names and properties for our categories. Some of our categories, for example Extroversion and Cultural Intelligence have established analytical meanings. Thus, we realized that we are able to use those established concepts rather than discover new and abstract names with properties that can be irrelevant. It gave us a solid ground to rely on.

Once it was accumulated, it became easier to operate it and to think about possible dimensions and additional properties. The process of categories development raised a question how to align the properties of each category around the central concept of our work. A brief look at the list of our categories helped us to know, that some of them are

related to personality and a background of leaders, and some of them are tied with their activity in groups.

We kept in mind that in our interviews we came to understanding who is the leader of a group was through asking questions about group activities and who is doing what in a group. By knowing this, we asked questions related to personality or professional background and skills of this person.

By doing this, we were able to discover activities that predicted leadership in those groups and when the leaders emerged. At the same time, we discovered underlying factors related to emergent leadership which can also explain a prediction of this phenomena.

This is a result of an in-depth analysis of data. We broke it down in groups and present it with a description of their properties.

Method

Group issues

Findings

One of the concurring themes across all interviews was issues about certain ways and characteristics of an exact group. In certain number of samples, it was indicated that a factor of insufficient skills of some teammates or the whole group revealed an opportunity for other teammates, who had better skills to take a leadership position. But not only a better knowledge or experience could bring some team members to a leading position. Except this, it is a better motivation, communicative skills, broader understanding and initiative. All those factors are related to actual activities in groups and gave an opportunity for leaders to step forward.

We tried to find an explanation in literature and found a research which revealed that the difference in the level of intelligence, which is described as **related knowledge**, numerical aptitude, average grade in college, scholastic achievement, apprehensive, **analytical thinking**, cognitive complexity has a strong relationship with emergency of a leader. (N. Ensari, R.E. Riggio, J. Christian, G. Carslaw, 2011)

Thus, we analyzed this category thoroughly to describe what group issues helped leaders to emerge.

The first group issue that we found was a lack of re... example, for respondent #2 it was a lack of knowledge in methodolog... udies. Due to this, Respondent #2 was focused on a side tasks, "w... es" without a chance to lead the project.

Structure the write-up based on categories rather than interviews

- *I'm really bad at methodology if it's not with qualitative, so if there is a different type of a framework – Teammate#2 is amazing at it. Like difficult numbers – he can understand it. So, when it comes to that part I can't really help them anyway.*
- *Well I wouldn't call myself a leader. I work behind the scenes. But it's only because I don't have enough knowledge to contribute more.*

Interview#2

The important part here was the factor of better research skills of other teammates and precisely the leader, because it helped the leader to find related theory faster and to turn the project in a right direction revealed a leadership activity by doing so.

- *Yeah, so that was my weakness and their strength. They were really good at finding papers. I guess their research ability is better than mine.*
Interview#2

Another factor in weaknesses lies in a lack of analysis, understanding and a vision of the project. This makes other team members rely on the leader, who has a broader vision.

- *And I would say it's Teammate#2, [is the leader]because he has all the skills I lack. And he has a vision of how the project should be at the end.*
- *This class requires a final project. And I'm not quite good in it. So, I'm just sticking with him [the leader] and trying to be helpful. You know, do some editing and stuff.*
Interview#2

Lack of motivation and initiative from team members is also important. Some respondents stated that they were not interested in the project and could only be "helpful side", giving a room for leaders to reveal themselves. In some cases it was a lack of motivation and respondents were not ready contribute more because of business or other different reasons. Thus, they step back from an active participation. Contrary to this, leaders of their teams were highly motivated and involved.

- *And this is my last semester, so I don't want to spend a lot of time with it… I want to work together with people who I know can work hard. rather than me, so I don't have to do all the work*
Interview#1
- *It seems like he [the leader] is interested more than you and the other girl in this topic. - Definitely.*
Interview#2

Sensing but not seeing codes in this interesting write-up.
May be the heading above (group issues) is the code? That feels, though, too general to have explanatory power towards what you are finding.
See how, potentially, "stepping up to the plate" is a way more powerful code

...team members. This can be a result of ...uation when no one wants to get things ...moment when someone steps up to the plate and starts telling people what to do. When this issue is solved, the team is able move forward with the assignment. This predicts a further leading position of the person, who stepped forward first.

- *To me I don't like uncertainty, they keep juggle around ideas and I kept saying like 'enough' and would choose and go straight to the point and that's when I was seen as a leader, or took position as the leader somehow.*
- *There was a lot of uncertainty, people didn't know where to start, so I had to tell people what to do because they were floating around. They wanted to start but they didn't know where to start.*

Interview#5

In some cases, the leader came out not by telling others what to do, but he or she took initiative by managing everyone's working style. The ability to make a group cooperate and mediating skills is important for an emergency of leadership.

Some samples reported that a process of taking a leading position by initiative sometimes is not really positive. We found some evidences of a leader being pushed to that position because of cultural differences in the group, which is quite curios.

- *I don't want to assume a leading position. I have the fear because I think that my maybe my English was the best and maybe also because culturally Asians tend to listen to Europeans or Europeans are generally more talkative or I don't know.*
- *Like I'm from Germany and here I feel they do sometimes [push the respondent to lead in a groupwork]. That's why I wanted to say maybe about Asian and European culture being different.*
- *Basically we sit down and nobody says anything and I start by saying what are we gonna do and then I have the feeling like everybody is looking at me to say something. And that's how I feel like I'm drawn into a leadership position.*

[Some respondents talked about...]

[Good! We have a category and specific meanings. I've deleted the "fluff"]

Vision

In some responds, we were observing evidences of a broader vision of group leaders. It is related to **seeing situations from different perspectives**, **deeper understanding** and **seeing beyond what others do**. Envisioning where a group should be in a reasonably long-term future, conveying this vision in various ways to others, motivating individuals to share and commit to this vision, and **aligning resources and processes to accomplish it**. This gives a new opportunity for team member to revealed as leaders.

Nanus(1992) gave this a following definition: that they are totally results-oriented. They take o possible and desirable, communicate these vision committed to them.

[Discussion
Keep your findings as your findings. Discuss in the context of theory later. Sell and explain your interesting work in these sections.]

The evidences of this visionary skill were found in a current work and in choosing a further direction for moving forward. It can be an ability to see things from a different angle which helped a leader to recognize benefits and to analyze information for the project and by doing this, turn the project to a right direction.

- *Yeah, I guess it happened [turning an idea to a real project] when the Teammate#2 looked at this Hello Kitty thing from a different angle. I guess it was more like a chain reaction, but at the same time he could see that it is something worthy for a project.*

- *I guess he has this kind of ability to be neutral and to analyze everything. So yeah, he turned our work to a right direction.*

Another type of envisioning is a factor, that a team member can understand direction for a groupwork more deeply. He or she can have a vision of what should be done and by envisioning it, take some leading activities.

- *Very serious, he wants to get a good result for this project, so he wants everybody to go kind of… The same direction. Not necessarily his direction, but at least the same direction.*

- *He has a vision of what we should do. And he understands it more deeply. And he knows what kind of theory we need and where to get it. This makes him to see everything more deeply.*

Extroversion

Another category of ideas occurred in data is The difference in the level of Extraversion. This can be related to a characterization of a person as a **sociable, outgoing, talkative** (verbal participation and verbal aptitude), active, energetic, optimistic; friendly, **person who asks questions, gives opinion, gives information, asks for suggestions, ~~initiate interaction~~**. The level of extroversion has a strong relationship with being a leader (N. Ensari, R.E. Riggio, J. Christian, G. Carslaw 2011)

[margin note: Exactly the problem - your work or the cite?]

We assumed from the literature that extraversion-introversion is the degree to which a person is outgoing and interactive with other people. We observed evidences of extroversion as a combination of characteristics mentioned. Those characteristics are related to a leader's personality and predicted or explained the activities of taking a leading position.

Some of the respondents outlined such characteristics of their leaders as "good with people" and "visible in class". At the same time, they mentioned that it helped them to be effective and to take a leading role.

- *I think he is good with people. And I think most people like him. And I think it is really easy for him to lead, because people like him, people know him.*

- *People know he's very smart. Usually kind of visible in class.*

Another characteristic related to extroversion given to team leaders were a good level of communication provided by this person.

- *He always replies pretty fast to our group chat and he's keeping it on a track, sharing ideas and giving comments…*

Interview#2

Some of the respondents marked their leaders as easygoing, friendly and listening

- *I think it is a good chemistry in our group. And he helps to create it also. By listening to us, by being friendly and by helping us to deal with the most difficult parts of the project. He is so easy-goingand hardworking, so I had no problems with him. Moreover, I feel like I should help him more, and do a better job with my part of the project.*

Interview#2

Inclusiveness, helpfulness and a level of engagement were outlined by several respondents. Including people in work by asking for their ideas and getting members involved is a key sign of a leader and a key activity for leaders to show themselves. They appreciate everybody's input and want everybody to join and share their ideas. In some cases, the group can see a leader as an assertive person through his actions of being engaging and sharing opinions. This shows that the leader is quite extroverted as he likes to be communicating with his team members and he seemed quite confident with what he had to say.

I guess as for him he would be ok to do this project individually, but at the same time he wants everybody not to be excluded, so that's why he is splitting some parts between us.

Interview#2

Also when we had our group chats, even with the 5 total members, I was very engaging, I would say something and I would agree and disagree with people and tossing my opinions back and forth, and I guess they saw that as being assertive and that I kind of knew what I was doing.

Interview#5

Organizational issues

bit misleading

Another important issue in a process of leadership emergency we can outline an organization of a groupwork. Definition taken from a dictionary tells us that organizational skill is **a division of labor**, **makes a plan and helps people stay on track with the plan, takes on the responsibility** of helping the unit perform efficiently.

We suppose that this category can be seen as a personal quality of a leader to organize the work/summarize everything and at the same time it is actions and activities aimed on the result from a current groupwork taken by a leader.

This factor can be related to discussions, when the leader is the person who summarizes everything and weight all that was discussed already.

18

- *We talk a lot and sometimes we need someone who would say "Okay, stop" and would try to summarize everything we have so far. And this is a good ability for him to look a little bit through the discussion and to weight everything we say.*
Interview#7

At the same time, we found some evidences of leaders ability to take charge and to be responsible for organization of the work and tracking it.

And a organization also, he is dealing with getting things done and keeping the project on a track.

More meaningful?

Interview#4

Well you know, Teammate#1 is in charge of saying what we will discuss next week and… And when are we going to meet and… As I said he was the one who came up with some ideas – about dividing the cases and organizing our work.

Interview#1

We noticed that the leader in most cases is more initiative to keep deadlines and follow the plan. This is an evidence of proactive personality of leaders towards organization and structure of the work.

- *For example, for me I always want to make a plan and have a deadline for that.*
Interview#6

When describing the leader as being proactive and as one who takes initiative, it was through the way they organized the assignment. The leader made a plan for the assignment, organized what had to be done right away, divided the tasks, and help people keep on track with the deadlines. As well, the leader organized task assignment depending on what he or she thought would be most efficient for the team members.

- *She was very proactive and asked us to keep the deadlines. Like sometimes I was lazy to do the project but she will message me whether I started with the assignment.*

Interview#6

An important part of organization category would be a systematic thinking and a structured approach to organize things. Our respondent believes that systematic thinking and organizing skills are most important distinctions of leaders and these makes performance of the task efficient.

- *Because, she thinks systematically and orderly. She knows what ways are efficient. She used to suggest us that what part we should work first and what should be next. Most of time, we followed what she suggested. I guess that makes her a leader.*
Interview#7

Experience

We have always encountered the words which implicate or explicate different kinds of experience such as academic, working and past group work during the interviews. Experience was spoken about though experience managing a team, academic experience, as well as work experience. In both academic and work experience, the leaders took the time to share their experiences, help and teach the team about their knowledge. This is what we think made the team members look to the leader, it was kindly giving their time to teach and lift the other members to their knowledge level.

I have experience in the industry, I used to work for the industry, I know the ins and outs and how it operates. I took time to teach both of them how the industry operates, how to work with buyers, suppliers, procurement.

Interview#5

In case of academic experience, team members supposed that a person with a broader academic experience knows the rules of this environment better and can help the team to deal with the work in a right manner.

- *Well, I know that he used to be a p[Careful! Confidentiality...]y. So he knows what professors expect. So I guess it makes it easier for him to take a leader's role.*

Interview#1

- *But I think her undergraduate study is in business field. She knows business and marketing better than me.*

Interview#8

At the same time, leadership experience gives leaders more confidence and basic knowledge how to deal with a task. This makes them to step forward at the beginning of a groupwork and to start performing a leading role earlier.

Past experience of a groupwork [helped him to lead]. I just feel like I can do it.

Interview#4

Authoritative

Definition: able to be trusted as being a [You?] ble: clear. commanding and self-confident; likely to be respected and obeyed.

In several respondents we found descriptions of personal features of leaders, which helped them to start ruling a groupwork. Those features are related to a dominant nature of leader's personality, straightforward and clear attitude towards others.

- *To me I don't like uncertainty, they keep juggling around ideas, I kept saying like 'enough' and would choose and go straight to the pointand that's when I was seen as a leader or took the position as the leader somehow".*

- "And now when I say we are going to meet this weekend, or at a certain time Peru or Taiwan time, I'm the one who organizes it and the others agree."
"I had to tell people what to do because they were floating around. "
They wanted to start but they didn't know where to start, so I assigned the jobs; And I try to be as clear as possible"

Interview#5

Assigning the tasks has a crossover with organization, in some observed situations it was more stepping up to the plate in terms of leadership by telling people what to do to keep a group work clear and moving. In other words, it is organizing work in a more authoritative manner because someone had to do the job, so in some sense a leader 'takes' the position and is clear when delivering instruction and assigning tasks. The follower inferred the leaders' authoritativeness by saying that he/she has a larger and the final say for the assignments, and the team complies to the leader's final decision.

*And about his personality… Well I wouldn't say **dominant**, but in this project he is a person who likes to take charge. Very serious, he wants to get a good result for this project, so he wants everybody to go kind of… The same direction.*

Interview#1

I come from a central European culture so I want to get things done so I'm more straight forward

Interview#5

Mediation

Definition: connected indirectly through another person or thing. intervene between people in a dispute in order to bring about an agreement or reconciliation.

Being the mediator between the group members was strongly talked about. When the team members were having problems with conflicting ideas, they felt upset. At this point, the leader spoke to both parties and was able to find a common ground between their ideas and make it work for everybody. The team admired this quality of the leader's ability to be able to manage the team's different working styles. This is possible by the leader taking the time to understand where the team members were coming from, understanding how they were thinking and helped them come to a conclusion.

- *For example, one time when I had an idea conflict with the others, I was so angry, and he was a little bit angry, but at that time the leader of the team talked to me and talked to the other guy and after that we had a common idea and we could proceed with the assignment.*

Yeah, and sometimes when sometimes when I want to keep to our deadlines and another wants to just do everything before the deadline, I find this very difficult. But for the leader she can manage with these different styles, I think that's good.

Interview#6

Cultural intelligence   spanning?

In some cases, a cultural connection makesthe leader of a group. We found it important for the leader to connect with the team on a language and cultural level, they can be more receptive to listen to and follow his instruction. Due to the language barrier in multicultural student environment, the leader is supposed to be the bridge between the other teammates. He is also supposed to understand more deeply about each culture, about how they may react.

In this point, a person with a broader perspective of cultural intelligence will most likely lead in this multicultural student environment.

I called him [Spanish-speaking teammate] and started talking to him and he trusted me because I speak Spanish, so it was easier for me to give him direction and for him to talk to me and follow and listen. Same for the Taiwanese girl, I can speak a bit of Chinese and I understand her culture more, we go to the same school so she felt more on the same page, connected and comfortable, that's also why it was easier for me to tell her what to do. So I was the connection between those 2 cultures.

Interview#5

CHAPTER FIVE – CONCLUSIONS

5.1 Conclusion

When a group turns to a le[...]person being an 'ideal leader' or is it due to a lack of an 'ideal leader'[...]te arises? Both situations could be possible. Also, a leader could take the position because are the most authoritative; but not be an 'ideal leader'. Therefore, for emergent leaders in group work, the leader may not hold all the qualities of an 'ideal leader', but be stronger in some of the qualities than the rest of the group.

[Margin note: Tell us what you have found before moving (at the end-end) to speculation]

Does a leader [...] group members look t[...] disorganized, the lea[...] commonalities. No one [...] the industry, the leader informs. Within their group relation, the leader emerges through a proven record of successful mediation over and over again. While everyone may give a suggestion for tackling an assignment, it's the leader's idea that everyone can agree upon. In an environment where everybody is familiar with each other, like NCKU IMBA, individuals [...] proven track record of good leadership in other groups. This is where a reputation is built and in future group interactions people may have a natural inclination to listen to that person over others.

[Margin note: I can feel your energy here - you are buzzing with further questions. Good. This is what qualitative should inspire. As you start to see meanings in your data so more questions follow. These can be explored in further interviews - so you can adapt, refine and tweak the guideline in response to what you start to understand.]

[Margin note: Fluff.]

We are ultimately started out the report with two main objectives, namely the following:

1. To investigate the predictors of e[...] groupwork.

2. To examine relevance between theore[...]

Through our interviews we uncovered factors that affect emergent leadership

[Margin note: Yes - so answer this question! Start your conclusion with the question. We started our study with a main guiding question, "....". Through depth interviews with members of cross-cultural teams we find ...]

The one of interesting findings in our [...]ntelligence. We assume that cultural intelligence issue more likely to ap[...]context. Further investigation about comparing cultural intelligence in m[...]ork and monocultural group work would be interesting topic for future researchers.

[Margin note: The presentation picked up mediation as interesting!]

5.2 Other reflections

If there is a difference between what the leaders think their own leadership traits are, and what the followers say are the qualities of leaders are. How leaders perceive

themselves as leaders, and how followers perceive their leader as leaders is probably different.

Connotations around the word 'leader', the word is punchy, powerful and holds a fair weight of responsibility. Do people shy away from using this word as it may take responsibility away from the team? Further research on using this word in group work and the feelings it conveys would be interesting.

Select some of your way more interesting questions from the paragraph above and move here

REFERENCES

Software?

Ang, S., Van Dyne, L., &Koh, C. (2006). Personality correlates of the four-factor model of cultural intelligence. Group & Organization Management, 31(1), 100-123.

Fujimoto, Y., Härtel, C. E., Härtel, G. F., & Baker, N. J. (2000). Openness to dissimilarity moderates the consequences of diversity in well-established groups. Asia Pacific Journal of Human Resources, 38(3), 46-61.

Janssens, M., & Brett, J. M. (2006). Cultural intelligence in global teams: A fusion model of collaboration. Group & Organization Management, 31(1), 124-153.

Mumford, M. D., Todd, E. M., Higgs, C., & McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. The Leadership Quarterly, 28(1), 24-39.

Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., &Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. Journal of Social Issues, 67(4), 825-840.

Stahl, G. K., Maznevski, M. L., Voigt, A., &Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. Journal of international business studies, 41(4), 690-709.

Ensari N., Riggio R.E, Christian J., Carslaw G. Who emerges as a leader? Meta-analyses of individual differences as predictors of leadership emergence, Personality and Individual Differences 2011

Strauss, A. L., & Corbin, J. M. (1998). Basics of Qualitative Research: Techniques and Procedures in Developing Grounded Theory. London: Sage Publications.

T. H. Cox, S. A. Lobel and P.L. McLeod (1991) Effects of Ethnic Group Cultural Differences on Cooperative and Competitive Behaviour on a Group Task.

A. Lisaka, M. Erezb (2014) Lea̶̶̶̶̶̶̶̶̶̶̶̶̶̶ ̶̶̶̶̶̶̶̶̶er of global characteristics.

J. Kickul, G. Neuman (2000) Emergent Leadership Behaviors: The Function of Personality and Cognitive Ability in Determining Teamwork Performance and KSAs.

Use software.
No software - like self flagellation
Kind of a pointless and inexplicable thing that some people do to themselves ;)

APPENDICIES

Appendix 1. An example of codes and labels used in data analysis process.

1.   [making a schedule] – "then like when we got it we were like making a schedule"

2.   [when do you have time] – "We didn't like write down something but we just were talking about it like "when do you have time, when do you have time""

3.   [meeting] – "maybe we can meet up on Wednesday at a coffee shop"

4.   [dividing project tasks] – "So that's when we met and we decided who of us will do which part of the project and then we basically did it on our own"

5.   [putting work together] – "we met and we finalized it together and synchronised that."

6.   [no one who made decisions] – "there was no one who made like decisions or something" - introducing leader's personality

7.   [it was natural] – "It was more like very natural."

8.   [when do you have time] – "Just when do you have time, when do you have time and ok that day everybody has time and what time? Ok, let's meet at that time"

9.   [language barrier] – "there was some language barriers maybe sometimes, which yeah like English being not perfectly proficient"

10.   [collective agreement about presentation] – "And we just agreed on how to do a presentation, what we want to say and that's how we did it."

11.   [not understanding team member's English] – "I sometimes didn't quite understand his English"

12.   [asking again] - "so I had to ask again a"

13.   [asking to the point of understanding what he meant] – "I always asked to the point that I think I had what he meant."

14.   [satisfied when I understood the point he was making] – "I don't 100 percent understand what he just said but I know what he wants to say basically, you know? I get the point."

15.   [not sure if they understood me] – "That's the thing sometimes I was not 100 percent sure if they did, "

16.   [look at their faces] – "I just like sometimes said something and I look at the faces"

17.   [they were nodding] – "and they are like nodding"

18.   [easy going] – " I don't want to come across you know as being... I want to come across as easy going, " introducing leader's personality

19.   [creating dominant free atmosphere] – "I don't want to create an atmosphere where I'm like, I have the feeling like I'm like dominating the conversation or something."

20.   [group harmony] – "Because I care about you know like harmony in a group. "

21.   [don't like being pushed into a leadership position] – "And I also want it to be a group work and I don't want to be pushed like into a leading position."

22.   [everyone on the same level] – "I just want to you know like a teamwork where everybody contributes the same and has the same, is on the same level."

23.   [English is better] – "I have the fear because I think that maybe my English was the best a"

24.   [Asians listen to Europeans] – "Asians tend to you know listen to Europeans"

25.   [Europeans are more talkative] – "Europeans are generally more talkative "

26.   [being pushed into a leadership position] – "here I have that feeling that sometimes I'm pushed into a leadership position that I don't want to assume"

27.   [I say something/initiate a conversation] – "basically we sit down and the ok nobody says anything and I start by saying what are we gonna do and then like "I don't know, I don't know""

28.   [I'm pushed into leading a conversation] – "and I have the feeling like everybody is looking at me to say something. So that's basically how I feel I have been (pause) not pushed, maybe pushed is the wrong word, but I feel like ok it's on me to lead the conversation."

29.   [confidence] – "Maybe I seem to be confident"

30.   [English is good] – "and also because they think my English is good" – characteristics of a leader respondent nr.2 think his team member see in him

31.   [asks questions] – "I'm sometimes someone who raises questions in the classroom"

32.   [starts conversations] – "and when we meet I'm the one who start the conversation."

33.   [talkative] – "Be talkative."

34.   [somebody who starts conversations is seen as a leader] – "Somebody who starts conversations people assume he is a good leader"

35.   [being older allows to be more easily seen in a leadership position because of respect that gets attributed in Asian culture] – "Yeah, maybe. Probably. I know that Asian culture has that kind of respect for older people more. (laughing) When I say that I feel very old, but I think that's part of it."

36.   [travelling gives confidence to talk to other cultures] – "I think it's just that you're more confident talking with people in another cultures. I think it's more about the confidence aspect. Because after travelling it's easier to start a conversation or something."

37.   [confidence is important for a leader to gain followers] – "you have somebody who assumes leadership, you want that person to be confident. If the person seems to be not confident then you won't follow him, right? It's not a good characteristic of a leader."

38.   [confidence shapes a goal for a leader to execute] – "When you have a goal and you want to go there and in order to do that you have to have confidence for that process. If you're not confident then you're never gonna reach your goal probably."

39.   [made conversations going] – "because in the end I was the one who made the conversation going and stuff"

40.   [a leader not accepting his position created problems] – "If he doesn't accept it then it's going to be problematic. "

41.   [not very autocratic leadership style] – "my leadership style would not be very autocratic"

42.   [task assignment to the competent people/right people for the right task (in vivo)] – "I would probably like assign what I think is important aspects of the project to people I think are the most competent to do that part"

43.   [give creative freedom] – "let creative freedom on how they would pursue it and not try to micromanage every aspect of the project.

44.   [have a conversation with group mates] – "When they come up with something maybe I would sit down with them and have a conversation about it"

45.   [not forcing leader's opinions] – "but I would not try to force my opinions on the project. "

46.   [it's not a group work without idea exchange] – "Otherwise it's not a group project"

47.   [bring them together to get a greater value overall] – "The reason to have a group project in the first place is that you get different kind of skill sets, different kind of minds, people who have different qualities and you bring them together to get a greater value overall"

48.   [good judgement about people is required for a leader] – "w because good judgement about people is required"

49.   [it's important for a leader to be adaptable] – If a leader can not adapt to changing environment it's obvious it's not a good thing. When something in a project changes and if a leader does not adapt and continues to go with previous course I mean it's stupid. You have to change to your environment otherwise you're not going to succeed. "

50.   [independent personality] – "I like being independent a lot, that's actually why I am not big project guy."

51.   [dislikes strong leadership environment] – And I really don't like this kind of strong leadership environment. "

52.   [like freedom mindset] – "I'm really like freedom minded personality."

53.   [in some aspects perfectionist] – ". In some aspects I am perfectionist. "

54.   [easy to talk is a good characteristic of a leader] – "Easy to talk yes"

55.   [individualistic is not a good quality for a leader] – "Because individualistic always follows his own thoughts and not necessarily be a good part of a group "

56.   [collectivistic mindset allows to connect with group members] – "To be part of a group more collectivistic mindset maybe a better thing. It allows to align with the others and reconnect."

57.   [straight forward] – "I come from a central European culture so I want to get things done so I'm more straight forward"

58.   [more cultures are better] – "When you have several cultures together it's better, because you get more inputs."

59.   [asking different culture representative to join the group] – "wanted to be in a group with other cultures exactly for the reason we talked about"

60.   [asking somebody you know] – "because I met him couple of times before."

61.   [if nobody wants the leadership position I can lead] – "I feel it usually happens when nobody else seems to want to be in that position. And then I feel like somebody has to do it. So I do it. That's how I feel about it. I see the situation. Nobody wants to say anything, then I guess I have to do it."

62.   [willingness to do it makes someone a leader] – "I'm not really skilled at it, but I can do it, so I just do it."

63.   [past experiences contribute to being a good leader] – "Past experience. I just feel like I can do it."

64.   [past experience gives confidence] – "Some sort of confidence."

Appendix 3. Individual interviews transcripts.

SERGEI: Yes, and first of all, like I said this interview is confidential. You shouldn't worry about your personal information. You can say your name if you want to, If you don't want to it is perfectly fine.
RESPONDENT: Alright.
SERGEI: So, as you know we are going to talk about a groupwork. If you want to name some people in this interviews it is okay, this information is also confidential.
RESPONDENT: Okay.
SERGEI: Good. So, you are an NCKU IMBA student?
RESPONDENT: That's right.
SERGEI: How long are you here in Taiwan?
RESPONDENT: For almost two years now.
SERGEI: Almost two years… How long are you enrolled to this program?
RESPONDENT: It is my last semester. Hopefully. (laughing)
SERGEI: Okay. So, do you have an experience of a groupwork?
RESPONDENT: Oh, a lot. (laughing) Typically we have a groupwork each semester, at least for one class.
SERGEI: And all those groups you had to work with are multicultural?
RESPONDENT: Yes.
SERGEI: Okay. Let's talk about your current experience. Are you in a multicultural group now?
RESPONDENT: Yeah, I am. One multicultural project group. This project is for a Cultural Branding class... We have like a midterm and a final project together. So, that's me, a guy from Ecuador and two guys from Thailand. 4 people in total.
SERGEI: Okay.
RESPONDENT: Yeah, so basically we have to some sort of culturally… Ideological… Cultural plan, I guess.
SERGEI: That is your assignment?
RESPONDENT: Yes, that's what we have to do together.
SERGEI: Okay, so how's it going? Are you progressing?
RESPONDENT: Yeah, I think it's going very well. We work really well together. We have like a term project, but there are several group things are going on at the same time. Every week we have a case, but we divided them, so instead of doing every case every week together, we decided that it should be like ummm… One person – one case. But as for our final project we have to work on it together anyways.
SERGEI: Okay. So, before you started to work together, did you know each other? Did you know all the members of your group?
RESPONDENT: Ummm… I knew Teammate#1 and Teammate#2 and I kinda knew Teammate #3 also, I only saw him once, so not really.
SERGEI: I see. So, how did you decide to work together?
RESPONDENT: It was in the class… Well, first of all, I wanted to work with Teammate#1 because I know he works hard and he is really smart. And this is my last semester, so I don't want to spend a lot of time with it… I want to work together with people who I know can work hard rather than me, so I don't have to do all the work.
SERGEI: And Teammate#1 is of of them?
RESPONDENT: Yes. And then Teammate#2, I didn't really know them, but I thought he is also like that. We asked him and then he asked Teammate#3, who is also good, as it turned out later. Not like me and

Teammate#1, but anyway. So basically it was me, who asked Teammate#1 and then he asked Teammate#2, who brought Teammate#3 and now we are a group.

SERGEI: Okay. Can you remember your first group meeting? How was it?

RESPONDENT: Umm… Our first meeting… I guess it was in the class. I think we decided to form a team. We met again couple of days later, because we already had a case to solve. So yeah, I think that was our first meeting.

SERGEI: You mentioned that you have this kind of agreement to split up the work. Did you also do this on your first meeting?

RESPONDENT: Yes, well umm… We just voted. We were discussing what would be convenient for everybody, what would everybody prefer and then we came out to this. To do all the cases individually.

SERGEI: Can you remember who proposed this idea?

RESPONDENT: I think it was Teammate#1. He proposed voting… And also two different ideas.

SERGEI: You think it's effective?

RESPONDENT: Yeah, I think it is. I think it is better to just handle it to one person so it can save other three people a lot of time.

SERGEI: Okay. So, back to your meetings. Do you meet often?

RESPONDENT: No, not really. We discuss online usually. But there are some assignments we have to do together. And in couple of weeks we should meet again I guess to divide tasks for a final project.

SERGEI: So you mentioned that on your meetings you usually divide tasks and split up the work. Can you describe how you do this?

RESPONDENT: Ummm… In this case we just decided to choose different parts of the project and then it turned out that we chose different parts of it. So we didn't really discuss it. And also the thing that we decided to work on this Dutch company – my part of the work was already gone. Because I am more familiar with it and I have some information about this company, my mom used to work there… And not all the information is in English, so…

SERGEI: Why did you decided to work on this specific company?

RESPONDENT: That was the first idea. And everybody was agree. There was a choice though. Teammate#1 proposed an Ecuadorian company.

SERGEI: Okay, so let's talk a little bit more about your discussions. Are there any discussions still or you just split up the work and that's it?

RESPONDENT: Well. I think usually it takes around one hour. We discuss for one hour. I think we just decide which direction we all want to go and… Come up with some ideas, general ideas. Then we make tasks according to that and split it to four parts. We don't do an actual work together, just a preparation.

SERGEI: Okay, let's talk about the roles in your group. How can you describe roles in your team? Who do what?

RESPONDENT: Well, I think in this case, because we work together very well, there are no define roles… But I guess Teammate#1 is the leader. He made a Line group and he knew where to find the cases. So, if I have to say who is the leader, probably it would be Teammate#1.

SERGEI: Teammate#1, okay.

RESPONDENT: Yeah, well me, Teammate#2 and Teammate#3, we don't really take a leading role in this group.

SERGEI: By saying "a leading role" what exactly do you mean?

RESPONDENT: Well you know, Teammate#1 is in charge of saying what we will discuss next week and… And when are we going to meet and… As I said he was the one who came up with some ideas – about dividing the cases and organizing our work.

SERGEI: Okay. Let's talk more about your team leader. How would you describe his personality? And his professional skills.

RESPONDENT: Well, I know that he used to be a professor in his country. So he knows what professors expect. So I guess it makes it easier for him to take a leader's role. And about his personality… Well I wouldn't say dominant, but in this project he is a person who likes to take charge. Very serious, he wants to

get a good result for this project, so he wants everybody to go kind of… The same direction. Not necessarily his direction, but at least the same direction.

SERGEI: Okay, how about his personal skills?

RESPONDENT: I think he is good with people. And I think most people like him. And I think it is really easy for him to lead, because people like him, people know him. People know he's very smart. Usually kind of visible in class, so if he suggests an idea people will already be inclined… Because they know that he is a smart guy, so it's easier.

SERGEI: Okay. How do you think who is the most talkative person in your group?

RESPONDENT: Well, it's either Teammate#1 or me. Like I don't know who has more ideas, but I think we share our ideas more. Teammate#2 and Teammate#3 is a little bit more quite.

Interview #2
Interviewer: Sergei Katsuba
RESPONDENT: full-time IMBA student from North America
Conducted on: 01.06.17
Total interview time: 34 minutes 37 seconds

SERGEI: Okay, so today is the 1st of June and it's like 5:36 pm. Thank you for participating in this interview about multicultural groupwork. Yes, okay, so as I said it is anonymous but you can say your name and you can use the names of your team members, we are not gonna use it. But it can be more convenient for you.

RESPONDENT: Well… My name is _____ and…

SERGEI: Say hi to professor Stanworth.

RESPONDENT: Hi professor Stanworth (laughing). I am the _____ semester of IMBA program, altogether I'm in Taiwan for two and a half years.

SERGEI: Do you have an experience of a teamwork?

RESPONDENT: Yes, for most of the classes you work in groups.

SERGEI: How do you think, are you good at it?

RESPONDENT: What do you mean by "good"?

SERGEI: Was it effective or beneficial for you? Was it a positive experience?

RESPONDENT: In our program we do not have a choice, but I think I was lucky with all the groups I got in. As long as everyone divides the work and the work is set it's been fine.

SERGEI: Ok, cool. How about your current experience? Are you in a group now?

RESPONDENT: Yes, I am.

SERGEI: Is it a multicultural group?

RESPONDENT: Yes

SERGEI: Tell me something about your group, your team members. Where are they from and how is that going?

RESPONDENT: Well, Teammate#1 is from Philippines and Teammate#2 is from Indonesia. And from the most part we all get along pretty well. So… We had like a three different assignments, and we use Google docs to split our work up. But the thing is my strength… I'm really bad at methodology if it's not with qualitative, so if there is a different type of a framework – Teammate#2 is amazing at it. Like difficult numbers – he can understand it. So, when it comes to that part I can't really help them anyway.

SERGEI: Okay

RESPONDENT: So, I would say that my part in the team is… That I start it, do a conclusion and editing, proof-reading. Those are my strength, but the methodology – I'm not really good at it. But me and my teammates we work well together because we combine our strengths together and make a compensation to our weaknesses.

SERGEI: So, as you said you are in charge of introduction, conclusion and editing, while Teammate#2 is in charge of methodology part, right?

RESPONDENT: Yes.

SERGEI: How about Teammate#1?

RESPONDENT: I think she is more around understanding everything, if that makes sense. She is in charge of setting it all of. But we can switch at the same time, there were no problems about it.

SERGEI: Okay. Can you recall the day when you decided to work together?

RESPONDENT: Yeah, so at the second or a third week we had to choose groups. So we just kinda met each other and agreed… Like that day.

SERGEI: Okay, but if you have to say a reason why you decided to work together, what would you say?

RESPONDENT: Ummm… Well Teammate#1 is really nice and I talked to her before. And I know that she is very organized and hard-working. And I don't really remember how Teammate#2 joined us… I guess she asked him, because I didn't really know him before that. But he is actually really smart and nice.

SERGEI: So, you knew Teammate#1 before and you didn't really know Teammate#2

Good - flow seems to pick up nicely

34

RESPONDENT: Yes, kinda like that. Unfortunately I'm… I've always been a little bit like ugh… What is a nice way to say? Sometimes I feel like I'm a little bit like an outcast. (laughing) So, I never know what group I'm gonna be in. I'm always unsure when picking groups, I don't have like a solid group to stick with, to say "Oh yeah, cool, we work together". It is always unexpected I guess for me.

SERGEI: Okay, so. How about the topic that you chose? What is it about?

RESPONDENT: Well there are three different assignments, two of them are done. The third one is a project we have to make together, almost like a mini-thesis.

SERGEI: So for this "mini-thesis" you should come up with some idea to develop, right?

RESPONDENT: Yeah, so that was my weakness and their strength. They were really good at finding papers.

SERGEI: Both of them?

RESPONDENT: Yeah. Well I found something, but it wasn't a thing we used. I guess their research ability is better than mine. I was doing a good job with another assignment – a journal article presentation, because recently I read a lot of articles, so… But as for the main project, I am kind of on the backside. I don't know how to analyze the data and how to use SPSS.

SERGEI: So, currently two other team members they are ruling the project and dealing with the data?

RESPONDENT: Yeah, they are. I hope I will compensate with something later, coz I don't really understand what's going on (laughing). I'm not lazy, I just don't understand.

SERGEI: Aha, ok. Back to the topic – can you tell me what is this about?

RESPONDENT: The topic is about the business… I don't actually know, hold on. Oh no, no, it's about Line messenger. Because it is for Digital marketing class and we found recent papers related to it.

SERGEI: So…

RESPONDENT: How we come up with it… Well we were just chatting and I said something about this and Hello Kitty and how Hello Kitty messages me. Hello Kitty loves me (laughing) now you have to write it down in the transcript.

SERGEI: I will.

RESPONDENT: So, as I said we were chatting and it was during our first discussion. I didn't mean to propose an idea, I was like half-joking.

SERGEI: Do you remember who turned it to a real idea for the project?

RESPONDENT: Yeah, so I guess it happened when the Teammate#2 looked at this Hello Kitty thing from a different angle. He could remember an article related to messengers and it turned out that this article can be a good starting point for the project. I guess it was more like a chain reaction, but at the same time I was just talking about Hello Kitty messaging me, while Teammate#2 could see that it is something worthy for a project. You know what I mean? Like I guess he has this kind of ability… To be neutral and to analyze everything, even if it's Hello Kitty (laughing). So yeah, he turned our work to a right direction.

SERGEI: Aha. So, you said there is a journal article which is the basement of your project…

RESPONDENT: Yeah, we have the literature review and there are some theory we base our research on…

SERGEI: Who brought it?

RESPONDENT: Teammate#2 I believe. He has a better research skills in the group. I think he has done the whole literature review… But nobody told him so, it was just like that. He found one theory, and then a piece of another and etc. I don't even know where he found all this information. But we just follow it, because it sounds good and all the theories combine together well.

SERGEI: Okay, nice. Let's talk a little bit about your meetings. Do you remember the first one?

RESPONDENT: Well the most of the time we are on the messengers… But we met couple of times in person. I actually was impressed with this group how effective it was for us to meet each other. And how good was our groupwork after those meetings.

SERGEI: Oh, cool. Why do you think so?

RESPONDENT: I would say a communication…

(interruption)

SERGEI: Okay, communication you said. What about it?

RESPONDENT: Yeah, I mean as long as we can establish a good communication in the group – stuff gets done.

SERGEI: So, good communication level in the group helps you to be more effective? Can you come up with an example?

RESPONDENT: Ummm… I mean yeah… I think it's Teammate#2. He always replies pretty fast to our group chat and he's keeping it on a track, sharing ideas and giving comments… I guess everybody needs a brain in chat to tell you "Okay, we're doing this and don't forget that next week is this and blah blah blah".

SERGEI: Okay. So, you have a group in Line…

RESPONDENT: Facebook

SERGEI: Do you remember who made it?

RESPONDENT: Let me check… I think I was supposed to, but then Teammate#2 made it. I have difficulties with Indonesian names, I don't know how to spell it. Yeah, so he did it.

SERGEI: Okay, so ummm… Let's go back to your meetings. Tell me some more about them. Who do you think take more initiative in a discussion?

RESPONDENT: Well… I think we cooperate and we can take turns, all of us. Sometimes it's Teammate#2 who leads a discussion, but it's only if a situation calls for it.

SERGEI: What do you mean?

RESPONDENT: I mean me and Teammate#1, we talk a lot and sometimes we need someone who would say "Okay, stop" and would try to summarize everything we have so far. And this is a good ability for him to look a little bit through the discussion and to weight everything we say.

SERGEI: Okay, good. You said that communication makes your meetings effective. How do you think what is the main part of it?

RESPONDENT: Well at least what I've learned, if I'm assigned what to do it is better. For example it's like "Okay guys, here it's slide 1 to 5 you do this and you would be better to this".

SERGEI: So, who usually assign the work to others?

RESPONDENT: Well…At the beginning it was Teammate#1 because it wasn't that clear and she was more… Like trying to start I guess. And after this it was Teammate#2, he splitted up the work. I guess as for him he would be ok to do this project individually, but at the same time he wants everybody not to be excluded, so that's why he is splitting some parts between us.

SERGEI: Can you describe the roles in your group?

RESPONDENT: The roles…

SERGEI: You have three team members. How can you describe who do what for the team?

RESPONDENT: I'm probably the editor… Teammate#2 is probably responsible for methodology and framework… And a organization also, he is dealing with getting things done and keeping the project on a track. Teammate#1 is in charge of ppt and she also did some theory.

SERGEI: How do you think why the work structure is like this in your group?

RESPONDENT: I'm an editor because I'm the only native speaker.

SERGEI: How about Teammate#2?

RESPONDENT: Ummm… Well it makes sense. He has a vision of what we should do. And he understands it more deeply. Those are the skills you need for methodology, right? So he's a methodology guy.

SERGEI: Why do you think he has these skills?

RESPONDENT: He can deal with all those numbers… And he did some quantitative research before.

SERGEI: Okay. If you have to name a leader in your group, what would you say?

RESPONDENT: Well I wouldn't call myself a leader. I work behind the scenes. But it's only because I don't have enough knowledge to contribute more. But as I said, we match pretty good with people in my team because we combine our strengths and weaknesses. And I would say it's Teammate#2, because he has all the skills I lack. And he has a vision of how the project should be at the end.

SERGEI: Can you come up with the example of this vision?

RESPONDENT: Yeah, he… When he started to work with the theory, he found all the papers really fast. As I said, he did quantitative research before and he knows what kind of theory we need and where to get it. This makes him to see everything more deeply.

SERGEI: Okay, so you think his research ability helped him to lead the project to its track?

RESPONDENT: Yeah, sure.

SERGEI: How about ummm… Other skills that help him to be a leader of your group?

RESPONDENT: I guess motivation. But it's not a skill…

SERGEI: Motivation?

RESPONDENT: Yeah, it seems like he's really into it. He's doing finance for his thesis and he is fluent in quantitative. I think it's good for him to practice more…

SERGEI: It seems like he's interested more than you and the other girl in this topic.

RESPONDENT: Definitely.

SERGEI: But what makes you follow him if you are not even interested in it?

RESPONDENT: Because this class requires a final project. And I'm not quite good in it. So, I'm just sticking with him and trying to be helpful. You know, do some editing and stuff.

SERGEI: How about Teammate#1?

RESPONDENT: I think she is more flexible. She can help with any part. Like last time she prepared a ppt and she is good with writing… Well, she has a broad skills.

SERGEI: How do you think, the work distribution is equal in your group?

RESPONDENT: I think so. Although, Teammate#2 is doing more difficult parts I'm trying to contribute also. For example I did it for the journal presentation as I told you before.

SERGEI: Okay, the last part. How can you describe personalities and professional skills of your team leader?

RESPONDENT: Well… He is very outgoing and positive. And I feel like I'm the opposite of that, so maybe that's why we match. I'm not sure about the background, but it was something related to IT, that's why he's so familiar with the software.

SERGEI: Good software skills?

RESPONDENT: Yeah, and… Well he is very nice and positive. And he does what he said he's gonna do. He is reliable, yes.

SERGEI: You think those skills and features help him to lead your groupwork somehow?

RESPONDENT: Well… I think it is a good chemistry in our group. And he helps to create it also. By listening to us, even if we talk about Hello Kitty, by being friendly and by helping us to deal with the most difficult parts of the project. He is so easy-going and hardworking, so I had no problems with him. Moreover, I feel like I should help him more, and do a better job with my part of the project.

SERGEI: Okay. I think that's it. Thank you.

RESPONDENT: You are welcome. (laughing)

Interview #3
Interviewer: Frenks Talless
RESPONDENT: full-time IMBA student from South-East Asia
Conducted on: 25.04.17
Total interview time: 25 minutes

FRENKS: So are you presently in a multicultural group?

RESPONDENT: Yes, of course. You mean in studying live? Yea sure, because I have the group with many people from Latin American, from North Asia like Mongolia, so does this answer your question? So I already participate in the multinational like multicultural group.

FRENKS: So how is that group process going?

RESPONDENT: Group process. I think I can find some different ones I work with the Asia people and the European people and the Latin people, so I feel like once I work in a group with the Asian people, especially South-East Asian people like Vietnam or Indonesian, we are more common in an idea in order to set an idea and set the goal. But once I worked with the different culture like Latin or European people. I feel like sometimes we face a little struggle to conclude the idea because the idea is quite different from each culture. This is what I feel.

FRENKS: Could you now think of a like current group you're involved now in IMBA and could you tell us about the organizational nature of that group. How do you organize your group?

RESPONDENT: Well once we form the group for the like multicultural group, we formed it because we know each other before so we are like friends. Once we from a group so we just call for the friend, so we form the group with the one that we already know not with the anyone that we don't know.

FRENKS: Why do you think it is important for you to form a group with the person that you know?

RESPONDENT: I think because of once we already know them, so it means that it's easier for us to communicate with them compared to communicate with someone who don't really know. Yes.

FRENKS: Could you talk about how you assign roles in your group?

RESPONDENT: For the assignment once we, for example, we have one project for the multicultural group, we just set the same goal and then divide the tasks based on like, for example, like we have five questions on that project so we just divide like question number one to this person so and then we just agree to the idea together and put final piece to the project. Yap. We didn't like discuss so much how to like sometimes I feel like if we do like this the flow of the project is not that smooth, because we didn't like discuss much about the whole idea of that project. You understand my answer? Yap. So I think if we can find a time to discuss more and then we can like summarise all the idea together rather than just separately work and then put it together. Yap.

FRENKS: You told me that the assignments for each question gets divided. Could you talk more about this process of dividing the assignments?

RESPONDENT: For dividing an assignment I think it depends on, for example, if someone, they have done knowledge in that question or that area or they have background they may raise their hand. And ok I can do this one because bla bla bla I already existed in this market I used to work in this field or I used to study in this field before so maybe they will raise their hand and other people they ok. If the rest of the question ok I don't know and that is a question that have at that time so ok I need to study more. Yap.

FRENKS: Could you describe me your typical group meeting?

RESPONDENT: Typical group meeting? Well for the group meeting normally we go to some places like RR or the like studying room.

[Interruption]

FRENKS: So could you tell me about your typical group meeting?

RESPONDENT: What do you mean typical group meeting? Like?

FRENKS: Common. Common group meeting. What generally happens in a group meeting?

RESPONDENT: The way of the meeting?

FRENKS: Yes.

RESPONDENT: Ok. Normally we, for example, in Service Marketing . Last semester we have a group presentation everyone week, right? And the teacher provides us the material for studying like one case study for like ten pages. And then we need to read it before the meeting. So in the meeting we just discuss what is an idea in this, what is the conclusion in this study case and what is the question. Which question who would like to be responsible for that question. Is the way of the meeting that we did in a Service Marketing. Yeah.

FRENKS: So who usually ask these questions of who wants the specific assignment?

RESPONDENT: So once we go into the question and how the assignment we just read the question and then ok this question who would like to do it himself to do this question first. Normally first and the second question should be the easiest. Sometimes they ask like a company profile or any like common thing, but for the last question it should be like the conclusion or the saturated of the idea, so the hardest is always the last question. But I think it doesn't matter who ask the question. If you would like to do this one you just raise your hand. Yap.

FRENKS: Service Marketing was last semester. Could you like talk about like a current group work?

RESPONDENT: For example this semester we have the cultural branding strategy. And for the cultural branding the group meeting we need to its almost in the same way. We have the study case for each project. And we need to read trough the paper or the study case that provide by the professor. Before the meeting we just ask this part which one, which student would like put himself on this question. And ok if they have background or for example like the apple case TeamMember1 he knows something about Apple, so he would like to do himself this case. For example like Pernod Ricard case TeamMember2 and me is Thai people and Pernod Ricard is happened in Thai. It is Thai case. So we would like to do this case because of course we have more knowledge, experience in this case, because we Thai people, right? But for TeamMember3 and TeamMember1 they are not. I think it should be better we should deal with this question.

FRENKS: So how did you find out that TeamMember1 had this knowledge?

RESPONDENT: We didn't say that he has this knowledge, but we feel that ok maybe because we are Thai people and the case is based on the Thai culture and the restaurant is Thai, so we presume the we suppose to have more experience than others in the group.

FRENKS: Ok.

RESPONDENT: And once we divide ourselves no one is against us so it's ok.

FRENKS: Do you find your group meetings effective?

RESPONDENT: For the CBS is not that effective. You can say that. Because sometimes for example the group meeting time and duration is very specific like only 1 hour, so we cannot conclude everything in one hour. Sometimes we need more time to have a conclusion, to ask more questions to get more idea. But fortunately we still get the good result after we separate our tasks and then we get back and then individually do our own work. It's like everyone,if every individual did extra work for their research and we get a good result once we combine together. But for the group meeting itself it's not that effective. I think.

FRENKS: So what do you think makes your team members effective?

RESPONDENT: As I said maybe we have to first extend more duration of the meeting. It's not too specific to be one hour , maybe we can give more time on this project because for some cases the story is like quite long. So if you have only one hour it is not enough for this question and then get the final conclusion. The first is about the time. And second is we need to not only study on the case provided by the teacher but also do the extra work of further research. Even before the meeting, so once we get to the meeting so we already know what is the question and what we can contribute to the team. Not only based on the case, because the case everyone knows but what is the extra that we can contribute to the team. For example, like TeamMember3 he is the PHD student he can get more resources from Harward business school and then he can refer more theory from that resource. So maybe he can like generate more ideas to group and then he can do further work based on this idea. This supposed to be more effective.

FRENKS: And how do you come to a decision of making extra work or needing extra work?

RESPONDENT: I think for the extra work, it's already compulsory for the study case, because if you only base on the group case that was provided by the professor it's like once we need to get more answers or

we need to refer some theory we cannot just like imagine by ourselves. Ok this question we don't have enough knowledge to deal with this question and to solve the problem. I think we need to extra work.

FRENKS: Is there somebody who decides you need to do an extra work?

RESPONDENT: No, not really. Not really. Because the problem is for the CBS group we divide the tasks and then everyone just do the work on the question that you handle. So you or yourself need to clarify whether you need to extra work or not. Sometimes yes. Sometimes no. For example like if you deal with the company profile just search the website. You don't need to read any extra article or paper. Just that is ok. But for like if deal with the terminology on the theory so maybe it's not experience that can answer this, but you need to refer some theory from other people article. I think it come from oneself not from a group decision. That "Hei, TeamMember1, you need to do extra work because you can't answer this", but you realize by yourself I cannot completely answer this based on my experience so you need to do an extra work.

RESPONDENT: For example when I don't agree I don't know how to counter them. You understand me? I would like that everyone has to deal with every case. But they say that you assign a case to somebody and that's ok. Because they are excellent in English. I am not sure. So they can do it by themselves, so don't want to waste a time for meeting so just do it individually is fine. But for me and my friend TeamMember2. We think, we choose to support each other, because only one idea is not that saturated so for the marketing we need opinion from other people to generate more ideas in this case. So for me and TeamMember2 we do it together even when we already told them we're going to it individually. For example, for Pernod Ricard actually I did it with TeamMember2. But TeamMember1 and TeamMember3 would do it individually.

FRENKS: Could you tell me more about how case assignment happened?

RESPONDENT: I think what I remember they said they don't have much time for the meeting and they think they can do with this case by individually. So I said: "I think we should do it together?" But it is waste of time in their opinion, in their perspective. So, ok, if you want to do individually, then I do the report with TeamMember2. It's ok.

FRENKS: Ok, but why did you agree to it?

RESPONDENT: Because they said they don't have enough time. I don't know how to compete with this problem. If you don't have time for the meeting, so ok it's better if we can separate our tasks. But I still have time and TeamMember2 still have time, so we do it together.

FRENKS: Do find it hard to convince TeamMember3 and TeamMember1 to do it differently?

RESPONDENT: Yeah, I think it is a bit hard to convince TeamMember3. Because TeamMember3 is like he's a bit strong is his idea, so ok. And I'm not sure maybe he's really busy, so I don't want to break him on his idea. But for this I come to my conclusion ok if he would like to do it by himself ok. Just do it. And TeamMember1 agrees. So let's do it. But for me and TeamMember2 we don't agree, but we can't convince them so we do it together. So it's fine. He can do it by himself. And I can generate more ideas with TeamMember2.

FRENKS: And could you conclude why did you decide to agree with TeamMember3 point of view?

RESPONDENT: Because he's like very strong in his idea. I am not sure. But I already know that of you would like to do it like individually I have another choice to do it with TeamMember2. So I don't need to do it alone. So I have another choice that I can still solve this problem and not being like contrast to his idea. So I can do it like in another way.

FRENKS: Would you consider TeamMember3 or TeamMember1 or both of them to be leaders of your group?

RESPONDENT: Yap, of course. They are the leaders of the group. Another answers is maybe we respect them as well. Because he's (TeamMember3) the PHD student, so we respect him as a leader of the team. So what he or they already conclude, so we respect their decision.

FRENKS: So up until this point you have talked about TeamMember3 and TeamMember3 role in team. Could you talk little more about TeamMember1 role in the team?

RESPONDENT: I think TeamMember1 is like really relaxed person, so he can follow whatever we conclude from the meeting. And with his excellency in English, so I think he can deal with whatever the decision is. I mean whether we do it individually or group meeting.

FRENKS: You also told me that you think that TeamMember1 also fills a leader's role in your group or mostly..

RESPONDENT: I think it's mostly TeamMember3. And TeamMember1 is like can follow the decision from the group.

FRENKS: So why do you think he can so easily follow TeamMember3?

RESPONDENT: I am not sure for this. But maybe because TeamMember1 he is like maybe also busy so doesn't consider a group meeting as an important thing. He can do it individually, so maybe he just take care of it by himself. But I think another reason is the proficiency in English. So I read his case and writing skill is like perfect. This another reason that I need someone to support and maybe they don't need other people support. I am not sure. It's my thinking.

FRENKS: Is TeamMember3 the kind of a leader you like to work with?

RESPONDENT: He is ok. Yap.

FRENKS: What could make him better?

RESPONDENT: Maybe he needs to listen more to the member, to the friends. Just he is like sometimes too saturated.

FRENKS: Could explain what it means for you?

RESPONDENT: So it means that he has the answer in his idea already. Sometimes he just ask opinions from other, but doesn't care about the answer. What is their answer. He still follow the answer in his idea. Yap. But I still appreciate him because his answer is like very reasonable and like his knowledge and experience. I think he is very smart.

FRENKS: So those are the characteristics that you appreciate about him?

RESPONDENT: Yap. But sometimes it's like because it's marketing and we need to respects ideas from others. And thinking is different from country to country. It could be better.

FRENKS: Could you talk little bit more about culture in your group work? Do you think Daniel takes into account some nuances of Thai culture?

RESPONDENT: I don't really know. I don't have answer for this.

FRENKS: But this is only about the work and not about friends relationship.

Interview #4
Interviewer: Frenks Talless
RESPONDENT: full-time IMBA student from Europe
Conducted on: 01.06.17
Total interview time: 46 minutes

FRENKS: Hello. Today I'm going to ask you a couple of questions regarding to/ about group dynamics, how you as a group organize yourselves and what roles people/group members take and other questions. You can use current group experience or recall a past semester's if you can't speak of any during this semester. So have you ever been in a multicultultural group?

RESPONDENT: Yes, I have.

FRENKS: Would you talk little bit about that group?

RESPONDENT: Ok, last semester there was one group where I was with a Mongolian girl and a Japanese guy. In BRM. And? What else do you want to know? (laughter)

FRENKS: Ok. So tell me how was group work going on?

RESPONDENT: Like basically we have group assignments every two or three weeks I think. And basically we just got an assignment and then like when we got it we were like making a schedule like when do we want to do something about it. And basically it was done almost until the last week.

FRENKS: So you told me that you made a schedule. How did that happen?

RESPONDENT: We didn't like write down something but we just were talking about it like "when do you have time, when do you have time", and like ok maybe we can meet up on Wednesday at a coffee shop. And like that. So that's when we met and we decided who of us will do which part f the project and then we basically did it on our own. And then like one or two days, usually one day before presentation, we met and we finalized it together and synchronised that. Yeah. That's how we did it. And then we uploaded.

FRENKS: You said there was a decision process. Could you talk little bit more about that?

RESPONDENT: (thinking pause) Yeah. I mean it was different every time, but there was no one who made like decisions or something. It was more like very natural. Just when do you have time, when do you have time and ok that day everybody has time and what time? Ok, let's meet at that time. And for presentations itself I mean there was some language barriers maybe sometimes, which yeah like English being not perfectly proficient. But basically was ok. And we just agreed on how to do a presentation, what we want to say and that's how we did it.

FRENKS: Could you talk little bit more about the language barrier? How that aspect played in your team?

RESPONDENT: Well I can only say from my perspective. Sometimes when I said something I was not completely sure of the others understood what I meant. And at the time like as for the Japanese guy I sometimes didn't quite understand his English so I had to ask again and then sometimes I was not one hundred percent sure. But I think it was fine. I always asked to the point that I think I had what he meant.

FRENKS: So you told me that there was a point you reached were you understood what was going on and you were satisfied. How did you reach that point? When did you feel you were satisfied that the point was reached?

RESPONDENT: When I had a feeling that ok I don't 100 percent understand what he just said but I know what he wants to say basically, you know? I get the point. When I got the point it was ok for me.

FRENKS: Ok and how could you tell that others understood your point? What signals would they send you for you to know that they got what you were saying?

RESPONDENT: (small chuckle) That's the thing sometimes I was not 100 percent sure if they did, but I think they did like, how do you say, retrospectively like afterwards, after the fact I think they always did. I just like sometimes said something and I look at the faces and they are like nodding but I'm not sure if they got it. You know.

FRENKS: So what was the reason behind for you to not press/push whether or not they have completely understood?

RESPONDENT: Yeah, that's (laughter) interesting question. Yeah I think because I don't want to come across you know as being... I want to come across as easy going, don't want to create any like, I don't want

to create an atmosphere were I'm like, I have the feeling like I'm like dominating the conversation or something. Yeah.

FRENKS: So why is it important for you not to dominate a conversation?

RESPONDENT: Because I care about you know like harmony in a group. And I also want it to be a group work and I don't want to be pushed like into a leading position. And I don't want to assume a leading position. I just want to you know like a teamwork where everybody contributes the same and has the same, is on the same level. I'm not really like where one makes decisions and others just follow. And I don't want to. I have the fear because I think that my maybe my English was the best and maybe also because I don't know maybe culturally Asians tend to you know listen to Europeans or Europeans are generally more talkative or I don't know. But I don't want to be like that.

FRENKS: So you mentioned that you didn't want to be pushed into a leadership position. Why?

RESPONDENT: Cause I don't like it. (laughter) I don't like that kind of group dynamic where one is a leaders and others you know follow. I really wanted it to be a like a group work, like everybody is at the same level.

FRENKS: Do you feel that people assign leadership position to you sometimes?

RESPONDENT: Like I'm from Germany and that's like what's different here is that here I feel they do sometimes. That's why I wanted to say maybe about Asian and European culture being different. Like in Germany I never had that feeling. There's usually always somebody taking the lead and I don't have to. And like everybody is contributing and that's kind of easy, but here I have that feeling that sometimes I'm pushed into a leadership position that I don't ant to assume. Yeah.

FRENKS: So could you talk about how exactly team members have pushed leadership position onto you?

RESPONDENT: Basically we sit down and the ok nobody says anything and I start by saying what are we gonna do and then like "I don't know, I don't know" and I have the feeling like everybody is looking at me to say something. So that's basically how I feel I have been (pause) not pushed, maybe pushed is the wrong word, but I feel like ok not it's on me to lead the conversation. And that's how I feel like I'm drawn into a leadership position. And I don't really like we got to do this, this and this.

FRENKS: You said that "pushed" is maybe not the best word to describe it.

RESPONDENT: Yeah, it's maybe not the best word how to describe it.

FRENKS: How would you describe it then? You mentioned that you don't like to be put into a leadership role. Is the use of the word somehow connected to that?

RESPONDENT: Yeah, maybe. Didn't really think about it.

FRENKS: Why do you think they assign this leadership role to you?

RESPONDENT: (big pause) Well I don't know.

FRENKS: So what characteristics of a leader do you think they see in you?

RESPONDENT: Maybe I seem to be confident and also because they think my English is good. Maybe because of that. I don't know.

FRENKS: Could you talk little bit about confidence aspect?

RESPONDENT: I'm sometimes someone who raises questions in the classroom and when we meet I'm the one who start the conversation. Maybe I'm seen as having that kind of confidence. Be talkative.

FRENKS: Do you think a leader is somebody who starts a conversation or starts an activity?

RESPONDENT: Not necessarily, but I think it's other way around. Somebody who starts conversations people assume he is a good leader.

FRENKS: You also said why they assigned this leadership role to you is because of your good English. How did they assess this quality about you?

RESPONDENT: I mean it's easy to assess because it's obvious. And I think more like that some people, I mean most of them are, specifically those two are younger than me and for them it's first time to be in another country and having to use English as the way to communicate for projects so maybe they feel more reluctant to speak English. I think that's maybe part of the reason. Whereas I travelled the world already and for me it's natural to speak [in English]. I think people just perceive that.

FRENKS: Do you think you being older plays some role in them think that you would be good for a leadership position?

RESPONDENT: Yeah, maybe. Probably. I know that Asian culture has that kind of respect for older people more. (laughing) When I say that I feel very old, but I think that's part of it.

FRENKS: You also told me that you're well travelled. How do you think what aspect does it play into being a leader?

RESPONDENT: I don't think it necessarily ties into being a good leader. I think it's just that you're more confident talking with people in another cultures. I think it's more about the confidence aspect. Because after travelling it's easier to start a conversation or something.

FRENKS: Do you think it's more easier for you to connect with other cultures because you are travelled?

RESPONDENT: Definitely.

FRENKS: Could you talk more how it allows you to interact with other cultures?

RESPONDENT: First time I really travelled outside of Europe in China my English was not that good but I still had to use it and I was much less confident. When you start talking with other people you see that you don't have to be afraid at all using English and talking to people in another countries. They usually are always friendly. I think that boosts confidence enormously. And the more you travel the more you get. Just makes you more confident.

FRENKS: You mentioned a lot about confidence. What aspect does it play in leadership?

RESPONDENT: For leadership it plays a huge role I think. Because of you're in any kind of project or working environment and you have somebody who assumes leadership, you want that person to be confident. If the person seems to be not confident then you won't follow him, right? It's not a good characteristic of a leader.

FRENKS: So why wouldn't you follow somebody who is not confident?

RESPONDENT: Because if that person is not confident then I don't see any reason why I should follow him. When you have a goal and you want to go there and in order to do that you have to have confidence for that process. if you're not confident then you're never gonna reach your goal probably.

FRENKS: Do you think a leader is important for a group work? Why?

RESPONDENT: No. In a group work I felt I was pushed into a leadership position a little but I tried not to assume it. And I think our group work was quite good without a leader. And I was not a leader in our group. I think.

FRENKS: If you reject leadership role, do you think there was another leader in a group?

RESPONDENT: No. That's why I said previously that there is no leader required.

FRENKS: Would there be a possibility that you were the leader of the group even though you did not acknowledge that position?

RESPONDENT: Well in some aspects yes, because in the end I was the one who made the conversation going and stuff, but as for the content I'm confident (stressed) at saying I was not a leader. Everybody brought their ideas. It was more of a group work.

FRENKS: Do you think a leader should be contributing more or less content?

RESPONDENT: It depends, it could be a case where leader doesn't contribute anything to the team work. This wasn't the case in our group work.

FRENKS: Do you think it is important for a leader to accept his leadership position when other members have designated this role already to him?

RESPONDENT: If he doesn't accept it then it's going to be problematic.

FRENKS: If you had to describe how would you describe your leadership style?

RESPONDENT: (laughing) No, no now you're pushing me into a leadership position. My leadership style is that I. Are we talking in the group context or in general?

FRENKS: Let's first concentrate on this group work and then you can extend it generally.

RESPONDENT: For this group is easy because I didn't have a leadership position. (laughing) It was just really like what are we gonna do maybe this, maybe this, how about this and somebody else would say maybe you can do that and that. Let's assume if I would be assigned a leadership role in a company my leadership style would not be very autocratic, I think I'm really in favour of I would probably like assign what I think is important aspects of the project to people I think are the most competent to do that part and let creative freedom on how they would pursue it and not try to micromanage every aspect of the project. But

just focus on choosing the right people for the right task. When they come up with something maybe I would sit down with them and have a conversation about it, but I would not try to force my opinions on the project.

FRENKS: Why do you think it is important for you to not force your own opinions?

RESPONDENT: Because. That's a difficult question. It also depends whether it's just an opinion or something that I think would be very wrong or contradicts some other aspects of the group. It's hard for me to answer.

FRENKS: Let's go back to group work. You told me that it was important for you to get everybody else's opinions. Tell me why it was important for you?

RESPONDENT: Otherwise it's not a group project. I think. I have seen other group projects that are basically divided somebody did a research, somebody a presentation, something like that. For us it was better to do everything together and discuss.

FRENKS: Do you think it is important for a leader to listen to others' opinions? Why?

RESPONDENT: Yes, of course. Because if he doesn't listen to other opinions it's like a dictatorship model. The reason to have a group project in the first place is that you get different kind of skill sets, different kind of minds, people who have different qualities and you bring them together to get a greater a value overall. If a leader doesn't look at those aspects but tries to force his things then you don't really need a group project, you lose all the advantages of having a group.

FRENKS: Would say that a leader maximizes people's skills?

RESPONDENT: Yes. Somebody who maximizes people's skills and brings them together is a good description of a leader.

FRENKS: Would you say you'd be that kind of a person?

RESPONDENT: Probably not. Maybe sometimes I think I could be that kind of person but then I you know because good judgement is people is required and I think is that I think I'm good at judging people but reality reveals that I fail and I'm not good at it.

FRENKS: Why do you think you're not good at judging/evaluating people?

RESPONDENT: When you talk with people you start to form a picture about them. Everybody does that. And for me it often happens that what I think of the person something changes and I am totally surprised. I would have never thought the person would be like that. Empirically I have not been good at judging people.

FRENKS: Would you say you're adaptable to that change?

RESPONDENT: I'm often taken by surprise but I adapt.

FRENKS: Would you say that it is important for a leader to be adaptable?

RESPONDENT: Yes. Let's take an opposite approach. If a leader can not adapt to changing environment it's obvious it's not a good thing. When something in a project changes and if a leader does not adapt and continues to go with previous course I mean it's stupid. You have to change to your environment otherwise you're not going to succeed.

FRENKS: Could you talk about your personality?

RESPONDENT: I hate talking about my personality. (laughing) I like being independent a lot, that's actually why I am not big project guy. And I really don't like this kind of strong leadership environment. I'm really like freedom minded personality. I am easy to talk to. In some aspects I am protectionist.

FRENKS: You said that it is easy to talk to you and you're individualistic. Do you think those are some of the characteristics a leader could possess?

RESPONDENT: Easy to talk yes, but I'm not sure that individualistic personality is good for a leader.

FRENKS: Why?

RESPONDENT: Because individualistic always follows his own thoughts and not necessarily be a good part of a group. If that makes sense. To be part of a group more collectivistic mindset maybe a better thing. It allows to align with the others and reconnect. I like being in position where I know what the goal is and then I can work independently work on some aspect to contribute to the overall group work. That's how I would fit ideally into a group.

FRENKS: Previously you mentioned that there were some cultural difference between you and your group members. Could you talk about them?

RESPONDENT: I come from a central European culture so I want to get things done so I'm more straight forward than let's say for example somebody from Japanese culture where they are more polite and, how would you say, more reluctant to go straight to the point, but tries to be polite first. When I say this it sounds like I'm not polite at all, but it's not what I mean. I don't much about Mongolian cultural, but the way she acted was more similar to European, I think. Easy going. Just from my impression.

FRENKS: Did any of those cultural difference made team work better or worse?

RESPONDENT: That's the thing. When you have several cultures together it's better, because you get more inputs. Everybody brought something different. I can not say what it is. Results are different compared to just working within your own culture, because people look at different aspects. In our final presentation there were things I would have never thought of.

FRENKS: That's why it is important for a leader to seek out others ideas because you could receive results you'd never expect?

RESPONDENT: Exactly. Yes. I think it is very important. I know there are some studies that try to look at culture diversity in groups and organizations and they come up with improvements.

FRENKS: Could you talk why did you choose these group members?

RESPONDENT: I wanted to be in a group with other cultures exactly for the reason we talked about and I don't remember. I think I asked the Japanese guy first whether we should make a group together because I met him couple of times before. So I just asked and he said it was ok with him. And the we together thought who could be the final group member. Afterwards we asked her to join us.

FRENKS: Have you ever wanted to become a leader or been willing to become a leader?

RESPONDENT: In a university setting no.

FRENKS: But there have been situations were you have been put into leader position. How do you feel when that happens?

RESPONDENT: I feel it usually happens when nobody else seems to want to be in that position. And then I feel like somebody has to do it. So I do it. That's how I feel about it. I see the situation. Nobody wants to say anything, then I guess I have to do it.

FRENKS: So what allows you to become a leader in that situation?

RESPONDENT: As I said I don't think I'm a really good leader, but I think I can be somewhat, when I say it sounds stupid, good leader. I'm not really skilled at it, but I can do it, so I just do it.

FRENKS: Why do you think you can be a good a leader?

RESPONDENT: Past experience. I just feel like I can do it.

FRENKS: Does experience give something to a leader?

RESPONDENT: Yes.

FRENKS: What does it give to you?

RESPONDENT: Some sort of confidence.

FRENKS: Are there some skills that translate into different situations? What would those skills be?

RESPONDENT: If it's your first time you might be fearful about what you say and that nobody will follow you. But if you have done it before people are gonna follow you. It sounds so stupid. Bleep that. (laughing)

FRENKS: Thank you for your time.

RESPONDENT: You're welcome.

Interview #5
Interviewer: Caitlin Reid
RESPONDENT: full-time IMBA student from North America
Conducted on:
Total interview time:

CAITLIN: Are you in a multicultural group? Where are they from?

RESPONDENT: Yes, virtual x-culture project. Peru, Taiwan, USA, Albania/Italy

CAITLIN: How's that going?

RESPONDENT: Difficult due to time zones and indirect and direct personalities. Some people are too direct that it is considered rude to some members, and others are so indirect that they make it seem like they understand and will follow though (save face) but in reality they don't understand and want to avoid confrontation.

CAITLIN: How did your group organize in the beginning?

RESPONDENT: I was a few weeks late, they organized before I got there. The teams had to find niche markets, they chose Ghana and Indonesia. 2 in Ghana and 3 in Indonesia. First it was very informal, they decided to do research on their own, then come up with something. The 2 that chose Ghana, it was because they can speak English and Ghana is an English speaking country. For Indonesia, we chose because 2 of us are in Asia and it's a bit more culturally relevant to our situation, and it's the 4th most populous country in the world in our back yard. At first no one wanted to be the leader, but little by little people started stepping up to the plate for the leadership position by telling others what to do, and that's why there is now a leader for the Ghana team and one for the Indonesian team.

CAITLIN: How are your meetings now. so at first no one wanted to be a leader, but now are your meetings now that u kind of have one for each group?

RESPONDENT: At first we did skype, fb, line, whatsapp which was the easiest. But now when it comes to meeting, I meet with the Taiwanese person because we are neighbours and the guy fomperu we chat on whatsapp. Organized by me mostly because the peru guy and the Taiwanese girl they are not authoritive. To me I don't like uncertainty, they keep juggle around ideas and I kept saying like 'enough' and would choose and go straight to the point and that's when I was seen as a leader, or took position as the leader somehow. And now when I say we are going to meet this weekend, or at a certain time peru or Taiwan time, I'm the one who organizes it and the others agree.

CAITLIN: So you kind of recognize yourself as the leader, can you describe the other roles in the group and why does each person take that role?

RESPONDENT: The Taiwanese girl was responsible for labor law, joint venture and investment information, she was assigned this role because there was a lot of uncertainty, ppl didn't know where to start, so I had to tell people what to do because they were floating around. They wanted to start but they didn't know where to start. I assigned her to do this job because there would probably be a lot of information about labor laws in Chinese as there are lots of Chinese business in Indonesia, so easier for her to search information.

RESPONDENT: Peru guy did logistics, freight prices etc, I assigned it for him, he initially felt lost about the industry, he has no idea about the 4Ps. He is very limited in English, so for him to look up information about logistics he can find information in Spanish more easily. I have experience in the industry, I used to work for the industry, I know the inns and outsand how it operates

CAITLIN: Do u think the peru guy looked to u because u speak Spanish?

RESPONDENT: Yes definitely, at first he was lost like I said, and nobody else speaks Spanish, he felt out of the group. So I called him and started talking to him and he trusted me cuz I speak Spanish , so it was easier for me to give him direction and for him to talk to me and follow and listen. Same for the Taiwanese girl, I can speak a bit of Chinese and I understand her culture more, we go to the same school so she felt more on the same page, connected and comfortable, that's also why it was easier for me to tell her what to do. So I was the connection between those 2 cultures.

CAITLIN: So would u say that's what makes u the leader of the group? Can u tell me more about what makes u the leader of the group?

RESPONDENT: The cultural connection, the Taiwanese girl we met face to face, the language and the cultural connection. The peru guy is definitely the language, we have never met but he feels comfortable with me, we shared our personal study stories and that's how we connected. As well I have experience in the industry,I took time to teach both of themhow the industry operates, how to work with buyers, suppliers, procurement. Also when we had our group chats, even with the 5 total members, I was very engaging, I would say something and I would agree and disagree with people and tossing my opinions back and forth, and I guess they saw that as being assertive and that I kind of knew what I was doing. Of course we are in a group and all have our doubts but I'm always trying to understand what the other are thinking. And I try to be as clear as possible. especially with Spanish culture usually if they don't understand they won't tell u, maybe the feel shy or they don't want to make everybody fall behind.. or Taiwanese they don't want to confront others, and they just want to do their research on their own.

Interview #6
Interviewer: Caitlin Reid
RESPONDENT: full-time IMBA student from South-East Asia
Conducted on:
Total interview time:

CAITLIN: Are you in a multicultural group right now?
RESPONDENT: Yeah
CAITLIN: How many different cultures are in your group?
RESPONDENT: Cultural branding course, 5 people, 4 nationalities, Thailand, phillipines Vietnam, oh just 3!
CAITLIN: Hows that going?
RESPONDENT: I think it's going good, we have a little difference in our perception, and the way we work, but we can cooperate very well with each other to keep out deadlines and processes.
CAITLIN: What are your different pereptions? In organizing the work?
RESPONDENT: Not only the difference in nationality, its with the personal character. For example for me I always want to make a plan and have a deadline for that. But some other friends may want to wait until the last minute to start work. So usually I, or me and another friend will make the deadlines and plan for the others.
CAITLIN: So was for this group, was it you that helped organize the deadlines?
RESPONDENT: Sometimes its me, but when im busy, another person will help the others keep the deadlines.
CAITLIN: If you could think of 1 group that you're in right now, how was the first group meeting?
RESPONDENT: Ah! It was very…(*big sigh*).. we conflicted with ideas how to run the project, how to make the report, and we have different ideas. And I think that at the beginning it was very hard for us to work togehther.. but that was just the first meeting [or project]. Because aftr that we already understand each other so we worked better and we got higher scores for other projects/case studies.
CAITLIN: So, it was a little bit hard at first, but then you got to learn about each others working style, was there like one person that you guys listened to their idea more than another person or did you use everyones ideas?
RESPONDENT: Yea actually the hardest thing was when we did the group work, normally we don't have a team leader, but we follow one person who has a bigger say in the group, and he or she will assign or have an assignment for other group members.
CAITLIN: So if there is like one person you see that comes up as the team leader? Why would u listen to that perso?
RESPONDENT: Because he or she is good at studying and is also very responsible, so we can believe in his or her leadership. And sometimes we have idea conflicts, and he or she will be th one to manage it.
CAITLIN: Can you think of an example of that? How has that happened in your group right now?
RESPONDENT: Right now its okay because we are writing our final project and everybody has almost completed their tasks. Normally we will have one person who "leads" the assignment, so now everyone asks for about their part if its okay, any ideas, or any feed back. And if everyone says its okay and the leader says its okay then we can proceed with that one.
CAITLIN: So the person in your group that kind of took the leadership roll, you said that they took it because their personality? What about their personality that makes them the leader?
RESPONDENT: Because he/she is very proactive, very responsible and knows how to manage the team, manage the conflicts and have harmonious relationship with others, so its better to have a leader like that.
CAITLIN: How have they been harmonious? Do u have an example about how this person has been harmonious with the team?
RESPONDENT: For example, one time when I had an idea conflict with the others, I was so angry, and he was a litte bit angry, but at that time the leader of the team talked to me and talked to the other guy and after that we had a common idea and we could proceed with the assignment.
CAITLIN: Oh okay so he talked to both of you and helped solve the problem?

RESPONDENT: Yeah, and sometimes when sometimes when I want to keep to our deadlines and another wants to just do everything before the deadline, I find this very difficult. But for the leader she can manage with these different styles, I think that's good.

CAITLIN: Shes good at managing everyones different deadlines?

RESPONDENT: Yeah, characteristics, so that's good.

CAITLIN: Do you have any other examples about this person, why she has been a good leader in your group?

RESPONDENT: I call this person "leader" but it isn't really like that. but she is very proactive, she provides our Word file, and arranges our files, its difficult for the rest but not for her, so she is proactive.

CAITLIN: So she helps everyone organize?

RESPONDENT: Yeah, organize everything,

CAITLIN: She doesn't ask? She just does it?

RESPONDENT: Yeah, she does it and after that she asks us for additional ideas.

CAITLIN: So she gets people involved ..?

RESPONDENT: Yes she does get people involved in her arrangement.

CAITLIN: Can you think of another group, what about that person made you look to them as a leader?

RESPONDENT: Last semester, I came late to the imba so I had no groups, in service mkting, there was one girl that helped me join her group and every assignment she was very proactive and asked us to keep the deadlines. Like sometimes I was lazy to do the project but she will message me whether I started with the asignmnt. She wan't really the elaster but she managed the work of the whole team. Last semester I had a good person to lead the team.

CAITLIN: He or she sounds organized.

RESPONDENT: Yes she was.

CAITLIN: Have u ever had an experience that u were the leader?

RESPONDENT: Actually this semester im in some groups that are just 2 people. And normally if im with a freshman, I will try to manage the work and share our experience about working ina team like a leader, but I think im helping my partner to do our project

CAITLIN: Because u have more experience.

RESPONDENT: Mmhmmm. (head nod)

Interview #7
Interviewer: Amarsanaa Amarmend
RESPONDENT: full-time IMBA student from South-East Asia
Conducted on:
Total interview time:

AMRA:Are you in a multicultural group? Where are they from?

RESPONDENT: Yes, I am in. They are from Mongolia, Thailand and Indonesia.

AMRA: Sorry, in this group, I am with you. Therefore, you should choose another group. Because, interviewing you about our group may leads to incorrect results.

RESPONDENT: Can I choose previous group? Because, my other groups are Indonesian in this semester.

AMRA: If you could remember well, it is okay.

RESPONDENT: It was Business Research Method class. The guy from Latvia and the girl from Vietnam.

AMRA: How's that going?

RESPONDENT: I think our group worked really efficient. Because, we did few meetings for each assignment. In our meeting, we just divided our tasks. Then, we worked individually on our tasks.

AMRA: How did your group organize in the beginning?

RESPONDENT: Our group organized unintentionally. I knew the guy who from Latvia before the class. The Vietnamese girl and I, we just met in the class. Then, we decided to work together.

AMRA: How was your first group meeting?

RESPONDENT: First, we created group chat on Facebook.After taking our first assignment, we organized the meeting quickly. After meeting, we have read the problems and questions. After that, we divided the tasks. At that moment, the only person who know how to answer the questions in our group was me. Of course, my fellows had some notions. But mine was more specific. Because, they were equation and statistical problems. Therefore, I explained them how to do it. It was not a really big problem. They understood me easily. The meeting continued only 30 minutes. After that, we worked individually.

AMRA: Do you remember who did initiate the first meeting?

RESPONDENT: I think the Latvian guy.

AMRA: How about your next meetings?

RESPONDENT: Most of the time we used to talk about other things. We used to review our works. If there is something wrong, we correct them. If there is no mistake, we put them on PPT. After that we used to divide the slides and work individually.

AMRA: Do you find them effective? Why?

RESPONDENT: Yes. We used to work very effective individually and together and contribute equally to our assignments. There was no lazy one. They did great job. Maybe I was the laziest one. They did lots of works. Sometimes, I did only few parts.

AMRA: Describe the roles in your group

RESPONDENT: We used to change our roles in every assignment. Because, sometimes someone has knownabout the problem more than others. For example: the Vietnamese girl has known more about the problem and she has lead. Basically, there was a no leader. We used to discuss equally and take the tasks voluntarily. We used to ask from each other that "Do you want to do this?" or we used to choose directly the part we wanted to work. There was no order and we were equal.

AMRA: If someone asks who was the leader? What would you tell?

RESPONDENT: The girl from Vietnam.

AMRA: What makes her a leader?

RESPONDENT: Because, she thinks systematically and orderly. She knowswhat ways are efficient. She used to suggest us that what part we should work first and what should be next. Most of time, we used to follow what she suggested. I guess that makes her a leader.

AMRA: Tell me more about this person.

RESPONDENT: She is really open minded. She always hears others' opinion and tolerates them. Also, she can summarize all of our opinions into one big conclusion. I think it is very important. She works quickly. We always worked in very tight schedule, only a week.

AMRA: This interview is the sequel of our previous interview about group work. The first interview was the demo interview. I will ask some questions in order to complete our first interview.

RESPONDENT: Okay

AMRA: During our previous interview, you said that the Vietnamese girl was the leader of your group. Could you describe me her personal skills?

RESPONDENT: You know that my undergraduate study is in engineering. I am not sure. But I think her undergraduate study is in business field. She knows business and marketing better than me. Sometimes I didn't have any idea how to do certain task. In this case, I just followed her order. I think she is a smart girl.Also, she is very hardworking. She is careful and detail oriented.

AMRA: What about her personality?

RESPONDENT: She is a friendly and helpful person. It is always easy to communicate with her. She hears and understands other people well. If it is necessary, she directs you to right direction. It was my first semester. Sometimes I didn't know what should I do and how to do it. She helped me a lot.

AMRA: Why do you think she was a leader of your group? Because you said there was no a certain leader in your group and all members were equal. But you think if there was a leader, it was she.

RESPONDENT: Because sometimes sheorganized our work. Sometimes we didn't have any idea how to do our assignments. At that time, she directed us. Because, she knows business field more than us and she thinks systematically. We wouldn't complete some tasks without her.

AMRA: Did your group meet often?

RESPONDENT: Our assignments were weekly. We met weekly. But I think sometimes we just met online.

AMRA: You said you guys divided tasks and worked on it individually. Who proposed this way of working? Could you remember?

RESPONDENT: I think the Vietnamese girl.

AMRA: Could you remember that why did you accept her idea?

RESPONDENT: Ummm… I don't know. But I think it is efficient. I think most of groups work like that at NCKU. It is the most efficient and the most popular way. I didn't have any problem with it.

AMRA: You said that during the meetings, you guys reviewed your work and corrected mistakes. Who did lead during this process? Who did find mistakes mostly? Who did differentiate mistakes from accuracies?

I think the review process based on mutual discussion. Of course, sometimes the member who has more knowledge about the topic of our task contributed more.

AMRA: Was there any conflict or argument in your group?

RESPONDENT: No, there was not. Usually we followed the member who led the task and completed our tasks individually.

AMRA: During our first interview, you said in this semester you are in Indonesian group. Is there any difference between working with foreign people and working with your countrymen?

RESPONDENT: Sometimes it is similar. Sometimes it is not. For example; In a previous group, the group with the Vietnamese girl and the Latvian guy, we usually worked individually. Another group (with Indonesian students) this semester, we usually work together. We rarely do individually. Unless it is really hard to do or it has so many to do, then we will divide tasks. Otherwise, we will do it together.

AMRA: What do you think? Which way is more efficient? I mean working with Indonesian or working with foreign students.

RESPONDENT: I cannot say. Sometimes one team is more efficient and sometimes another one is more efficient. For example, in working individually, we exactly know what we do. Because, you start your tasks and you finish it. In working together, sometimes you lost something. Because, one person starts it then another one finishes it. On the other hand, working together is easier and quicker.

AMRA: What is the main barrier of the multicultural group work?

RESPONDENT: I am not a native English speaker. I can speak English. But there is some accent difference. For example; sometimes the Latvian guy couldn't catch what I said. Sometimes I couldn't get his words and opinions. It is the barrier. But I think it is not a big barrier.

AMRA: This interview will be about a group work. You can name people during this interview. But the information will be confidential.

RESPONDENT: Okay.

AMRA: How long are you study atNCKU?

RESPONDENT: 2 years.

AMRA: Do you have an experience of a multicultural groupwork?

RESPONDENT: Do you mean cross cultural program which I participated last year?

AMRA: No, multicultural group work. It is just our group projects and tasks at NCKU. Multicultural group is the group which consists of people from different nations.

RESPONDENT: I got it! I have a lot of experience.

AMRA: Are you currently in a multicultural group?

RESPONDENT: I am not in any group this semester. It is my last semester. I am only working on my thesis.

AMRA: Okay. Let's talk about your past experience.

RESPONDENT: My very first group work at NCKU was not really good. I was with two Polish and one France students.

AMRA:How did your group organize?

RESPONDENT: In our case, our group is organized by the teacher. I think groups are formed mostly by the teachers at NCKU. In this case, groups are mostly multicultural and mixed well. If groups formed by the students, they are consisted of only one nation or one races such as Indonesian and western.

AMRA:So how was your first group meeting? Who did initiate it?

RESPONDENT: I think Poland students initiated it. We met at Starbucks and divided tasks. We almost didn't meet again. We just met before the presentation day and integrated our presentation. In my opinion, the presentation was not good. Because, we couldn't communicate well with each other.

At that time, I didn't have experiences. I putted too much texts on my parts. The other members didn't likethat. I think it is because of cultural differences. Asian students' presentation mainly consists of texts. I think their presentation is little bit redundant. Also, they discuss more during group work. Western guys prefer to write less put more pictures.

AMRA: So, do you think communications is the key of group work success?

RESPONDENT: Of course! In my first year, I didn't know many people in here. I was mostly in groups which were organized by teachers with people I don't know. It was little bit difficult. In second year, I got to know more people and we organize groups. That is more easy and efficient.

AMRA:What is the main barrier of multicultural working environment?

RESPONDENT: I think it is a communication. In my first year, I faced some problems during group work. I didn't know much people at NCKU, I was shy and my communication skills was not good.

AMRA:Which was the most efficient multicultural group have you ever been at NCKU? Why?

RESPONDENT: I guess the Marketing Modeling classes' group was the most efficient one. The class is based on marketing strategic simulation game which gives students the opportunity to develop their own product and marketing strategy. Market factors are changed weekly. So, we needed to meet and decide that how to adopt this new environment weekly. I think we did good job.

AMRA: How many members did your group have? Where are they from?

RESPONDENT: We had 4 members. They are from France, Thailand, Taiwanese.

AMRA: How did your group organize in the beginning?

RESPONDENT: We knew each other before except the Taiwanese girl. We were friends. That is why we decided to work together.

AMRA: How was that group process going?

RESPONDENT: I think it went well and efficient. We got to know each other well. Our group work was friendly and enjoyable rather than formal. We know each other's advantages and interests. We disturbed our tasks based on our advantages and interests. For example, the guy from France took responsibility for finance. Because he is really good at that. I focused onproduct development while the Thai guy took pricing tasks and the Taiwanese girl took tasks which related to production size. When we finished our tasks and integrated our slides, then we started to discuss our presentation.

AMRA:Why is it important to work with someone you know?

RESPONDENT: I know them, their advantages and weakness. I know who can do what. They know me and my skills. Also, it is easier to communicate [working with acquaintances is easier to communicate].

AMRA: Could you talk about how yourgroup assign roles?

RESPONDENT: I said that the class is really similar to real business environment. First, we defined functions such as financing, pricing, product development, production size. Then we chose these functions based on our skills and interests.

AMRA:Was this task selection process voluntary? Did someone lead during this process?

RESPONDENT: I think it was completely voluntary.

AMRA: Could you describe me your typical group meeting?

RESPONDENT: We usually met some places like RR. I said that the market environment was changed weekly. First, we analyzed and discussed about the change and tasks. After that, we reached common decisions. Then we worked on our tasks individually. We met and integrated our slides and discussed our presentation before the presentation day.

AMRA:Can you remember who proposed this way of working?

RESPONDENT: I think it emerged unintentionally from our work process.

AMRA:Do you think this way was efficient?

RESPONDENT: I think so. I learned lot of things during this groupwork.

AMRA:Who did usually lead in this group?

RESPONDENT: The guy from France. Because he is more experienced than us. He researched about this strategic game before. Also, his background is finance and our team more focused on budget planning.

AMRA:How did he lead? I mean what he exactly did as a leader?

RESPONDENT: We had a different leader every week. We focused on different specialization every week. The member who knows better that led us that week. If we believed that pricing would bring us success, then the Thai guy led us. Sometimes our leader was the Thai guy, sometimes it was the Taiwanese girl. It depended on what we concentrated that week and who knows better that field. Also, in our team, past performance was important. For example, if the indicators which I suggested influenced significantly on our sales, then team considered my ideas first next week.But generally French guy led us. I think that his suggestions were more valuable and decisive than others. For example, sometimes I wanted to increase sales quantity, he didn't. In this case, I followed his decision. Because, I believe him.

AMRA: Was there any argument or conflict in your team?

RESPONDENT: Nothing serious. Because we are friends. Of course, sometimes we argued with each other.

AMRA: How did you decide it?

RESPONDENT: I think we decided it by a vote.

AMRA:Were all votes equal? Or Was the leader's vote stronger?

RESPONDENT: I think all votes were equal. But sometimes, we followed the leader's decision.

AMRA: Why?

RESPONDENT: Because we believed him, his experience and his knowledge.

AMRA:How would you describe his personality? And his professional skills.

RESPONDENT: He is really careful and discreet person. For example: When I always wanted to increase our sales quantity, he was careful about that. I guess men are more likely than women to be careful. He is not dominant one. He is polite and friendly. He always listened to us. And about his personal skills. I said it before. His background is finance. He is good at that. Also, he knows lot about strategic game. Therefore, we believe him.

AMRA:You said men are more likely than women to be careful. What do you think? Is gender important to be a leader?

RESPONDENT: I don't think so.Maybe it is true in other places. But men and women are equal at NCKU.

AMRA:You participated many multicultural group work for last 2 years. What do you think? What makes a leader?

RESPONDENT: From my observation, leaders usually emerge when group is choosing their topic. For example, one member is more active than others and he or she suggeststo certain topic. Because she or he has some experiences in field which is related to the topic. Sometimes our tasks are related to tasks which we worked in previous classes. And he/she sayslike that "I did it before or I did similar thing before" and tries to convince others. Or other members know that he or she has past experiences without any persuasion. Then, the other members believe him/her and accept his/her idea. The member who suggeststhe topic usually become a leader. Because he/she ismore knowledgeable than the others in scope of the topic.

FEEDBACK MID-TERM/FINAL

PROJECT FEEDBACK	
GROUP:	**WILDERNESS**

Good	**Good**	**Weak**	**Weak**	**Weak**	**Weak**

Comments on the presentation

- Animate the slides – follow the points that you are talking about
- Separate the presenter from the group – otherwise there is a bodyguard!
- Fish motif is interesting – you could make more of this
- Who is doing what in the way of talking in presentation… feels a little bumpy. Sergei is now talking about the interview guideline again (coordinate – figure out what needs to be said in the flow)
- Order in the report and in the presentation differs (see Findings)
- Findings why is there an image of a graph?
- Watch for the 'yeeeh' "and yuuup" – you kind of burst the fantastic energy you have built up.

  - Method or methodology (you have the former)
  - Why not refer to leadership? (Who doesn't want to be a leader?)
  - Kept looking at the recorder – yes good observation – quite typical
  - Sample – longer experiences (criteria) – but I'm seeing 'overview of respondents on the screen'
  - (No mention of transcription for example!) White board – first step – where did the codes come from? / Tell us more about the *process* and how you tried to ensure *validity* and avoid *bias*
  - Talking about findings – why do you have a citation?
  - Category label – dimensions & properties – lay these out explicitly
  - Mediation – bring this out as discussion/ conclusion e.g., could relate this back to your research questions
  - Explanations – careful the leader may be identifiable (Spanish, English and Chinese speaker)
  - "Solving a group problem"

Other comments

- Do you start sentences with "and" "but" or "because"? Check this appears in the report – normal grammar prohibits this.

Comments on the report

- This group travelled a long journey in a short time in this class. The start, messy, confused and quantitatively orientated transformed into a focus that facilitated a systematic study of your topic.
- You identify a focus on emergent leadership (good – but check the realities of the literature, Sergei) but could have contextualized this to education (ideally – but outside the time frame of this course).
- The process in your method i.e., execution is described well. You miss, however, the theoretical backdrop. Tell us what an interview is and why it fits the needs of your study. Describe your approach to sampling. With purposive sampling you should layout out your criteria (which you start to do) but then need to relate those criteria to who you actually choose.
- You rose to the challenge, too, of integrating findings from all the group interviews. Software can help but your detailed discourse probably worked well.
- See my edits in this and the findings section. Cut the fluff and your writing will have a step change in impact.
- The presentation of the findings is good. The way you start – 368 codes under 8 categories – is generally a good direction. There is one category (see edits) that works extremely well. If you model the rest on those it would have been outstandingly good. Quotation works well but be careful on issues of confidentiality.
- Conclusion is weak. The explosion of ideas needs to give way to a calm presentation of how your categories answer your research question.

Grade: 90%