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(YÜKSEK LİSANS TEZİ)

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BURSA-2021

ÖZET

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Çokuluslu Takımlarda Yabancı Dil Yetkinliğinin Takım Liderliği ve Performansı Üzerine Etkilerini Anlamaya Yönelik Bir Araştırma: Survivor Yarışması Vakası

Çok uluslu şirketler ve onların yan kuruluşları, küresel iş dünyasının giderek daha önemli bir parçası haline gelmiştir. Küreselleşmiş dünyamızda, çok uluslu ekipler, uluslararası alanda faaliyet gösteren özel ve kamu kuruluşlarında yaygın olarak görülmekte ve bu ekiplere ayrı bir önem verilmektedir. İş dünyasının birbirine bağlı halinde ve küreselleşen dünyada bireyler, her türlü dili aktif ve yaratıcı bir şekilde kullanarak dünyalarının sınırlarını genişletmektedirler. Farklı ana dilleri konuşan insanların birlikte çalıştığı ekipler modern organizasyonlarda giderek yaygınlaşmaktadır. Bu çalışma, özellikle çokuluslu ekiplerin çeşitli çalışma alanlarında dil çeşitliliğinin varlığı nedeniyle, dil yeterliliğinin yönetim ve liderlik üzerinde neden çok önemli bir etkiye sahip olduğunu açıklamayı amaçlamaktadır.

Çokuluslu liderlerin yüksek düzeyde dilsel ve kültürel yeterlilikleri, iki veya daha fazla ülkeyi temsil eden üyelerin çeşitliliğini etkili bir şekilde yönetebileceklerini kanıtlamaktadır. Liderlerin yabancı dil yeterliliği onlara birçok yönden yardımcı olmaktadır. Çok uluslu takım liderleri, önlerinde bir dizi farklı dil konuşmacısı olduğu için çok başarılıdır ve bu, liderlerin özgüvenini ve cesaretini artmasıyla sonuçlanacaktır. Takipçilerini önceden belirlenmiş hedeflere doğru koordine etmek, kontrol etmek, kolaylaştırmak ve yönlendirmek liderler için büyük bir zorluktur. Çok

uluslu takım liderlerinin ve üyelerinin dil yeterliliğinin olmaması, genel performansta büyük sorunların meydana gelmesine neden olmaktadır. Yanlış anlaşılmaların ve çatışmaların yaşanması ihtimalinin yüksek olması nedeniyle çok uluslu bir ekibi kontrol etmek ve yönetmek kolay değildir. Dil engeli, çok uluslu bir ekipte güç yetkisi, güven oluşumu ve iletişimin etkinliği gibi pek çok operasyona meydan okumaktadır. Üyelerin dilsel çeşitliliği iletişimi engellermektedir. Ayrıca anadili aynı olan ve farklı olanlar arasında duygusal çatışmaların artmasına neden olabilmektedir. Dil engelleri, üyelerin zihninde görüşleri, kavramları, argümanları ve fikirleri başkalarıyla paylaşma konusunda tereddüt yaratmaktadır. Çok uluslu takımların çoğu, dille ilgili engelleri azaltmak, etkili iletişimi sağlamak, ekip süreçlerini kolaylaştırmak ve diğer tüm etkinlikleri koordine etmek için ortak bir çalışma dili kullanmaktadır. Araştırmalar, çokuluslu ekiplerin çoğunun İngilizceyi ortak bir çalışma dili olarak benimsediğini göstermektedir. İsviçre, Almanya, Avusturya gibi Avrupa ülkeleri 1990'ların sonlarından itibaren İngilizceyi ortak bir çalışma dili olarak kullanmaya başladıkları görülmektedir. Bu konudaki çalışmalar, ortak bir dil kullanımının dil engellerini azaltmak ve yönetmek için en iyi çözüm olduğunu kanıtlmaktadır.

Bu çalışmanın amacı, çok uluslu takımlarda yabancı dil yeterliliğinin ekip liderliği ve performansı üzerindeki etkisini araştırmaktır. Bu amaçla çalışmada nitel kaynaklardan yararlanılmış ve çalışma iki aşamadalı olarak gerçekleştirilmiştir. İlk olarak, 16 yıldır Türk televizyon kanallarında yayınlanan "Survivor" adlı yarışmanın 2019 sezonunun videoları incelenmiştir. İkinci olarak, Survivor 2019'a katılan yarışmacılarla internet ortamında bazı yarı yapılandırılmış görüşmeler yapılmıştır. Elde edilen bulgular, bireylerin dil yeterliliğinin çok uluslu takımların performansını ve liderliğini olumlu veya olumsuz yönde etkilediğini ortaya çıkarmıştır. Ayrıca çalışmada temel olarak dil yeterliliği ve liderlik ile ilgili üç bakış açısı açıklanmaya çalışılmıştır. Birinci olarak, çok uluslu takımlarda lideri belirleyen faktörler anlatılmaya çalışılmıştır. İkinci olarak, liderlik ve performans verimliliği için bireylerin dil yeterliliğinin gerekliliği incelenmiştir. Üçüncü olarak ise, çok uluslu takımlar bağlamında dil yeterliliğinin liderliği nasıl etkilediği anlatılmaya çalışılmıştır.

Anahtar Kelimeler: Çokuluslu takımlar, dil engelleri, takım liderliği, takım performansı.

ABSTRACT

A Research on Understanding the Effects of Foreign Language Proficiency on Team Leadership and Performance in Multinational Teams

Multinational teams in the modern business world prove that only leaders with a high level of language and cultural proficiency can effectively manage the diversity of members representing two or more countries. The aim of this study is to understand the effect of foreign language proficiency on team leadership and performance in multinational teams. In this manner, the study is qualitative research. Two methods were employed to carry out this study. First, the videos of the 2019 season of the "Survivor" contest, which has been broadcasted on Turkish television channels for 16 years, were watched. Second, some semi-structured interviews were conducted with contestant of Survivor contest 2019 on internet environment. The findings of this study indicate that the language proficiency of individuals affects the performance and leadership of multinational teams positively and negatively. This study mainly tries to explain three perspectives on language proficiency and leadership. First, it tries to understand the factors those determine the leader in multinational teams. Second, examine the requirement of individuals' language proficiency for the efficiency of leadership and performance. And third, trying to examine how language proficiency affects the leadership in the context of multinational teams.

Key Words: Multinational teams, language barriers, team leadership, team performance.

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FOREIGN LANGUAGE PROFICIENCY ON TEAM LEADERSHIP AND PERFORMANCE IN MULTINATIONAL TEAMS: THE CASE OF SURVIVOR CONTEST

INTRODUCTION

Multinational teams which involve many people have different cultural backgrounds and speak different languages have been spread all over the world in this modern business environment. Researches prove that cooperate work of a set of individuals can make more effective outputs and performance than a single person. Multinational teams operate in many countries and which involves people who have different cultural backgrounds and speak different languages. Efficiency of communication and language proficiency are the main factors of a multinational team. The leaders can strengthen sociability, intelligence, self-confidence and integrity through secure and regular communication with diverse followers. Multinational team leaders face many challenges and obstacles to understanding and managing their teams in a global perspective. Level of cooperation and coordination of team members seriously affect the leadership and performance of multinational teams. Differences in individuals' language proficiency levels in a multinational team affect the overall performance of the team. Most of the multinational teams choose a common working language to facilitate communication and avoid conflicts and misunderstandings.

This study was carried out to contribute to the accumulation of knowledge by examining the effect of foreign language proficiency on team leadership and performance in multinational teams. In the first chapter of our study, the general concept of teamwork, culture and development of teams is explained, and then the concept of multinational teams, multicultural teams and global teams are explained too in detail. In addition, factors affecting multinational teams and advantages and disadvantages of multinational teams are examined.

The second chapter mainly focused on the term leadership and related concepts. In this chapter, we discuss various theories, styles and roles of leadership. Then, global level leadership, relationship between leadership and management are explained in a comprehensive way. In the least section of this chapter, the concept of leadership and multinational teams are explained in detail.

The third chapter is the most important part of this study. This section addresses the impact of language proficiency on team leadership and performance in multinational teams. Here, a broad discussion was held on language, communication

and the relationship between these two concepts. Then, this chapter meticulously examines how language diversity affects the leadership process and overall performance of multinational teams. This chapter also aims to explain the importance of a common working language in a multinational team and discuss appropriate solutions to manage language-related problems.

The fourth and final chapter is the evaluation and conclusion part. This section discusses the relationship between leadership and language proficiency and mainly focuses on three questions. First, it tries to understand the factors that decide the leader in multinational teams. As a second, the necessity for language competence of individuals for the effectiveness of leadership and performance of multinational teams was examined. Third, how language proficiency affects leadership in the context of multinational teams was examined. The section finished with originalities and limitations of the study and some recommendations for future studies.

<center>**FIRST CHAPTER**</center>

<center>**MULTINATIONAL TEAMS**</center>

1. TEAM CONCEPT

Teamwork is one of the most influential factors for the success of an organization. It is not possible to achieve the desired results with individual studies and classic management initiatives for today's multidisciplinary and complex projects. At present, the ability to use the opportunities that come to the front of an organization is generally in direct proportion with the talented people of the organization to be brought together and managed effectively (Sarıhan, 1998: 276). A team is a group of people who set a common goal and performing towards it by associating with each other. It will lead to making excellent results through the coordination of individual performances of members (Prabhakar, 2008: 3). In this developed world, almost every business organizations use different kinds of teams to accomplish goals and objectives rather easily (Contu and Pecis, 2017: 114). In a team, the people are brought together work towards a common goal, influence each other, and managed by somebody else. Teamwork is a collaborative process which provides more advanced and progressive result than individual efforts (Prabhakar, 2008: 3). The leadership manages the team performances through realizing continuous coordination, motivation and influence.

"Great things in business are never done by one person. They are done by a team of people."-Steve Jobs.

1.1. Definition of Team

Although there are many definitions about the team, we can briefly say that the team is a set of people or objects working together who committed to a common purpose and sharing their different views, beliefs, skills, knowledge, etc. for achieving specific goals (Clutterbuck, 2007: 38). In other words, a team is a set of manageable people having enough skill and ability who all are devoted to a definitive and attainable performance goal through continuous communication, problem-solving and decision-making processes (Mickan and Rodger, 2000: 183).

According to Katzenbach and Smith (1993) a team is "A small number of people with complementary skills who are committed to a common purpose,

<center>3</center>

performance goals and common approach for which they hold themselves mutually accountable" (p 45).

Bailey and Cohen (1997) defines that "A team is a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity, embedded in one or more larger social systems and who manage their relationships across organizational boundaries." (p. 241).

Characteristics:
- The members have proper knowledge about the goals and objectives of the team.
- Reliable communication to ensure the effectiveness of the team
- Ensuring coordination of members.
- Well talented leadership.
- Mutual support and interdependent
- Cohesion
- Decision making
- Review and feedback.

1.2. Groups and Teams

A group is a collective form of two or more individuals working in a collaborative style through keeping some influence and reliable communication with each other and sharing some mutual interests and goals (Zayed and Mostafa Kamel, 2005: 1). Individual accountability has existed in groups. Almost all human beings are some members of some groups knowingly or unknowingly in our day-to-day lives, such as families, social media, schools, job sites, etc. (Vidal, 2007: 2). The type of groups may be formal or informal, and that can be formed in several models based on their size, type of formation, nature of goals, etc.

For example, a group of students is waiting for their school bus in front of their school. According to the Penguin English Dictionary: a group is "a number of objects or people, which can be regarded as a collective unit or as sharing certain characteristics or a number of people sharing views, social customs, beliefs, etc."

Generally, the groups are controlled and coordinated by a leader. The leadership may be formal or informal.
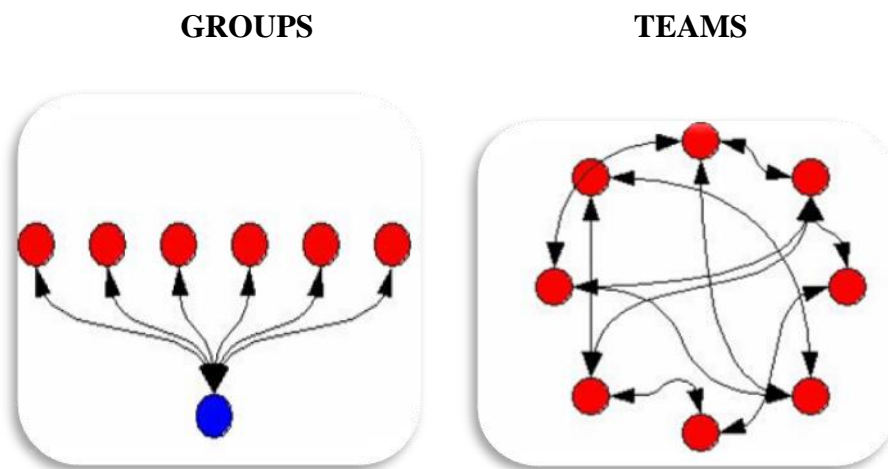
GROUPS   **TEAMS**

Figure 1: Groups and Teams

Figure 1 shows that the group members are working towards a goal and who managed by a single person. At the same time, the team members are likely to perform in an interdependent style and who often managed by themselves.

Sometimes it is rather hard to find out the difference between a group and a team. Recently a lot of case studies have been done on this topic. Many researchers have observed and described this matter in different ways and methods. Almost all studies state that "all teams are a group of persons but all groups are not teams" (Lumen).

Groups differ from teams in several ways. The groups have only a single leader exists, and the teams have more than one leader. The groups are generally focusing on individual goals, and the teams focus on accomplishing some common specific goals and objectives. So, the group members are independent in their work while the team members work collectively and interdependently towards the predetermined goals. The degree of commitment of group members is much lower than team members. Here, the level of commitment of team members to the goals is more important than who sets the goals. The decision-making process is also different here. The members may or may not include in the decision-making process of groups. At the same time, all the team members must participate in decision making process. (Zoltan and Vancea, 2015: 96). The nature of accountability is individual in groups and mutual or individual in teams.

1.3. Types of Teams

If we look at the last 15 years, we can see that there is a continuous improvement is happening in teamwork concepts. For achieving its goals and objectives, an organization may use several kinds of teams. The teams are mainly in four formats. They are problem-solving teams, autonomous or self-managed teams, cross-functional teams and virtual teams. In addition, these forms are not alternatives for each other completely. For example, a team can be both cross-functional and virtual team at the same time

Problem-Solving Teams

A specific number of members are working in the same department, and who are working as a team and also conducting meetings in fixed periods to examine the work atmosphere, efficiency, quality of work and different problems faced by the organization. The members are discussing and sharing various kinds of ideas, opinions and suggestions on specific issues and finding out ways to get a better result in the organization (Schermerhorn et al. 2002: 110).

Autonomous or Self-Managed Teams

These are the teams that consist of 5 to 15 members who are managing themselves, authorized to make decisions, implementation of plans, examining performances, and ensuring the quality of day-to-day works (Schermerhorn et al. 2002: 111). This kind of team's concept is completely different from traditional work team concepts. Autonomous teams remove supervisors, work collectively and share responsibilities. There haven't existed any masters or bosses in such types of teams, because of the supervisors and the leaders are acting like team members themselves (Decker, 2010: 6). In self-managed teams, the autonomy level is very high and the communication will be commonly open.

Cross Functional Teams

Cross-functional teams are a group of people from different departments or areas having similar hierarchical levels working together for accomplishing a common goal (Zayed and Mostafa Kamel, 2005: 9). The members will be from different functions of the organization, for example, accounts and finance, marketing,

purchasing and other professional functions. In these types of teams, the members are working together and share their experiences, information and problem-solving skills for the successful accomplishment of their specific task. The main advantage of cross-functional teams is the diversity of experts. Cross-functional teams can solve problems quite easily within a short period by sharing their valuable information and experiences (Decker, 2010: 6). Comparatively, the level of creativity and technical skills are very high in cross-functional teams.

Virtual Teams

Virtual teams are comparatively more developed ones. These types of teams adopt computers and other new innovative technologies to facilitate their operations. The virtual team prefers online communication (Zayed and Mostafa Kamel, 2005: 11). Here, the team uses electronic media/devices and networks in its operation. The members may be from different countries or even different continents. Generally, the chance to make face-to-face communication between the members is too low. In these situations, the members are using e-mails, voice messages, chats, video conferences, etc. At the same time, it creates some difficulties because of the time differences in different countries or continents where the members lived in, and anybody can't manage this problem (Decker, 2010: 5). Virtual teams can reduce the time and cost of operations, and at the same time, they can't work without computers and network access. Virtual teams are flexible, which means the members can work even at home, connect around the world and able to make quick responses wherever they are in the globe. Virtual teams can create more opportunities for projects and can accomplish goals within a short period (Barnwell et al., 2014: 4).

1.4. Development of Teams

The best known universal method for team development was advanced by Bruce Tuckman in 1965. It's also called Tuchman's model. In his views, the team development process has four main stages. They are forming, storming, norming and performing. In the year 1977, Bruce Tuckman added one more stage at the fifth position that called adjourning (as shown in figure 2). Understanding these development stages is valuable for effective management of the team process. Let's look at the team development process much elaborately.

Figure 2: Tuchman's Team Development Process.

1.4.1. Forming

It is the first stage of the team development process. Here, the members are coming for the first time, from different situations, departments, areas and social cultures with different attitudes, and they are working together towards a specific goal. The team members don't know each other and depend on the leaders to get proper clarification on the team goals and tasks. The team leader will explain to them what types of outcomes are expecting from the entire team. The team leader plays as a director role. There's a great dependence on the leaders. The members should introduce themselves and keep interaction with each other and share their strengths, weaknesses, abilities, interests and experiences with others. It will help the leaders to give suitable roles and responsibilities to the members (Day, 2019). In this stage, the discussions may not be quite serious and productive. Communication may not be fluent because there is a possibility of hesitation among the members. The forming stage completes when the members understand the goals and objectives of the team and who become willing to work themselves towards the given tasks (Halverson and Tirmizi, 2008: 84).

1.4.2. Storming

In this stage, the team members start to show their abilities, skills, experiences and views on the specified tasks. There is a tendency to arise controversy because all of them are strangers from each other. Some conflicts may occur among the members who try to dominate the team, and also a high level of competition may happen to ensure a safe position in the team (Contu and Pecis, 2017: 130). Lack of collaboration

may be existed due to this competition to grab the power and authority of the team. Some members even challenge leadership, positions and goals (Halverson and Tirmizi, 2008: 91). During these situations, some members may not be satisfied as a result of the continuous conflicts and competitions, and then they decide to withdraw from the team. In this situation, many of the team leaders may fail to handle these conflicts, and the leaders may not find a proper solution to resolve it. A different style of leadership must be applied here. The leader acts as a coach by giving continuous motivation and exact instructions to the members. The leader ought to help the members to move towards the goal (Vidal, 2007: 15).

1.4.3. Norming

In the norming stage, the team members start to adjust the situations, and the entire team comes to a normal stage. The people start to trust and respect each other. Members realize that they are growing up as a good team, and get an idea about its goals and objectives. Individual conflicts treat as mutual problems and try to solve them as soon as possible and also convert the team into a collaborative style of operation (Işık, 2014: 16). Through conducting discussions, the members are willing to listen to each other and getting ready to change their views and ideas according to the mutual interest. Leadership must be democratic and the leader acts as a facilitator. The leader will help the members to facilitate discussions and to make proper decisions (Luecke, 2004: 37).

1.4.4. Performing

In this stage, the team starts to perform. All conflicts have resolved now that occurred in the storming and norming stages. All members are starting to accept each one's strengths and weaknesses and also keeping a strong relationship among them and collectively working towards the specific common goal. The members perform effectively and show their contribution to the success of the team. The level of productivity and creativity is very high (Halverson and Tirmizi, 2008: 97). The team keeps a high level of focus on goals and the members aren't hesitating to appreciate each other. The existence of trust and respect will lead to getting motivation and provide extreme positive energy to the members (Işık, 2014: 17). Direct supervision is not needed in this stage. The members are eligible to direct themselves, and the

leaders are delegating jobs. The leadership provides enough bits of instructions and assistance to the members while making important decisions.

1.4.5. Adjourning

In 1997, Tuchman joined with Mary Jensen and added a fifth and last stage of team development called adjourning. This is the stage that breaking-up of teams when they accomplished their task. After achieving goals and objectives the teams are breaking-down because the members have to return to their places from where they are coming and may involve in their new projects (Day, 2019). It is the stage of thanking and farewell. The team members hope that they will meet in the future at any other projects, and some of them work together as another team with new projects. The leaders evaluate the performance of each member and find out some smart members to consider for his next project team (Işık, 2014: 17). For this purpose, leaders need to keep continuous communication with his/her followers.

The team will return to earlier stages in certain circumstances. Suppose a new person or a new leader joined the team, the team which is in the performing stage may go back to the storming or norming stage. In these situations, the team leaders have the responsibility to bring back the team to the performing stage (Halverson and Tirmizi, 2008: 99).

Busche and Coetzer (2007) says that, "Teams that exist for only a few months may well be able to complete the phase of competence and not have to grapple with interpersonal relationships to effectively complete their work and disband" (p. 192).

1.5. Building of Project Teams

"Coming together is a beginning. Keeping together is progress. Working together is success." Henry Ford, founder of Ford Motor Company.

An operation that turns a sum of people having different backgrounds, cultures, views, skills and abilities as a cohesive team for achieving specific goals is called team building. Team building focuses on to get an acceptable working environment to the team members for improving their productivity and outputs through providing all facilities and supports for the successful completion of the predetermined goal (Clutterbuck, 2007: 108). In a competent team, the members are showing a

collaborative working system and also keeping an open relationship among them. The team members can manage and solve problems themselves while gets enough supports and instructions from the leaders. A regular interaction must have existed in the team by evaluating the performances and it may result in continuous efficiency of output. The management shall implement a reward system in the team for motivating the followers (Hünniger, 2012: 134). Awards and prizes for the best performances may help to increase the confidence of the members. The leader has the responsibility to build a powerful team and to make continuous improvements in the quality of the team. The team leader must have been capable of direct, coach, delegate and examine all the activities. He must be able to resolve all conflicts and problems happening in the team (Verma, 1997: 113).

1.6.   Facilitation of Teams

When a team got formed, there may have no clarity on goals, roles, responsibilities, how to manage and the members always worry about how to work together. Also, some conflicts and issues may occur in this stage. In these situations, the leaders have the responsibility to carry the team collaboratively and to provide enough information and facilities for working together towards the goal. The team leader can solve these types of conflicts and problems by using different methods of facilitation. The leader act as a facilitator here, that's why he must move forward with his team by facilitating all the activities. The leaders develop their quality of leadership by turning the team members into a collaborative style and coordinate those members as a collective working team (Callaghan, 2014: 51).

According to Roger Schwarz (2002:5) team facilitation is "a process in which a person whose selection is acceptable to all the members of the group, who is substantively neutral, and who has no substantive decision-making authority diagnoses and intervenes to help a group improve how it identifies and solves problems and makes decisions, to increase the group's effectiveness."

It is not a simple job to lead a team and the team. The leader must have been well qualified. He always thinks about how to improve the effectiveness of his team. The facilitator must be confident and capable to communicate with others very neatly (Lohrey, 2019). Some of the facilitation techniques as follow,

- Be confident

- Disclose goals and clarify it

- Believe in the creativity and capacity of team

- Ensure the team is ready to accept the leader's commands and instructions

- Act as neutral

- Become aware of roles and responsibilities

- Listen to others

- Ensure active participation of all the members

- Observe the team process

- Examine the team development stages very cleverly

- Conduct meetings

- Implement different types of plans and conduct projects for efficiency and competency of members.

While conducting meetings, the facilitator needed to hear all the members, give respect to other's ideas, and allow enough time to express their views and suggestions (Salma, 2009). These types of techniques will help the teams to be facilitated and helps to enhance their productivity and efficiency.

1.7. Factors Affecting Team Performance

There are several factors that impact on team performance. Some of them are mentioned below**.**

Individuals

The team is formed with a group of people who work collectively towards a predetermined task. The members must be efficient and creative. They are seriously aware of their roles and responsibilities and also committed to the purpose of the team. The whole team trusts each other and contributing their level best to achieve the goals and objectives of the entire team (Chand, 2014).

Team Cohesion

Team cohesion is an influential factor in team performance. A team involves different types of individuals who are from various cultural backgrounds, views, beliefs and concepts. The coordination of these members will affect team

performance. A high degree of cohesiveness leads to motivating the members to make effective results (Hünniger, 2012: 6). The team members have the responsibility to remain together until completing their tasks.

Communication

The team is nothing without effective communication. Communication is necessary to coordinate, manage, direct and facilitate the activities that happened in the teamwork. The team members and the leaders are keeping reliable communication within the team for strengthening the relationship among them. It may be formal or informal. Through quality communication, the team members and leaders can easily express their valuable ideas and suggestions (Fadhul, 2017: 20). Communication is essential for solving problems, making decisions, improve the effectiveness and coordination of the team.

Purpose of the Team/goals

All teams exist for achieving some common goals. In an efficient team, it's necessary to remain clear on the goals and objectives. The team leaders have the responsibility to provide enough clarity about the goals and purposes of the team to the members. The purposes, goals and all other related information should be declared by the team leaders. Without a clear idea of team goals, the members can't feel any collaboration and can't focus on teamwork (Hünniger, 2012: 7).

Team Size

The number of individuals is one of the influencing factors of team performance. Generally, small size teams can perform more effectively because it's easy to manage and observe than big size teams. Based on some case studies, the researchers recommend that the average size of an effective and efficient team is 4-7 members. The members can manage themselves and can acquire more innovative and productive results in small size teams. Building teams by including an odd number of members are helping to make voting and democracy effectively (Chand, 2014). In a big size team, the chance to occur problems is very high like dissatisfaction, bad experiences, ineffective decisions, misunderstandings, etc. between the members.

Leadership

The quality of a team is related to the quality of leadership. The team leaders must be able to lead his/her followers towards the goal. A proficient leadership is essential for motivating the members, sharing roles and responsibilities, providing proper instructions, managing time and cost, optimizing available resources, etc. (Callaghan, 2014: 52). The leaders are interfering when any conflicts or problems that happened in the team.

These are the main factors that influence the effectiveness of team performance. But, there have some other factors of the team that directly or indirectly influence performances such as cultural diversity, trust, team synergy, commitment, norms, etc. (Ilhan and Ince, 2015: 132).

2. CULTURE

2.1. Culture: Meaning and Definition

When we want to find the historical background of culture, we need to look back at the long past years. The word 'culture' is derived from the Latin word 'colere' which refers 'to care, to cultivate' and it means human activity. Culture is a very convoluted and complicated concept. As reported by anthropologists, culture is meant by beyond the aesthetic taste of man (Berger, 2000: 1). It includes beliefs related to science, miracle related beliefs, beliefs related to religion, norms, values, languages, authority, organization and work that give the living style of society.

According to Cambridge English dictionary culture is "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time."

All kinds of material and spiritual characteristics produced by a society in the historical process and transferred from generation to generation are called culture. Culture creates the identity of a society and it differs from one community to another. Culture is the way of living and thinking of society. Culture is not constant, it is a living being, and it continuously improves itself through people's lives. It is a characteristic that separates humans from animals. Culture is a system shared by

people and transferred to future generations (Haldan and Pekbak, 2019: 261). Mostly, geography, religion and family affect cultural differences of people or society (Moon and Chao, 2005: 1129). For example, some of the behaviors and attitudes of a Christian person will be different from a Muslim person and vice versa. In the same way, the culture of Asian people differs from American people.

Historians started the study on the history of culture in the nineteenth century. Many history researchers have described culture concepts in different styles and approaches. Let's look at some selected definitions,

According to Hofstede (2005) "culture is the collective programming (thinking, feeling and acting) of the mind which distinguishes the members of one group or category of people from another" (p. 4). Guiso, Sapienza and Zingales (2006) stated culture as "those customary beliefs and values that ethnic, religious and social groups transmit fairly unchanged from generation to generation" (p. 23).

2.2. Organizational Culture

An organization is a group of individuals from different backgrounds having different cultures. This diversity in cultures leads to bringing differences in the attitudes and behaviors of the member's performances also. The differences in cultures are reflected in languages, accents, punctuality, manners, etc. of members. There is a chance to grow up some informal groups in an organization among the people who have the same characteristics and cultures. In these situations, management has the responsibility to observe and manage the diversity in the cultural values of each member of the organization for the achievement of organizational goals (Ramlan et al., 2018: 660).

Schein (1984) defined that "Organizational culture is the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems" (p. 3).

Every organization has its own unique cultures. Mainly beliefs and assumptions will influence the Organization culture. In some of the successful organizations, there exists a well-structured discipline such as uniforms, dress codes, systematic communication styles, the emotional intensity of works, and other continuous archives related to the organization (Akbaba, 2002: 8). Those are part of the culture of such organizations and will lead to an easy accomplishment of goals and objectives.

Organization culture completely differs from the geographical culture. Because, in an organization, the members are liable to convert their actual or national cultural norms to the organization culture, and these changes are not constant. Here, the members are working together towards some common goals. They are returning to their actual culture while leaving the organization (Hofstede and Minkov, 2005: 47).

3. MULTINATIONAL TEAMS

The advent of globalization caused to get an increase in the number of multinational organizations. In the same way, several multinational teams have grown up. In this globalized world, some effective work teams are needed for the operation and managing the projects of such multinational organizations/companies. So the management decides to establish energetic multinational teams. Here, the team members are coming from different counties and cultural backgrounds. The diversity in language and culture intensely influences the multinational teamwork. Same time, these teams will be rich in informational diversity and demographic diversity (Sağ et al., 2016: 60).

3.1. Globalization

Globalization is a world-widely discussed topic. The concept of globalization is not easy to explain in simple words. Globalization is the process of integration of the domestic economy with the world economy. With the revolution of technologies such as airplanes, the internet, mobile phones and computers, the transportation and communication network has grown suddenly. That's why it automatically created more business opportunities at a global level. The investors invested money in

different countries and also led to creating more job opportunities around the world (Mir et al., 2014: 611). This is called globalization. Globalization integrates the economy, political views, languages and cultures of nations. The globalization helped to develop the living standards and the economic statuses of the poor countries in the world. Multinational organizations are hiring employees from different countries and building multilingual and multicultural teams for the achievement of organizational goals. This will helps to spread their different views, ideas and technologies of such employees around the world (Cuterela, 2012: 140).

3.2. Current International Business Environment

The advent of globalization caused to make an increase in international businesses. The technology changes created a revolution in the business world by making a world market (Davison, 1995: 15). At present, the domestic banking institutions are starting to convert to global banking institutions. A revolution in the technology sectors such as mobile phones and internet connections has caused to connect the people, and it also led to enhancing the communication network throughout the world. Privatization and liberalization have grown up. The consumers started to use the e-commerce system. Right now, international business organizations are creating several employment opportunities all over the world (Amarasena, 2017: 382). These are some of the recent trends which happened in the current international business environment.

Following are the factors influencing the international businesses;

- *Social factors:* Tastes, behavior, lifestyles, age, gender, job, etc. included.

- *Legal factors*: laws and regulations of countries are influenced. It may vary from one country to another.

- *Economic factors:* This includes inflation, wage, salary, interest rate, etc.

- *Technological factors*: mobile phones, broadband, internet, computers.etc.

- *Political factors*

- *Environmental factors*

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3.3. Multinational Organizations

The companies that have combined all domestic operations and activities into a multinational level are called multinational organizations. These are the companies that cross the national borders and work at a global level. The advent of globalization caused to get an increase in the number of global organizations (Santiago, 2015: 46). In other words, the global economy is dominated by multinational organizations by placing a world market all over the world, especially in the European and American continents. Multinational organizations create a lot of international customers, suppliers, opponents, competitors and labors. The internationalization of such organizations granted to buy and sell different kinds of products and services in various countries all over the world (Mayrhofer and Prange, 2015: 5). The multinational companies, that tends to be oligopolistic. Production and sales activities in more than one country and the ownership and management of the company may belong to more than one citizen (Özcan, 2011: 5). At present, Apple, Microsoft and Amazon are the top three multinational companies in the world.

3.4. Multinational Teams

The multinational teams include bicultural and bilingual members and the leaders. Lack of potential of leaders will lead to getting falling off the efficiency (Santiago, 2015: 46). Leaders have to take different actions and unique methods for fixing those types of problems and convert the members into a single forceful team by providing enough motivation and instructions (Barnwell et al., 2014: 3). There have two sides to the multinational team works. The diversity of nations may cause to enhance the performance of teams due to the availability of various kinds of skills and practices related to the tasks. Same time, it may create some conflicts and problems inside the team and that leads to losing collaboration and cooperation among the members (Haas and Nuesch, 2011: 3106). Basecamp (headquartered in Chicago) is the best example for multinational teams. It is running across 32 cities in the world as a team of fifty.

3.4.1. Multinational Teams and Similar Concepts

There are some similar concepts to multinational teams in related literature. Differences and similarities are presented below.

3.4.1.1. Multicultural Teams

The concept of multiculturalism has emerged in the beginnings of the 1960s in European countries. The people can't think to change their own culture that they have grown up. Anyone will not be ready to substitute their own culture wherever they go. But as a result of globalization, those cultural concepts have been normalized the diversity in nation, religion, language, race and culture within the organizations. Multicultural teams are a group of individuals from different countries and cultural backgrounds working together towards a common goal by cooperatively sharing roles and responsibilities, and managing themselves (Ors and Soğancılar, 2018: 261).

Halverson and Tirmizi (2008) stated multicultural teams as "a collection of individuals with different cultural backgrounds, who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationships across organizational boundaries and beyond" (p. 5). The age, sex, educational qualification, occupation, behavior, interpersonal styles, beliefs, norms and values of the members are also influencing the effectiveness of multinational teams (Anttila, 2015: 5). Presently several multinational organizations are developing multicultural teams. Through increasing the effectiveness of leadership, team management can enhance the efficiency and performance of multicultural teams (Nguyen, 2013: 11). The leaders are responsible for ensuring unity and for giving importance to understand the cultural backgrounds and feelings of each member as well as good communication skills. (Imakwuchu and Belly, 2018: 575).

3.4.1.2. Global Teams

In this world, the importance of global teams is very high. The multinational organizations are continuously trying to increase their effectiveness and performance of business works by creating efficient global teams. The effectiveness of an organization can enhance through building global teams by applying a variety of skills, knowledge, experiences and practices of individuals from different countries. A global team is a group of people from various countries in the world come together in a place, and collaborate, develop and manage themselves, and performing for a common goal of the organization. Cultural and lingual diversity creates advantages

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and disadvantages for the organization (Stan and Alecsandri, 2010: 473). The global teams can perform excellently if the leaders can properly use multiculturalism and multilingualism. At the same time, the team cannot achieve goals if the team leader gets failed to manage these available resources properly (Hanson et al., 2015: 206). Global teams can catch many multinational level customers and also identify and supply easily according to the wants and needs of such customers. The differences in the geographical area of team members can change time zones. It may affect communication.

3.4.2. Factors Affecting the Effectiveness of Multinational Teams

a. Societal Factors

Societal factors include 1) national culture, 2) subculture and social identity and 3) cultural standards.

National culture: It is the values and beliefs of own nations. All countries have their cultural backgrounds. This diversity in culture influences the effectiveness of multinational teams.

Subculture and social identity: Here, the members come from the same nations, but their cultures are different. The behavior and attitude of members may vary due to their subcultures. At the same time, social identities such as age, sex, occupation, education and experiences of members are also influencing the performance of multinational teams.

Cultural standards: These are the differences in the personal behaviors of members. The living standards and social views of individuals are the factors of multinational teams. Personality, punctuality, communication styles, problem-solving styles and slangs are including in cultural standards (Halverson and Tirmizi, 2008: 10).

b. Institutional Factors

The organization's work sectors such as development, education, etc. and industry such as manufacturing, technology, etc. affect the multinational teams.

c. Organizational Factors

Organizational related factors such as culture, structures and arrangement systems of organizations may influence the multinational team. Beliefs and norms that will result in the performance and behavior of an organization are the organizational cultures. The effectiveness improvement systems and the arrangements of the organization such as the compensation systems and training systems are also influencing the multinational teams.

d. Leadership and Management

It includes the efficiency of management and leadership qualities. The utilization of resources, motivation, direction, empathy, problem-solving skills, etc. are important factors of leadership. The cultural intelligence of management also influences the performance of multinational teams.

e. Language and Communication

The language barrier is a factor in multinational teams. The team members are from different countries and cultural backgrounds. So the team needed a common language for effective and reliable communication.

f. Nature of Teams

It includes the size, type, goals and objectives of teams. The diversity of information and education qualification of members is also affecting the performance of multinational teams.

g. Team Culture and Team Climate

Team culture is influencing the performance of multinational teams. The members are liable to confront cultural diversity between them. Team climate includes cohesion, commitment, dedication, efficacy and trust (Sağ et al., 2016: 62).

3.4.3. Advantages and Disadvantages of Multinational Teams

Following are the advantages and disadvantages of multinational teams.

Advantages

Diversity in culture: The diversity in culture can help the multinational teams to increase productivity and performance due to the availability of different types of ideas, views, practices and attitudes of members. Also, the team members get more interest and enjoyment at their works through cross-cultural workmates (Tutar et al., 2014: 350).

Diversity in information: The team members of MNTs are from different educational backgrounds, work experiences, etc. That's why the same diversity also will happen in the information. Informational diversity leads to multiplying the problem-solving skill of teams (ibid).

Productive decision making: The diverse perspectives of multinational team members bring different views, concepts and opinions. It will lead to getting high range potential for productive and efficient decision making in the team. The greater participation in the decision-making process helps to boost the commitment of members. (Halverson and Tirmizi 2008: 118)

National diversity: national diversity is helpful in the transfer of different types of knowledge, skills, abilities, perspectives and technologies across the national boundaries (Shah et al, 2012: 29). The national diversity can access a variety of task-relevant knowledge and excises in the multinational teams.

Disadvantages

Cultural differences: The difference in the cultural backgrounds of team members will get more difficult in the team. The diversity in attitudes and behaviors of members may make misunderstandings among the team and it will also turn to raise conflicts and problems. The management has to take proper methods for coordinating the team members (Tutar et al., 2014: 350).

Difficult to manage: The management will struggle to manage multinational teams. It is not an easy job to direct and control individuals who are from different countries. The leaders are responsible to coordinate the individuals and to convert these individuals as a single team for achieving common goals by working collaboratively (Tutar et al., 2014: 350).

Conflicts may occur: Multinational team members are from different backgrounds. This diversity may turn to create conflicts in the team. There is a chance to raise misunderstanding, ego problems, irreverence, disrespect, etc. among the members. Mutual interaction and cooperation are complicated

Language and communication barriers: Communication is a factor of multinational teams. The individuals are coming from different countries and the languages are also different from one another. It will affect the communication network among the members. That's why the team members can't express their opinions and perspectives easily. A common language is necessary for the successful working of the team (Tutar et al., 2014: 350).

Cost and time: The cost of operation is very high because of the global working system. The multinational teams are performing all over the world. Transportation and communication expenses may be comparatively higher than national level project teams. The management needs more time to turn the independent members into an interdependent team (Tutar et al., 2014: 350). The coordination of members is essential for increasing productivity and efficiency.

3.4.4. Challenges Faced by Multinational Teams

Multinational team management has to face several challenges for achieving its goals and objectives. While leading a cross-cultural team, it's not easy to fix problems and conflicts that happened by the difference in the behavior of members. Lack of effective communication is a big challenge for the performance of multinational teams. Language barriers will lead to creating misunderstandings and conflicts among individuals (Ors and Soğancılar, 2018: 263). Technological challenges are another problem that may arise in multinational teams. The diversity in culture will help to increase the efficiency and productivity of the team. At the same time, this diversity may cause to conceive some problems in the multinational team when systematic management is absent. Time is an influencing factor. The management expectations and deadline systems also affect the performances of multinational teams.

3.4.5. Factors Leading to Multinational Team Success

The important factors that are leading to the success of multinational teams are given below.

Cultural perception: The leaders are conducting a detailed study on the cultural backgrounds of team members and learning the differences in the cultural diversity of members (Callaghan, 2014: 52). The result can increase through the effective management and utilization of these cultural differences of members.

Communication: Effective team communication needed for the success of multinational teams. The management has the responsibility to ensure the availability of secure, continuous and timely communication facilities among the members. The use of a common language is also needed to make effective communication. The leaders have to provide ownership and trust between the members (Callaghan, 2014: 52).

Leadership: The leaders should listen, facilitate and support the members for increasing the efficiency of multinational team performances. The leaders are delegating jobs, participating in the decision making processes and giving proper instructions to the team members (Callaghan, 2014: 55). Leaders have to appreciate the members and also provide rewards to the best performers in the team.

Trust and cooperation: The collaboration and cooperation among the members of the team are very important. They trust each other and collectively work for the completion of specific tasks. The leader has the responsibility to ensure there is a negotiable relationship existing in the team (Callaghan, 2014: 56).

Conflict management: There is a chance for conflicts while the members are hail from different countries and cultural backgrounds. These conflicts are a normal thing in a multinational team but can be manageable. The leaders have the responsibility to take effective and unique conflict management techniques for the collaboration of members (Callaghan, 2014: 51).

SECOND CHAPTER

LEADERSHIP

1. LEADERSHIP CONCEPT

1.1. Historical Review

In ancient times, the leadership and its concepts have automatically derived among the people who were choosing some persons having good influence and the ability to develop strategies and power in society. The concept of leadership has found in the ancient Egypt and similarly in China (Sahne and Sar, 2015). In those times, the leadership structures and concepts emerged from the families, tribes, religions and military groupings. The existence of a powerful leadership was necessary for the military sector to ensure the safety and security of the countries. In the era of Pharaohs, the Egyptian government developed a big project team for protecting the agricultural sector from the flood. They also implemented another project for the building of the world wonder pyramids. For managing these team works, the administration developed a leadership structure in Egypt (Callaghan, 2014: 28). But this leadership style was arbitrary, and they implemented more cruel punishments and penalties for the accomplishment of goals.

Adam Smith contributed an impact on leadership theory in his 'wealth of nations' and in the 'two treatises of government' in the classical period. The leadership transformed from single labors to big groups. In the same period, John Locke also contributed to the leadership concepts concerning civil government in the 1690s. These two influences caused to create a new face to the leadership approaches. Adam Smith's and John Locke's contributions lead to getting the transformation of traditional leadership to modern leadership concepts (Wren, 2009). The leaders started to concentrate on societal matters and group interests than individual interests.

The leadership in organizations popularized in the 19th and 20th centuries. In 1916, the 'fourteen management principles' of Henry Fayol (1841-1925) brought an impact on the management of organizations. The work management practices of Henry Fayol helped the leaders to manage their teams and also that positively affected

the performance of organizations. Several studies have conducted on leadership approaches by the researchers in the 19th century. The modern leadership styles have grown up at the earliest of the 20th century. In 1924, Hawthorne conducted a study on human behavior by including different employees to understand the changes in the behavior of people in different working conditions. It was the first study on human behavior (Callaghan, 2014: 31).

At the starting of the 21st century, leadership concepts have spread at a global level and adopted by the work teams. Virtual teams have grown up and developed global teams by crossing national boundaries. The teams started using more technologies and global economies for accomplishing tasks by making global communication (Malhotra et al., 2007). Malhotra and the team concluded that effective leadership should have existed in the organization for managing virtual teams.

1.2. Meaning and Definition of Leadership

Leadership is one of the most studied and discussed topics in the related literature. A variety of definitions and meanings has contributed by the researchers. Leadership is a process of influencing the activities of a sum of people by an individual or a group of individuals for achieving common objectives and similarly guiding the organization in a collaborative and cohesive style. Leadership is an interpersonal influence that applied in a group or team, managed and directed towards the accomplishment of a particular goal through a communication process (Sharma and Jain, 2013: 310). In another way, leadership is an art of influencing the followers at its level best for maximizing the productivity or result of a specific organization or team. Leader, followers, situation and communication are the key factors of leadership.

According to Zeitchik (2012) leadership means to "motivate the members of your team to their level best. It is also to inspire others to pursue your targets based on the parameters you set, and to the extent, it becomes a shared effort, vision and success".

Kouzes and Posner (1995: 30) defined that "Leadership is the art of mobilizing others to want to struggle for shared aspirations".

Hersey and Blanchard (1988: 86) stated that leadership is "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation".

1.3. Factors of Leadership

There are four key factors of leadership; they are leader, followers, situation and communication (Sharma and Jain, 2013: 310).

- **Leader**

The leader is a member of the organization or the team that can influence the elements happening in the group. The leader should believe his/her strengths and weaknesses and should capable of lead his/her followers towards the predetermined goals by keeping cooperation and collaboration among the members (Sharma and Jain, 2013: 310).

- **Followers**

Followers are the members who accept the directions and guidance of team leaders and collaboratively working for the accomplishment of team goals. The followers have the responsibility to keep interdependence and cooperation among themselves for the success of the team (Sharma and Jain, 2013: 310).

- **Communication**

Communication is essential for the exchange of information from one person to another. An effective communication network should have existed in the organization for transferring information, instructions, commands, etc. from leaders to followers. The followers are also communicating among themselves, and giving feedback, opinions, suggestions, etc. to the leaders. Surely, teamwork is not possible without a communication network (Sharma and Jain, 2013: 310).

- **Situation**

Situations differ from one another. The leaders should take proper actions in the situations that happen in the team. The behavior of followers affects the workflow of the team. The leaders have the responsibility to take action against the misbehavior

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of the members. Time of taking action is an important factor in leadership. The skill of followers, relationship with the seniors, style of management and style of leadership are influencing the situations (Sharma and Jain, 2013: 310).

1.4. Leadership Theories

Leadership is a broad concept. Several studies have occurred early as in the 19th century. From these studies, some of them were very effective and contributed to developing new leadership theories. Same time, ineffective studies also have played some important roles in leadership concepts (Lopez-Gonzalez, 2012: 35).

1.4.1. Leadership Theories in a Historic View Point

- Trait theory approach

- Behavioral approach

- Contingency approach

Trait Theory Approach

In 1840, the Scottish philosopher Thomas Carlyle contributed to the development of a theory of leadership called the great man theory. Another important study of the approach was published in 1850 by Ralph Waldo Emerson (Rüzgar, 2019). Then, Galton (1869) examined a study to find the interrelationship between 'great men' and heritage or legacy. Similarly Woods conducted a study in 1913 over the periods of five to ten centuries by considering fourteen nations. As a result of this study, Woods concluded that a person called 'great man' of leadership by reason he/she was borne leadership throughout his/her life. Some nations might not have survived without great men such as Martin Luther King, Abraham Lincoln, Winston Churchill, Mustafa Kemal Ataturk, etc. The humongous contribution of 'great man theory' made the leadership and leader concepts more successful.

The trait theory (1930s - 1940s) is also known as the fundamental intellectual leadership theory. Trait theory argues that leaders are born, not made. Some people automatically become great leaders due to their inborn traits, personality, characters and qualities. Dowd (1936) stated that some individuals in every society have some

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inherited qualities and traits, and it decides their position in society (Fairholm, 2002: 3). That is certain traits such as self-confidence, intelligence, creativity and other positive values that will lead anyone to the position of a leader.

The trait theory is mainly concentrated on the physiological, characteristic and social factors to examine the changes and similarities in the characteristics of leaders. Trait theory argues that the following traits are important for the leaders; courage, self-confident, problem solving skills, decision making skills, intelligence, creativity, empathy, responsibility, honesty, integrity, conviction, etc (Fairholm, 2002: 4).

Behavioral Approach

The behavioral theory (1940s-1950s) is completely different from the trait theory of leadership. The behavioral theory is mainly focusing on the changes in the behaviors of leaders from non-leaders. The leaders are born with inborn traits in trait theory, at the same time, leaders are not born here, but that can be developed by continuous training. There is no use of physiological traits in the behavioral theory. Leadership capability can be learned instead of inherent traits. This leadership theory looks at what a leader can do rather than his/her inherent qualities (Fairholm, 2002: 5). The behavioral theory can help the management to make decisions collectively and to keep collaboration in the team for attaining specific goals.

Contingency Approach

In 1957, Georgopoulos and the team conducted a study by examining some employees who work in a factory and developed a leadership theory called path-goal theory. Through this study, Georgopoulos et al. focused on the productivity of individuals. The performance of workers in an organization may differ from one another. And it will affect the achievement of goals. The path-goal theory says that leaders should try different kinds of motivation programs such as giving rewards, promotions, etc. to enhance the performance of workers. Georgopoulos is also advising the leaders to provide satisfaction in the job for the employees. A high level of job satisfaction leads to getting positive energy to the workers, and also it will cause to produce better results (Georgopoulos et al., 1957: 345).

In 1967, Fiedler developed the most successful theory of leadership that's called contingency theory. In this theory, Fiedler mentioning about two types of leaders, they are task-oriented leaders and relation-oriented leaders. Fiedler recommended that leaders should adjust the situations which may positive or negative and also should adjust to the job conditions. In 1976, Fiedler et al. concluded their study by developing a method of leadership training "to identify the trainee's particular style; task- or relations-oriented, the next step was to change one's style to suit the occasion or how to change the situation to fit one's style better" (p.62).

Several studies have been conducted by the different researchers on this wide approach of leadership. In 1969, Hersey and Blanchard have developed a theory of leadership called situational theory. There has not existed a single leadership style. In this theory, leaders change their leadership styles according to the changes in the situations that happened in the organization (Fairholm, 2002: 7). The leaders must be flexible to try proper leadership style to fit the development level of followers he is trying to influence. Situational leadership claims that the leader should have the ability to give appropriate guidance and directions, and the followers must be willing to accept the leaders (Seaver 2010: 20). Hersey and Blanchard suggest two main elements for situational theory are the leader's leadership style and the follower's level maturity.

Hersey and Blanchard also adding four approaches to the situational theory of leadership, they are;

- **Telling**: The leaders are making decisions and giving proper instructions and guidance to the followers.

- **Selling**: The leader continuous his decision making process, also motivating the followers by making effective communication and other leadership practices.

- **Participating**: The leader is working with the followers together, making decisions and supporting by keeping a democratic environment in the team.

- **Delegating**: The leaders are delegating the responsibilities to the members and controlling their performances (Hersey and Blanchard, 1969).

1.4.2. Modern Approaches of Leadership

Over the last 100 years, the psychology of leadership has increased, and several leadership theories have published by philosophers, researchers and professors for explaining how and why the people became great leaders. The modern leadership theories are focusing on the views, beliefs and situational factors instead of the traditional leadership theories that were focused on the qualification and quality of leaders and followers (Seaver, 2010: 16).

The modern leadership approaches include transactional, transformational, charismatic and servant styles of leadership.

Transactional Theory

The transaction theory (1978s-1980s) of leadership suggests the reward system in the organization. This theory involves incentives and other kinds of rewards to motivate followers to access predetermined goals. In transactional theory, a positive and mutually beneficial relationship has existed between the leaders and followers. In other word, the leaders have to encourage their followers by providing adequate rewards or punishments for meeting organizational goals. Transactional leadership helps the management to increase productivity at its best level and to reach the expected outcome easily. Generally, the leaders are aims at the accomplishment of goals while the followers get monetary benefits and satisfaction in the work (Seaver, 2010: 21).

This leadership theory include four dimensions, they are; contingent reward, active management by exception, passive management by exception and laissez-faire.

According to Burns (1978) "Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others…so as to arouse, engage and satisfy the motives of followers.

Transformational Theory

In 1978, Burn published a book named leadership, and there he described two types of leaders those are transactional leaders and transformational leaders. In the view of Burn, the leaders are influencing, encouraging and motivating their followers

for the accomplishment of goals through making continuous improvement and changes in the organization. The transformational leaders are giving full freedom to their followers in solving problems and decision-making, and also supporting them to become transformational leaders (Burns, 1978).

In 1985, Bernard M. Bass made a further study on the transformational theory of leadership and expanded Burn's theory concept. Bass tried to explain how to measure transformational leadership and how the leaders influencing the followers. Bass claims that transformational leadership theory focused on the improvement of quantity and quality of organizational performance, effective decisions and organizational goals (Seaver, 2010: 24). The transformational theory is positively influencing and motivating followers. This leadership style will help the followers to develop their abilities, and also helping to transform into a leader. It's a fact that this leadership theory is still practicing today (White, 2018). In addition, Rüzgar (2018) revealed that transformational leadership has a significant statistical effect on strategic productivity and effectiveness.

Charismatic Leadership Theory

This leadership style has developed by Weber (1924/1947). In this style of leadership, the leaders are motivating their followers by making extraordinary communication. In charismatic leadership, the leaders are eloquent verbally and have got extreme communication skills. The leaders are continuously engaging with the team members and always focusing on the final results of the team. Weber says that the leaders are influencing, encouraging and motivating their followers through attractive behavior, self-confident, commitment, effective communication and a deeply emotional level (Shastri et al., 2010: 1948).

Martin Luther King is an apt example of the charismatic leadership style. He used a powerful personality, high level of commitment and influence, which caused to make a change in the lives of millions of people.

Servant Leadership Theory

In 1970, Robert Greenleaf published an essay "the servant as leader" and developed a new theory of leadership named servant leadership in that essay.

Greenleaf put forward this phenomenon to make a change in the typical styles of leadership. Servant leadership is the replacement of self-interests with service to others. In this theory, leaders should give more priority to serve others rather than lead (Rachmawati, 2013: 388). Servant leadership is not only a philosophy but also a daily practice of behaviors. Servant leaders mainly target the needs of people and prefer to serve first and then start to lead them by increasing their service (Kantharia, 2012: 3). A servant leader empowers his/her followers to apply their ideas, concepts, etc. in the organization and gives freedom to make decisions for the enhancement of performance. Besides, the followers feel more freedom in the organization. Servant leaders act in the organization by influencing their followers rather than the use of power and authority (Kantharia, 2012: 3). Servant leadership is the form of leadership where the leaders increase influence, build trust and work as a servant in the organization to get better performance. Listening, self-awareness, influence, vision, empathy, motivation, conservation, trust, etc. are some of the main characteristics of servant leaders (Gandolfi and Stone, 2018: 265).

Mohandas K. Gandhi, Mother Teresa and Nelson Mandela are the appropriate examples of servant leaders. They had expressed a great obligation for their followers. These world-famous leaders chose the best way to lead their followers. They started to serve society firstly by influencing them, and then they automatically have become the leaders of that entire society.

2. LEADERSHIP STYLES

It is clear that effective leadership is required to fulfill the organizational goals and objectives in this current competitive business situation, also a powerful leadership style must-have implemented by the leaders. The effectiveness of leadership will affect the output of the organization (Nanjundeswaraswamy and Swamy, 2014: 57). A multinational team includes different types of members having diversity in culture, languages, views and concepts and there is a big chance to raise conflicts and problems. The leaders are responsible to manage these situations and to provide a smooth working environment to members for the accomplishment of predetermined goals and objectives (Lopez-Gonzalez, 2012: 25). Different leadership styles are required in different situations, and the leaders needed to identify these

situations and to apply proper leadership styles. Leadership researchers have developed a lot of leadership styles. Some of them are follows.

The most popular traditional leadership styles include autocratic, bureaucratic, democratic and laissez-faire leadership styles.

2.1. Autocratic Leadership Styles

Autocratic leadership is a classical approach and greatly criticized style of leadership. Leaders are ordering their followers for what they want to do. In this style of leadership, the leaders are only focusing on the accomplishment of determined goals, and the followers have no freedom to express their views and advice. The leaders are fully powered in decision making and don't consult the followers in any manner. The followers are liable to obey the leaders' orders without any explanations and further questions. There is a possibility to impose more cruel fines and punishments against the followers. Close supervision has existed in autocratic leadership (Dyczkowska and Dyczkowski, 2018: 195). Adolf Hitler is the best example of this leadership style. Hitler had complete control over his followers, and he was never willing to hear any suggestions or opinions.

2.2. Bureaucratic Leadership Styles

The bureaucratic leadership theorized by Max Weber in 1947. It is a system of leadership that works on some well-defined rules and regulations made by the superiors of the organization. A lot of organizations are using this type of leadership in the world but mostly applied in public sector organizations. In the bureaucratic style of leadership, all the activities are done according to the procedure and policy, and it also enforces the rules (Matte, 2016: 5). In simple words, we can say that the bureaucratic leaders are working 'by book' and ensuring that the followers are correctly following the policies. Generally, this style of leadership is applied while performing routine tasks, the use of dangerous things (machinery, etc.), high level of safety required, handling of a high amount of cash, etc. Winston Churchill is an example for bureaucratic leaders. He was the British prime minister at the era of Second World War. He provided proper instructions, adopted structured plans and actions, and it also lead to get a positive result. As a leader, Churchill contributed a high share for his nation during the Second World War.

2.3. Democratic Leadership Styles

Democratic leadership is also called participative leadership. In this style of leadership, both the leaders and followers are participating in the discussions and making decisions together. However, only the leaders have the authority to take final decisions. It is a collaborative style of leadership that includes discussions with the followers on what to do and how to do it (Lewin et al., 1939). The followers do not feel any higher level of psychological tensions related to the job. Through this leadership style, the leaders can show enough respect to the employees/followers, and at the same time, followers can feel that they are part of the organization. It will lead to getting an increase in performance and creating better results and decisions. The followers do not feel any higher level of psychological tensions related to the job. The democratic leadership style can be applied when the organization or team identified that there is a need to get a more cooperative environment among the members (Dyczkowska and Dyczkowski, 2018: 196).

2.4. Laissez-Faire Leadership Style

Laissez-faire leadership style is also called the 'hands-off' style. It is freestyle in nature. The leaders are providing full freedom to the followers, and the followers have given the right in the determination of goals, decision making and problem solving processes of the team. This style of leadership is applied when the followers highly skilled, experienced, educated and trustable (Lopez-Gonzalez, 2012: 47). The leaders are delegating the leadership to the followers and providing appropriate guidance and support to them for the successful accomplishment of organizational goals. Steve Jobs (Apple) is an apt example of the laissez-faire leadership style.

3. LEADERSHIP ROLES

All of the researchers have found that effective leadership is essential for the successful accomplishment of organizational goals. The existence of effective leadership is more helpful to enhance the overall performance of the team (Simiyu, 2014: 18). Let's take a look at the fundamental roles of leadership and some roles of leaders.

3.1. Fundamental Roles of the Leadership

Most of the teams have experienced at least one or two bad situations caused by the weak leaderships. The inefficiency of leadership in a team will result in the organization's huge losses, the resigning of followers, and the collapse of the team. Due to these causes, it's clear that having effective leadership is very important for the achievement of team goals (Abbas and Asghar, 2010: 21).

Trust: Trust is an important factor for the smoothest working of every team. The team members may come from different cultures, beliefs and geographical areas. The leaders are responsible to ensure trust among the members. The leaders should trust themselves and provide confidence to the members through earning the trust of their followers (Wolf, 2015). Reliability, consistency, collaboration, confident, truthfulness, etc. are some of the characteristics of a trustworthy leader.

Communication: A Powerful Communication network is essential for the smooth running of every organization. No teams can run without a good communication network. The communication may be formal or informal. A common language must have existed in the team while the members are from different countries (multinational teams).

Vision: There needed clear information about the vision of the team. The leadership gives enough information to the team members about the goals and objectives of the team, and how these goals can be accomplished as a team.

Supply resources: After examining the experience level and the skills of members, and the hardness of the tasks, the leadership has to provide the required time to the team. The leadership also should provide appropriate resources such as human, natural and capital for the efficient working of the team (Wolf, 2015).

Execute Strategy: Leadership achieves the organizational or team goals by coordinating the members. Discipline is very important in the team.

Empowering and energizing: Leadership has to energize and influence the members for the achievement of goals. Empower the team members by making open communication and also hearing the members.

Coaching and feedback: Give directions and managing the team systematically. The feedback system helps the leaders to make continuous improvements in the team.

Continuous interaction: the leaders are conducting meetings frequently with the aim of continuous interaction with the followers.

3.2. Role of a Leader

The role of a leader is to inspire his/her followers and manage them towards the successful accomplishment of predetermined goals. An efficient leader should have owned some characteristics and skills to lead the people as we said before; the leaders are acting as a director, facilitator, manager, coach, etc (Lopez-Gonzalez, 2012: 29). Following are the main roles of the leaders.

- Team builder

- Determine the goals

- Motivate and inspire the members

- Guide and Coach

- Be available

- Be a good listener

- Facilitator

- Monitor the performances

- Director

- Supporter and friend

- Negotiator

- Develop new leaders

- Respect others

- communication

- Mentor and adviser

These are the main roles of an efficient leader. Honest, skilled, consistent, forward looking, competency, responsible, disciplined, intelligent, confident, foresight, etc. are some of the characteristics of leaders (Lopez-Gonzalez, 2012: 29).

3.3. Greatest Leaders from History

The leadership concept is not limited only to some organizations or teams but also universally accepted. Many leaders in world history are accepted by society due to some unique attitudes and stands. Those became leaders in different ways such as

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politics, social service, etc. rather than any specific organizations (Bishop, 2012: 16). Mahatma Gandhi, Mustafa Kemal Ataturk, Adolf Hitler and Nelson Mandela are some of the relevant examples for historical leaders in the world. They cannot be forgotten and always living in this world as heroes even after their death. They are the greatest for all time. The leadership styles of these legends can't be imitated easily by anyone else.

Mahatma Gandhi

Mohandas Karamchand Gandhi (1869-1948), is considered as one of the influential leaders in history. Gandhi was born in a high caste (classes among the families in India) family at Porbandar in India, and he was a shy boy during his school and college days. He desired to become an advocate and went to England for further study. He returned to India after finishing his studies. But unfortunately, he couldn't practice in Indian courts. Then after some years he went to South Africa to work as a legal advisor (Bishop, 2012: 17). In South Africa, Gandhi faced many problems with the difference in his color and nationality, and he tried to fight against it. After returned to India, he led Indians to fight against the British, who were ruling India since 1858 for freedom. Gandhi had a unique method of resistance and strikes against them. He applied *satyagraha* (passive resistance like fasting) and *ahimsa* (compassion/ not to injure). Gandhi also imprisoned many times by the British army (Barnabas and Clifford, 2012: 134). Gandhi led several freedom fights such as salt march, khilafat movement, dandi march, non-cooperation movement, quit India movement, kheda, champaran, etc. and also in the World War I. As a result of these suffers, India became an independent nation at the midnight of August 14, 1947.

Gandhi suffered a lot for the freedom of India, and he led his followers to achieve this goal. He has got given the name '*Mahatma'* which means 'great soul'. Gandhi used the power of ordinary people against the British government and made a spirit to his followers that 'we are one and there is no diversity among us'. He tried to avoid the diversity in languages, castes, religions, colors, beliefs among the Indians when the British government applied the 'divide and rule' policy. He knew that they couldn't get freedom in any other way. In his leadership style, Gandhi made sure that all the followers are connected to the goals, and realized that the goals should be achieved only with the cooperation of followers. There had existed a continuous

interaction, motivation, cooperation, etc. among the followers. Gandhi inspired the Indian freedom fighters by saying "do or die" to dedicate everything for India's freedom. Gandhi was a transformational leader.

Mustafa Kemal Ataturk

Mustafa Kemal Ataturk (1881-1938) was born as a son of Ali Riza Efendi and Zubeyde Hanim at Salonika in Turkey, ottoman empires. He was a brilliant student during his school days. In 1905, Mustafa Kemal graduated from the war academy with the rank of captain. After graduation, he started to work in the army in different positions. Mustafa Kemal Ataturk became a commander of the Anafartalar group and they won the Çanakkale war in 1915 (Dural, 2012: 194). This great victory in Turkey is one of the proud moments of every Turks today. In May 1919, Mustafa Kemal Ataturk went to Samsun and started the independence war. Liberation of Sarikamis (1920), Kars (1920), Gümrü (1920), Defences of Cukurova, Gaziantep, Sanliurfa and Kahraman Maras (1919-1920), Victory at the First Battle of Inönü (1920), Victory at the Second Battle of Inönü (1920), Victory at the Battle of Sakarya (1921), Great Offensive, Battle of Dumlupinar and the Greek (Final) Victory (1922) are the other battles for the independence under the leadership of Mustafa Kemal Ataturk. (Byrne, 2003: 22). He also played an important role during the First World War. On 23rd of April 1920, Mustafa Kemal Ataturk opened TGNA (Turkish Grand National Assembly), and they gave him the surname 'Ataturk'. After the independence, he was elected the first president of republic Turkey. He died at 09:05 am on the 10th of November 1938, and his grave is in the capital of republic Turkey Ankara. Mustafa Kemal Ataturk is a nation builder and become the hero of the nation.

Mustafa Kemal Ataturk was a well confident leader; he exactly knew what to do. This sense of self-confidence led him to success. We can say that M. K. Ataturk was a transformational leader; he kept a good relationship with his followers and he had a great personality (Aslan, 2008: 252). Ataturk has the ambition to convert his country to the level of modern civilization, and he was a great reformist. M. K. Ataturk made relevant changes in the country and even changed their alphabets for enhancing the literacy level of the nation. He tried to the liberation of women from the domination of men. He adopted the western and European culture in the country like changes in the dressing style, etc. As a leader, M. K. Ataturk realized that the plans

will succeed only with the support and help of followers. Mustafa Kemal Ataturk embraced a policy "Peace at Home and Peace in the World". There was an interesting incident that the prime minister of Greece nominated Ataturk to the Nobel peace award. Mustafa Kemal Ataturk was also a charismatic and transformational leader.

Adolf Hitler

Adolf Hitler (1889-1945) was a German politician and a great leader of the Nazi party. He was the chancellor of Germany from 1933 to 1945. Adolf Hitler was born in Austria as the fourth son of his parents. His father died when he was 13, and Hitler developed his mind to become a politician during his teenage. His mother also died when he was 19 years old. He moved to Vienna the capital of Austria and lived there for a long time (Bishop, 2012: 18). Hitler didn't like the non-Germans. In 1913, Hitler migrated to Germany. During the First World War, Adolf Hitler came forward to do something, and his attractive speeches got noticed when he was working in the local army in Munich. This made him a leader in the Nazis (National Socialist German Workers Party). He arrested and imprisoned 9 months for making a movement against the German government (Takala and Auvinen, 2016: 27). On the 25th of February 1932, Adolf Hitler became a citizen of Germany. After his prison period, he tried to reform the Nazi party and become the chancellor of Germany. Hitler started to use an autocracy system in the country and didn't give enough freedom for people, and also he grew up into the stage of a dictator (Bishop, 2012: 18). Hitler imposed his own theories on the people. He focused a non-Jews Germany and killed millions of Jews and slaves very cruelly by using chemical gas, starvation and fire. Hitler was calling himself the German word 'Führer' (Fuehrer) which means 'leader'. After the Second World War, on the 30th of April 1945; Adolf Hitler committed suicide by using his gun in Berlin, Germany. Hitler continued his domination until his death.

Adolf Hitler was a charismatic and forward looking leader. Same time, he was an autocratic leader. He was a dictator and a very cruel person throughout his leadership career. Hitler only aimed at imposing his theories on his followers, and he had done everything he wants for the accomplishment of his goals (Takala and Auvinen, 2016: 30). He didn't bother about the followers' and others' emotions and feelings. It's a fact that there was a difference between Gandhi and Adolf Hitler.

Gandhi had a nonviolent style of leadership while Hitler had a cruel style of leadership.

Nelson Mandela

Nelson Rolihlahla Mandela (1918-2013) was a political leader of South Africa. He was the president of South Africa from 1994 to 1999. Nelson Mandela was the president of the African National Congress (ANC) from 1991 to 1997. He fought against the apartheid in South Africa. Mandela was awarded the Nobel peace prize in 1993. The legend leader nelson Mandela was born on the 18th of July 1918 in Mvezo, Cape Province of South Africa. He got well education during childhood. In 1941, Mandela migrated to Johannesburg and he completed his degree in law. He was interested in anti-imperialist politics and joined the African National Congress as an entry to politics. He became a powerful leader in the ANC when the furious era of apathies in South Africa (Gumede, 2013: 22). He was fighting for getting equal rights for non-whites. He aimed to get same privileges like the whites who used laws to keep separation among the people based on race in South Africa. Mandela has been arrested several times for making some movements against the government and imprisoned in 1962 for a long 27 years. Mandela experienced very cruel behavior from the jail officers during his life in prison. It was also a face of discrimination and racism in South Africa. He released in 1990 after his prison life and continued the protests and fights against the whites' government for equality, his stands and visions helped him to accomplish his goals (Bishop, 2012: 20). In 1994, South Africa became a democratic country. Mandela's leadership quality and skills made him the president of South Africa in 1994 public (multi-racial) election. Nelson Mandela died in 2013 due to respiratory infection. 'Long walk to the freedom' is the autobiography of Nelson Mandela published in 1994. Today, Nelson Mandela is an international symbol of the fight against apartheid.

In a leadership perspective, Nelson Mandela is an influential and great shining leader of all time. Mandela did prefer the violence style of leadership at the starting of his leadership carrier. He didn't believe in the non-violence styles of Gandhi and Martin Luther King (Bishop, 2012: 20). But later, he changed his leadership style and became successful. Mandela was a leader having a great vision; he has always focused on the vision and tried to achieve it. He didn't give it up when even imprisoned for 27

years. He had leadership qualities such as patience, sympathy, empathy, forward-looking, courage, vision, charismatic behavior, influencing power, etc. (Chorn 2010: 1). Nelson Mandela once said "It is better to lead from behind and to put others in front especially when you celebrate victory when nice things occur. You take the front line when there is a danger. Then people will appreciate your leadership". Mandela is an apt example to understand how a leader should be. As a leader, it is evident that President Mandela used transformational leadership.

4. EFFECTIVE LEADERSHIP

Leaders are the key elements of the success of an organization or team. The researchers say that leaders are made, not born. Effective leadership should have existed in an organization for the accomplishment of its goals and objectives. The leaders should be well qualified and should have the capacity to manage, direct, guide, etc. his/her followers (Lacerda 2015: 12). Let's look at some of the main characteristics of effective leadership.

4.1. Characteristics of Leadership

- Goal oriented
- Communication skill
- Trust and trustworthy
- Integrity, values and culture
- Vision and mission
- Inspiration, charisma and role model
- Intelligence
- Discipline

- Confidence
- Competency
- Responsibility
- Empathy
- Cooperation and coordination
- Guidance and motivation
- Empowering
- Flexible
- Decision making
- Listening skill
- Open and active

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4.2. Leadership and Management

Leadership and management are not the same things. Some differences have existed there, and both are related together. It is very difficult to describe the concept of leadership and management and not easy to find the differences between these two concepts. Management is a process of planning, organizing, directing and controlling all the activities that happened in an organization. A manager administers all the activities while a leader influencing his followers for the successful accomplishment of goals (Sharma and Jain, 2013: 319). The subordinators of the organization are responsible to follow and do the orders and commands of the managers.

On the other hand, a manager is somebody who plans, budgets, organizes, directs and systematically controls every activity. They are doing their jobs with a high degree of respect, authority and power as a manager. The leaders are showing their followers how to accomplish tasks. Leaders are inspiring, motivating and influencing their followers (Lopez-Gonzalez, 2012: 48). The leaders aren't commanding the followers but only giving directions on how to do and what to do. The followers don't feel that they controlled by someone else. The leaders are intercepts in the decision making processes. A manager mainly focuses on the systematic processes and a leader focuses on the people (Wajdi 2017: 81).

Finally, as a conclusion, we can say that all managers are not leaders but all leaders can be leaders. The managers can become leaders only if they can assume the responsibility and influence their followers towards the achievement of goals. Let's look at the differences between management and leadership (Kotterman, 2006: 13).

Table 1: Difference between Management and Leadership

Management	Leadership
Administrating	Influencing
Have subordinates	Have followers
Manager is a copy	Leader is an original
Mainly focusing on systematic processes	Focusing on people

Planning, organizing, directing and controlling all the activities towards the vision	Showing directions and developing plans towards the vision
Displays low emotion	High emotion
Controlling and monitoring the activities	Motivating and influencing the followers
Does things right	Does right things
There is a high level of command exists	There is no command exists

Source: Kotterman (2006: 13).

4.3. Successful Leadership Practices

Successful leadership practices are the perspectives or paths adopted by the leaders to influence their followers for the accomplishment of team goals. The effective practices of leaders will affect the team by increasing the overall performance of the whole team and the final results of the organization. The leadership practices may differ from one organization to another according to the situations, capacities, availability of resources, skills of the followers, etc. The leaders apply proper leadership practices in order to factors that happened in the team, and it creates smooth working conditions (Kahiga, 2017: 3).

There are several leadership practices applied by the leaders. The leaders motivate and influence their followers to enhance the performance and to create a high degree of commitment to work. Conduct different types of development programs for ensuring the sustainability, creativity, strength, etc. of the team. The effectiveness of followers can increase by providing the necessary training and development programs. The leaders should have ensured that the followers are very apt to the vision of the team while the recruitment of human resources. (Kahiga, 2017: 4). It also helps the followers to develop and improve their skills, talents and abilities. A well-developed communication network should have existed in the team. Conduct continuous meetings that help to get feedback, make proper decisions and planning new projects. Build a friendly environment and ensure the cooperative culture in the team. Monitor and analyze team progresses by using available technologies and take appropriate actions and measures for the team success. Leaders can implement reward

system in the teams for boosting the performance of their followers (Callaghan, 2014: 39).

In the case of multinational teams, leadership is a little bit complicated. It is not easy to lead multinational teams. The leaders should use unique and extremely developed practices for the cooperation of members. Leaders have the responsibility to solve the conflicts among the followers because they are from different cultures, beliefs and backgrounds. The leaders keep trust, ensure collaboration, solve language problems, etc. Leaders have the responsibility to manage the diversity in the culture, beliefs, languages, views and concepts of their followers.

5. GLOBAL LEADERSHIP

The advent of globalization made changes in various levels of the international business sector. Over the past two decades, a lot of multinational teams have grown up for attaining different types of goals of the organizations (Wahiza et al., 2015: 16).

5.1. Meaning and Definition of Global Leadership

The global leadership is the process of influencing and collaborating people across national and cultural boundaries. The global leadership is the phenomenon of influencing the cultures, languages, values, beliefs and attitudes of a set of people at a global level towards a common goal or vision. The concept of global leadership is completely different from the traditional leadership concept (Story, 2011: 376). Global leadership is a cross-cultural leadership that having some of the people in the team who come from different nations, cultures, languages and personalities. These diversities of members may create numerous conflicts in the team. That's why; global leaders should be well skilled, qualified and capable to lead their followers (Wang, 2012: 8). Several researchers have contributed many definitions to global leadership. For instances;

According to Beechler and Javidan (2007) leadership is a process of "influencing individuals, groups and organizations (inside and outside the boundaries of the global organization) representing diverse cultural/political/institutional systems to contribute towards the achievement of the global organization's goals" (p. 140).

Adler (1997) said that global leadership includes the inspiration and influences of thinking, attitudes, views and characters of cross-cultural people towards organizational goals. Adler (1997) reviewed Astin and Leland's (1985: 8) global leadership perspective and defined global leadership as "a process by which members of the world community are empowered to work together synergistically toward a common vision and common goals resulting in an improvement in the quality of life on and for the planet." (p. 174).

5.2. Leadership from a Global Viewpoint

Leadership is fundamental for all types of organizations. In the same model, a global organization or team requires effective leadership for the attainment of its goals. The leaders will design and implement proper leadership styles based on various changes that happen in the global teams. The global leaders are the leaders who influence the global team towards the vision. Today, global organizations allocate so much money for hiring and developing effective leaders (Small, 2011: 31). Effective leadership is important for every global team because of the poor leadership will create more financial and time losses to the organization. The global leaders also have all the characteristics of a traditional leader. The leaders should be trusted and respected by their followers. While leading a global team, there are a lot of followers who have different cultural backgrounds. So, it's essential to develop an organizational culture to manage these diversities in culture. A disciplinary approach of leadership goes to make sure that there is an adequate global level leader-follower relationship that has existed in the team (Prewitt et al., 2011: 14).

While evolving a global team, the organization should train and develop the skillful leaders to make effective utilization of the team's time, cost and other resources including human resources. Leaders should build a global mindset in their followers. At the same time, the nature of global leadership may be completely different from other local team structures of leadership (Prewitt et al., 2011: 14). The global leaders must be well qualified than a domestic or local team leader. The leaders do their works in the global teams outside of their own culture and personal values, beliefs, etc. and design a global mindset in the team.

The global leaders should be ready to face many kinds of conflicts and mental stress while working with different types of people having different mindsets. The

style of leadership will affect the performance of global teams. Most of the researchers suggest that the transformational leadership style is more suitable to lead a global level team. The leaders make continuous improvements and ensure collaboration for the accomplishment of team goals. The leader acts as a facilitator while leading global teams. Leader resolves all the conflicts that happen among the members or followers (Maranga and Sampayo, 2015: 83). The global leaders encourage and motivate followers and regularly try to enhance the overall performance of the team. A global leader has the responsibility to provide a positive working environment and a comfortable working situation. The availability and application chance of modern technologies are very high in the global team. The leaders can utilize these available resources at the optimum level for facilitating the day-to-day activities of the teams (Sobratee and Bodhanya, 2018: 57).

6. LEADERSHIP IN TEAMS

6.1. Leadership in Multinational Teams

In a multinational team, the degree of misunderstandings and conflicts are very high. It's not easy to control and lead a multinational team. Cultural and lingual diversity is quite natural in such teams. The leaders always try to overcome these barriers. As a leader of a multinational team, it is a big challenge to build, coordinate, control, facilitate and lead his/her followers towards the predetermined goals. The multinational team leadership requires all the features and conditions which needed to lead an ordinary or domestic team (Ora, 2016: 23). The leaders have many more obligations while leading a multinational level team than an ordinary one. Let's take a look at the tasks and skills of MNT leaders.

6.2. Tasks and Skills of Multinational Team Leaders

Multinational leadership can be described as a process of influencing people who come from different cultural backgrounds, speak different languages and have different beliefs and views, towards the successful accomplishment of common goals or tasks. The multinational level leaders and management challenge so many kinds of competencies while leading a diverse workforce (Tenzer and Pudelko, 2015: 5). The multinational team leaders are responsible to select the team members according to

the nature of team goals. Leaders also trust in the team members and respect each one's cultural and lingual diversities. Delegation of authority and power help the leaders in the creation of improved ideas in the teams. The feedback system in the team will help to analyze the performance of each member and take proper action at the right time at the right place (Ora, 2016: 23). For the successful accomplishment of multinational team goals, the team leaders need to create a quite better communication network in the team.

A well-qualified leader should have a cross-cultural mentality. The leader must be able to influence, direct, facilitate and control cross-cultural people. For these purposes, the leaders must be capable to communicate with his/her followers, accept others' cultural values and behave as per the diversity in culture, languages, beliefs and values (Northouse, 2013: 384). Self-awareness, humility, lifelong curiosity, honesty, global level thinking, patience, negotiation, good communication skill and presence are some of the main skills of a multinational leader. The multinational team leaders should consider and listen to others' ideas and beliefs. For creating a global mindset in the followers, the leaders should have a global mentality. As we know, the diversity in languages is another factor of multinational team leadership, to solve these diversities; the leaders have to implement a common language in the team and have to know this common language for the proper communication flow in the team (Tenzer and Pudelko, 2015: 6).

THIRD CHAPTER

IMPACT OF LANGUAGE PROFICIENCY ON TEAM LEADERSHIP AND PERFORMANCE IN MULTINATIONAL TEAMS

1. COMMUNICATION AND LANGUAGE

Communication is a process of transfer or interchanging of information and messages from one person to another or more than two people. A language is a device for the realization of communication. While communication concentrates on the exchange of information and messages, language focuses on the signs, symbols, gestures and words. In short, language and communication are two sides of the same coin. Let us take a comprehensive look at these two concepts.

1.1. Communication

The word communication is originated from the Latin word 'communis' (common). Communication is a process of exchanging information, ideas and opinions from one person to another. In this world, almost all human beings are born with the ability to speak. But as we know, people improve their speaking skills through continuous practices day by day (Schmitz, 2012: 16). It is a natural process.
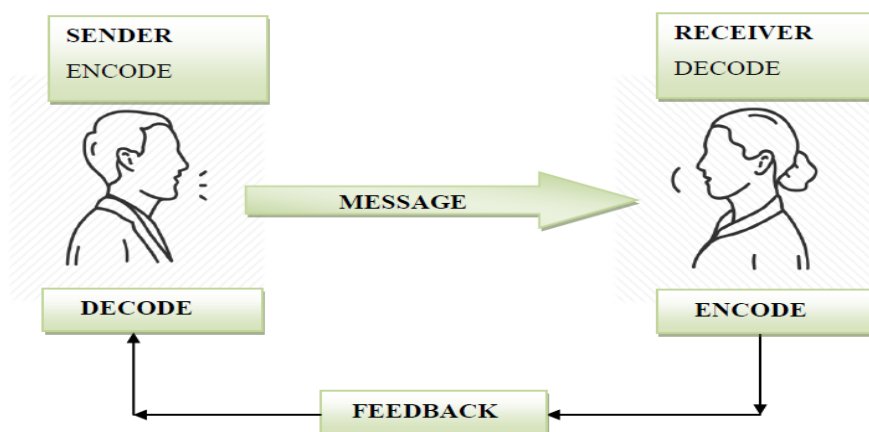

Figure 3: The Communication Process

In a communication process, there should be a sender and a receiver or some audiences are required. A sender is a person who initiates the conversation or sends

the message. A receiver is a person or persons who hear and grasp the sender. (Schmitz, 2012: 17). Here, Figure 4 shows that the sender sends the messages and the receiver gets it. The sender encodes the message; encoding is the process of initiating the messages and ensuring that the receiver can listen or understand it at its right meaning. The receiver or audience decodes the message; decoding is the process of understanding the messages by the receiver in its right meaning. The messages may be in verbal or non-verbal forms. After the decoding, the receiver replies to the sender about the message as feedback (Lunenburg, 2010: 2). Most commonly, the communication process is done through face-to-face meetings, telephone conversations, email, text messages, social media and any other communication media available in this world.

A sender, receiver/audience, situation, message, channel/device and feedback are the major elements of communication. The communication will not be successful without any of these elements. An effective communication process will happen when the sender and receiver understand each other and giving feedback in the same way. (Lee, 2003: 5).

1.1.1. Factors Affecting Communication Process

Communication is a process of interchanging information, opinions and ideas between two or more people. But, there have some factors which will affect the effectiveness of communication. Lack of quality communication creates a high degree of misjudgments and confusion between the sender and the audience. Inadequate communication styles lead to creating misunderstandings, embarrassments and distractions. (Schmitz, 2012: 23).

Status/Role

This factor refers to the differences in the status or role of people in society or in an organization. The changes in these statuses or roles of the sender and receiver may generate a gap in the communication process. In a business organization, the communication between two managers or two leaders can communicate and understand quite easily because both are bearing almost the same status and hierarchy in the organization. At the same time, there is a chance to occur a communication gap between two people having different statuses and roles like the process of

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communication between the manager and his subordinates (Schmitz 2012: 26). The situation is also the same in other sectors such as doctor/client, teacher/student, owner /customer, etc.

Changes in Culture

In a multinational level business organization, there have some managers and a lot of employees. They may be from different cultures and backgrounds. These diversities in culture may impede effective communication. The situations are the same outside of the organization (Schmitz, 2012: 27). That is, cultural differences are an influential factor in the communication process.

Communication Channel

Before starting communication, the sender should identify which is the most proper channel that will provide good results. Choosing the right communication channel can help to encode and decode the message quite easily and convince the receiver. Communication through wrong channels may lead to creating misunderstandings and confusion (Lunenburg, 2010: 2). For example; an interviewer can get more ideas and details of the interviewee through conducting a face-to-face interview. But a Skype interview cannot provide it.

Duration

The duration of the conversation affects communication. The communication length should be limited based on the seriousness and importance of the message. It shouldn't be too long or too curt. Unnecessary stretch out conversations may feel stodgy to the audience.

Language

Proficiency in the language is seriously influencing the communication process. The sender and receiver have to be careful about punctuation while speaking or writing. The use of poor language and weak sentence structures may cause impede communication (Rani, 2016: 76). Proper use of the commas, full stops and spaces are essential for successful and confident communication. For example;

"Some people enjoy cooking, their families, and their dogs"

"Some people enjoy cooking their families and their dogs".

Here, wrong punctuation and pronunciation give two different meanings for the same sentence.

Physical and Mental Impairments

As mentioned earlier, almost all human beings have the skill to see, hear, smell, taste, touch and feel. But unfortunately, some of the physically impaired and mentally challenged people are living in this world. Communication is difficult for people who are visually impaired and hearing impaired. Cataract disease and blindness are affecting the effectiveness of communication. Some people are facing mental challenges. The sender should consider these disabilities while trying to communicate with these kinds of people (Lunenburg, 2010: 5). We can use Braille, signs, gestures, symbols, etc. in these situations.

Surroundings or Environment

The atmosphere and environment will affect communication. The communication cannot be possible if the sender and audience are in a noisy place. Both the sender and receiver struggle to hear and understand.

Feedback

Feedback is essential to ensure both the sender and receiver understood the message. It indicates how the receiver understands the message sent by the sender (Lunenburg, 2010: 6).

1.1.2. Barriers to Effective Communication

Communication is an easy process. The process of two or more people sharing their ideas, information and opinions by using a channel is called communication. Talking and communicating are entirely different. Talking is just a part of communication (Rani, 2016: 75). Some of the barriers are mentioning below.

Physical Barriers: Physical barriers are the barriers that include deficient equipment such as damaged or outdated computers or telephones, poor internet signals, noisy atmosphere, time, place, space, medium and the distance between the people, etc (Kapur, 2018: 2).

Semantic and Language Barriers: The differences in the languages used by the sender and receiver may be different. We know that some words have more than one meaning in almost every language. That's why there is a chance to misunderstanding and confusions even they speak the same native language. The differences in age, generation and regions may very difficult to understand each other even they are from the same country (Lunenburg, 2010: 4). The changes in slang and regional colloquialism also affect effective communication. Misinterpretation of words, low clarity of words and ambiguity are included in the semantic barriers.

Cultural Barriers: Communication effectiveness depends on the changes in the culture also. The people may be from different nationalities, castes, beliefs, religions, races, etc. So it may difficult to mingle with them. Such diversity will cause quick misunderstandings and confusion, and it may even lead to some serious conflicts. To resolve this barrier, the sender must understand and accept the cultural values of the audience and communicate with them according to it (Rani, 2016:75).

Physiological Barriers: These barriers include the physical challenges faced by the sender or receiver of communication. Physiological barriers are related to people's health and fitness. The problems in eyesight, hearing, or other body parts and some other disabilities that impede them in communicating with others are the barriers to effective communication (Kapur, 2018: 4).

Psychosocial Barriers: These are related to psychological and social barriers. It includes the emotions, personal interests, attitudes, status difference, field of experience, information overload, etc. A person's psychological distance from others will affect the effectiveness of communication (Lunenburg, 2010: 5).

1.1.3. Forms of Communication

There are several ways to exchange information from one person to another. Most commonly, we use oral communication for sharing messages and information. The advent of mobile phones and the internet made a revolution in the communication sector. In this generation, we use a variety of mediums and methods such as phone calls, video chats, text messages, voice notes, etc. for communicating with others. But at the same time, the written form of communication is more suitable while applying for a job and as well as in other official procedures. T. V, radio, facial expressions,

hand gestures, eye contacts, etc. are also some forms of communication (Velentzas and Broni, 2014: 118).

There are two dominant forms of communication; they are presented below.

1.1.3.1. Verbal Communication

Verbal communication is a type of communication that interchanges information verbally. In this form, the communication process is done through words, mouth and in written forms. At present, verbal communication is the most commonly used form. Verbal communication is more appropriate for almost all day-to-day activities of human beings such as face-to-face meetings, video chats, paper presentations, phone calls, job interviews and applications, other official purposes, etc. A common language is required to understand the idea of the message without any misunderstandings and confusion (Zeppetella, 2012: 13). Verbal communication is in two forms. They are oral communication and written communication.

Oral Communication: The transmission of messages and information by using spoken words in between the sender and receiver is called oral communication. This form of communication includes formal and informal face-to-face conversations, telephone calls, voice chats, debates, seminars, interviews, meetings, television, radio, etc. Oral communication is the process of sharing thoughts through words. The volume, speed, clarity, body language (while face-to-face), and changes in the tones of words influence the effectiveness of oral communication (Velentzas and Broni, 2014: 121).

Oral communication helps to make a speedy exchange of messages, quickly feedbacks, and reduce misunderstandings and confusion because of the existence of personal touch between the sender and receiver.

Written Communication: The process of interchanging messages and information through the written form of words, symbols and signs such as letters, books, circulars, notices, postcards, emails, etc. is called written communication. Written communication is more systematic, formal, permanent and recordable comparatively than oral communication. Generally, the written form uses to share messages at workplaces and other office related situations. The grammar, vocabulary, style and

clarity of words can influence the quality of written communication (Prabavathi and Nagasubramani, 2018: 31). There hasn't existed any personal touch and any quick reply or feedback. It is quite arduous to communicate with uneducated and illiterate people.

1.1.3.2.   Non-Verbal Communication

Non-verbal communication is a form of communication that shares messages between the sender and receiver by means other than written or spoken words. The messages share through body language/kinesics (postures, eye contacts, facial expressions and gestures), touch languages, proxemics/space language, chronemics/time language, paralanguages, symbols, designs, signs, etc. in this type of communication. (Velentzas and Broni, 2014: 121). A traffic policeman is a simple example of non-verbal communication. He doesn't try to talk but controlling the traffic by using just his hands or signs such as 'stop' and 'go'. It's easy to express our feelings very briefly through non-verbal communications (buck and Van Lear 2002: 535). So many studies have conducted on non-verbal communication by the researchers. Those studies show that only a small percentage of our messages is by using words. In non-verbal communication, Approximate 55% of total messages are expressed by body language, 38% comes from tone voices, and the remaining 7% are expressed by words.

1.1.4.   Communication on Team Performance

Almost every person worked for at least one team in different situations of life. That's why they might experience various importance of communication there. Researches prove that cooperate work of three or more individuals can make more effective outputs and performance than a single person. Communication is an interactive process that involves the efforts of individuals to make meaning from each other and respond to each other (Ilhan and Ince, 2015: 134). Effective communication should have existed for the successful working system of every team. Effective communication helps the team members to know each other and understand the roles and responsibilities very calmly and quickly.

In a team, a well-structured communication network should be ensured by the leadership or management for the facilitation of every process. The team leaders have

to keep an energetic communication system to coordinate all the members having different cultural backgrounds. Communication plays a significant role in the decision-making process of a team (Hassall, 2009: 19). Sometimes, there has a chance to raise conflicts and misunderstandings among the members. In such cases, the leadership ought to take necessary measures to vacate these types of communication problems among all the members of the team and to ensure a more effective communication network (Ilhan and Ince, 2015: 134). Communication is essential in a team to encourage the relationship between the members and leaders as well as in between the members. The team processes such as listening, questioning, planning, directing, facilitating, sharing, analyzing, feedback, etc. need the existence of an outstanding communication network (Bahadirli, 2010: 98). In conclusion, the success of a team depends on the effectiveness of team communication.

1.1.5. Cross Cultural Communication

The globalization and its aftereffects led the business sector to get more investments at the multinational level. This revolution caused to increase in the number of multinational teams around the globe. As a result of this, a lot of workforces has raised from different backgrounds. Execution of effective communication in a multinational organization is extremely challenging to the management (Thomas, 1994: 5). Cross-cultural communication is the interaction of individuals who have differences in their culture, language, nationality, race, beliefs, castes, religions, customs, values, etc. both verbal or non-verbal forms. In multinational teams, interesting studies and practices are carrying out on the cross-cultural perspectives to develop effective communication among the members to enhance the performance (Congden et al., 2009: 73). The leaders of such teams are well trained for handling the multiculturalism and administer these diversities in culture to increase performance. The leadership ought to concentrate on the conflicts that happen in the team due to the diversity in culture (Congden et al., 2009: 73).

In the cases of multinational teams, cross-cultural communication creates more conflicts and misunderstandings due to the diversity in culture, languages, etc. Cross-cultural communication seriously affects the overall performance of the team and it is a colossal challenge to the leadership (Jenifer, 2015: 333). So, the leadership must evaluate the communication system and find out a proper solution to assure the

certainty and transparency of communication. While making cross-cultural communication, there is a chance to happen misunderstandings due to the differences in meanings. That's why, there have to consider some factors such as formality of language, grammar, body language, social values, beliefs, humor, privacy, etc. because the culture differs from one to another (Hong, 2014: 21).

The researchers identified that a lot of barriers have existed in cross-cultural communication such as assumptions of similarities, language diversities, non-verbal misjudgments, preconceptions and stereotypes, tendency to evaluate and high anxiety (Barna, 1994: 337). Cross-cultural communication may be complicated in a team while frequent meetings, analysis, planning, organizing, directing, seminars, etc (Hong, 2014: 21). The leaders have the responsibility to eliminate these kinds of barriers which happens in the team, to discover the remedies for averting conflicts, and to provide proper education and training to the members for eliminating communication barriers. The cross-cultural team members should try to learn diversities in outside culture, and also get ready to accept and respect others' cultures, beliefs, values, languages, etc. (Jenifer, 2015: 333).

1.2. Language

It is quite tough to say what exactly a language is. The word language is derived from the Latin word 'lingua' (tongue) and the French word 'langue'. The studies say that there are more than 6500 languages spoken in this world, and 2000 languages of them have spoken by less than a thousand people. Interestingly, more than 60% of these languages are spoken in the African and Asian countries (Hong, 2014: 7). Mandarin Chinese is the most popular language in the world. Language is a social phenomenon related to human verbal and non-verbal communication emotions and ideas. Language always communicates meaning. It is a self-identity in society and related to culture. Language is a medium of communication to express the emotions and feelings of every living being in this world (Kim and Mattila, 2011: 2).

Language is the routine use of society by considering grammatical frameworks, slang, argot, idiom, order and form of speech for transmitting information and messages from one person to another. It may be oral or written

formats. The ability to encode and decode messages by using a language is called language comprehension (Lanh Phan, 2009: 14).

1.2.1. Language in Communication

It seems that communication is old as the cultural history of people as well as the sharing of emotions and feelings with others (Bingöl, 1999: 110). Communication is a process of exchanging information from one person to another by using words, symbols, gestures, etc. and language is a device for realizing it. In every moment of life, people live in a network of messages. Language is the medium to express our ideas, views, concepts, opinions, social identity, education level, and even our cultural backgrounds. Language is compulsory to communicate with others; it expresses the education level, social standings and authority of a person (Rabiah, 2012: 6). A common language connects the people of the society by creating a communication network among them. Communication cannot be realized effectively without language, and the information that can be revealed about the cases will also depend on the characteristics of the language (Bingöl, 1999: 110). Perhaps, communication is possible by a lack of languages; studies prove that it's possible by using other mediums such as paintings, drums, musical instruments, sounds, etc. However, language has a separate position in communication than other mediums (Rabiah, 2012: 6). In every moment of life, people live in a network of messages. The messages shall be transmitted verbally, and emotions are expressed in non-verbal languages while making two-way face-to-face communication. Language forms the content of speech, whereas nonverbal communication transmits emotional information (Cangil, 2004: 70). The syntax, grammar, proper pronunciation, etc. are essential for effective intercultural communication. We can easily say that all human activities and thoughts are related to communication (Cangil, 2004: 72). Language is an indispensable element of human communication.

1.2.2. Language Proficiency

Language proficiency is the ability to use one or more than two languages rather adequately and acceptably. The ability to use a language fluently and accurately at its all levels and features is called language proficiency. Language proficiency is measured as to how well a person can speak, read, listen and write a language by

considering its syntax, semantics, vocabulary, grammar and other various structural accuracies (Rao, 2016: 8). Low language proficiency causes to raise barriers in communication such as fear, hesitation, etc. and also creates a high challenge and frustration to both native and non native speakers (Li et al., 2018: 5).

Mostly, the English language is used the common language in multinational organizations. However, the language forms might differ from one person to another because of the changes in accents, fluency, grammar, etc**.** (Li et al., 2018: 2). For example the accent and fluency in the English language of people may change based on their countries and continents. Communication might be meaningful when the sender and receiver equally understand the content without any confusion and misunderstandings (Farah and Vuniqi, 2012). So we can say that proficiency in language takes a decisive role in the effectiveness of communication.

1.2.3. Language Diversity and Leadership

Studies prove that culture and language have a deep relationship. Probably, a person who has an extra language is equal to know another culture. However, a person may not know the culture although he/she speaks a language, and vice-versa (Oliverio-Olivieri, 2014: 36). A multicultural or multinational organization involves a lot of people from different countries, cultural backgrounds, and who speak diverse languages also. A multinational team leader should keep respect for the languages spoken by his/her followers (Oliverio-Olivieri, 2014: 49). Each multinational team member represents different cultures and languages, and the leader can watch the world from different angles (Glaser, 2005: 207). Language diversity in a team can increase mutual trust and performance through the centralization of various kinds of ideas and opinions into a single point. The leaders can strengthen their sociability, intelligence, self-confidence and integrity through regular communication with diverse followers (Oliverio-Olivieri, 2016: 16).

Leaders should provide diverse followers with information on the goals, objectives, structure of the performance and all other related processes that needed for the accomplishment of the task. They are responsible for direct, facilitate, audit and manage every activity that happened in the team. These responsibilities don't mean every leader must know all the languages spoken by their diverse followers. But the

leaders should be able to make an excellent start to the team process with their multilingual followers (Hopkins and Hopkins, 1998: 137). There would be a common language in a multinational team that existed for making effective communication due to the diversity in the languages of the followers.

1.2.4. Language Barriers

Language barriers meant by the problems faced by a person while communicating with another person or people who speak the native or non-native languages. Generally, language barriers happen in society when there is a mishmash of people from different cultures and speak different languages (Garcia et al., 2006: 1). Language barriers and cultural differences are the main influential factors of communication. It creates conflicts and misunderstandings problems among the people (Ramlan, 2018: 661). The language barriers happen not only due to the weak use of words but also due to the approaches of both the sender and the audience who send and receive the messages. The absence of fluency in language, environment and atmosphere of the communication may create barriers (Mancini-Cross, 2009: 105). In bilingual communication, there is a chance to fail when the opposite person may grasp and illustrate the message wrongly due to the lack of proficiency in a foreign language. The differences between native and non-native speakers may create confusion and hurt emotionally in communication, especially while discussing humor and other related matters (Aichhorn, 2017: 751).

The diversity in culture creates language barriers, and it may affect the performance of a foreigner in communication. Changes in the slang and style of language also generate language barriers. It means the language style of people differs from one another between the countries and continents. For example, the speaking style and sentence structure of American English and British English are a little bit different from each other. Changes in the accent, idioms, grammar and phrases generate language barriers (Garcia et al., 2006: 3).

2. EFFECT OF LANGUAGE ON MULTINATIONAL TEAMS

As mentioned earlier, the members of a multinational team involve many people who have different cultural values and speak different languages. The

globalization of commercial organizations led leadership to turn from traditional to a global level. This global phenomenon has enabled every multinational team to go and perform beyond geographic, cultural, linguistic and national borders (Tenzer and Pudelko, 2017: 5). Language is considered an inevitable factor in every multinational team. Multinational teams usually work in more than two languages in the same way in two or more countries. Previous studies on this concept reveal that the diversity of the languages of team members deeply affects the performance of multinational teams and multilingual teams (Piekkari and Angouri, 2018: 15). Multinational team leaders face big challenges to manage language barriers that occur across the entire team. Due to the variety of languages, there is a great possibility to decrease the quality of communication between leaders and team members. (Lecomte et al., 2017: 3). In a multinational team, miscommunication may occur due to differences in accents and styles, errors in the use of words, poor vocabulary and lack of grammar. Language diversity will also affect team members psychologically. There is a chance of emotional conflicts between native and non-native members. These conflicts can lead to reduced efficiency, reduced productivity, impeded collaboration and obstructed trust (Tenzer and Pudelko, 2013: 3).

Language barriers in a multinational team may cause to form new subgroups amongst the members. Generally, people consider and communicate with their colleagues according to consist of similarities in culture and languages. The team members can share the information and messages easily amongst the people who speak the same languages rather than foreign workmates (Tenzer and Pudelko, 2016: 46). There is a chance for the partition of expatriates from native or host country language speakers may happen in the team. It is a big challenge for leaders to create coordination and collaboration among the team members without any extraction and discrimination based on any language, culture, race, belief, nationality, etc. Such language-based discrimination among members may negatively affect the total performance of multinational teams. Language barriers cause to loss of social identity of an organization. Besides, the disintegration possibility of native and non-native speakers within the team creates problems in communication, information transfer, collaboration, control, etc. (Terjesen et al., 2017: 123).

Language diversity in a multinational organization or a multinational team negatively affects the overall performance of its employees. Language problems cause

to create conflicts among team members. Leaders will struggle to direct and manage their followers with the presence of language barriers in the team. Language barriers cause a decrease in trust and collaboration in a multinational team (Peltokorpi and Pudelko, 2020: 4). Previous studies on language and multinational teams indicate that native speakers in an organization show more efficiency, productivity and performance than non-native speakers. The non-native team members cannot perform as much as native speakers because of high level of anxiety, embarrassment, shame, frustration and limited communication skills (Tenzer and Pudelko, 2013: 3). Some studies state that the performance of multinational team members can be improved through learning the language of the host country. Foreign members of the team can improve their competence in the host country language by practicing with native speakers (Peltokorpi and Pudelko, 2020: 4). Nevertheless, most multinational teams implement a common working language to facilitate communication and prevent conflicts between members.

In a multinational team, members can share their personal information with each other's tastes, interests, strengths and weaknesses, values, beliefs, culture, etc. Often such conversations will be made informally. Studies say that only a common language among members of a multinational team can strengthen an informal network. Otherwise, members cannot make acquainted with each other properly and can cause members to keep a safe distance between them (Tenzer, 2012: 4). The relationship between local and non-native members can quickly deteriorate due to language friction and changes in personality attitudes. Multinational team leaders apply a shared common language in the team to reduce such language-related issues. It helps team members connect easily and reduces the extent of conflicts (Harzing, Tenzer and Pudelko, 2014: 511). The shared language creates a positive relationship between members and helps transfer information and information easily.

Mostly, multinational teams choose English as a common working language to facilitate communication and curtail barriers. Lack of language proficiency creates limitations and complications in communication among team members (Tenzer and Pudelko, 2016: 46).

However, most of the multinational organizations develop foreign language strategies to overcome language barriers. For example, Microsoft, the world's largest

software manufacturer, has the capacity to manage more than 80 languages. Similarly, lots of global levels organizations have started implementing this strategy to reduce miscommunication and enhance performance. Besides, studies say that commonly the multi-level teams can manage the language-related problems through developing capabilities in European languages, Chinese, Arabic and Japanese and also some other Asian languages such as Hindi, Urdu, Malay, Persian, etc. (Feely and Harzing, 2003: 39).

2.1. Multilingualism

The development of technology, the advent of mass media, changes in the economic and sociological conditions and the increasing globalization of the world have increased the importance of multilingualism (Ercan, 2016: 22). Multilingualism is the situation in which a person or a group of people live in a society where exists more than one language. When making discussions on multilingualism, it is important to mention about bilingualism also. Bilingualism is the acquisition of an extra/second language other than the mother tongue and uses it at a prescribed time and place. This concept includes language skills as well as cultural skills. A person who speaks two different languages, he/she also knows the cultures of such society (Çetinkaya, 2017: 374).

People turn into multilingual individuals to communicate in the environment they live in, finding jobs and getting to know different cultures (Ercan, 2016: 22). Bilingualism and multilingualism don't harm the mother tongue of people. It is the integration of people who study or work or live in any other society. Multilingualism helps to evacuate the social, economic, linguistic, cultural and religious diversities between people (Saydi, 2013: 282). Multilingualism is not a recent phenomenon; it's common in this 21st century due to the development of the internet and other technologies. At present, the concept of multilingualism is neither limited to any geographical boundaries and nor any specified society. It has spread beyond the borders of such geographical and social borders (Cenoz, 2013: 4).

2.2. Language and Leadership

Language is a key factor that every multinational team leader faced while coordinating and managing his/her diverse workforce or followers. It's particularly

hard to inspire, motivate and manage the multilingual followers through facilitating communication towards the determined goals (Tenzer and Pudelko 2015: 5). Language diversity in a multinational team generates many scopes and opportunities for leadership (Oliverio-Olivieri, 2014: 36). A leader with high language competency can develop knowledge in a foreign culture also. Studies state that getting another language is equaled to the ability to think another way. Thus, the linguistic diversity helps the leaders to collect various ideas and opinions, to increase problem-solving skills and to make quick decisions. The multinational team leaders are very prosperous on account of having a set of diverse language speakers behind them. It will result in enhancing the self-confidence and courage of leaders (Oliverio-Olivieri, 2014: 48). An MNT leader has an opportunity to communicate with different types of followers who come from different countries and speak different languages. It strengthens the sociability of leaders (Oliverio-Olivieri, 2014: 49). In short, language diversity in a team helps to increase intelligence, self-confidence, determination, integrity and sociability of leaders.

However, the multinational team leaders struggle to build team collaboration and to manage various kinds of conflicts that happen among the members. As mentioned earlier, the language barrier challenges power authority, trust formation and effectiveness of communication in a multinational team. The linguistic diversities of members impede communication and consequently lead to raise emotional conflicts between the native and non-native speakers (Tenzer and Pudelko 2015: 7). In these situations, the chance to the creation of language-based subgroups is very high in the team. Language barriers in a team are challenging to the total effectiveness of the team, reducing communication quality and leading to low productivity. (Tenzer and Pudelko 2015: 8).

The MNT leaders can manage these types of barriers through making continuous alterations in every activity of the team. Leadership must be able to encourage their followers to develop collaboration between themselves instead of language-based conflicts (Tenzer and Pudelko 2015: 9). More precautions and solutions to reduce language-related problems have described onwards.

2.3.   Language Related Problems Faced by Multinational Teams

A multinational team is a group of people from different countries having different cultural values, beliefs, languages, etc. who work together towards the achievement of specific goals. The leadership will struggle to coordinate all the activities of the team due to the changes in the diverse background of members (Harzing et al., 2013: 4). Most of the multinational teams will be multilingual. Previous studies conclude that diversity in language is an inevitable factor for the efficient performance of multinational teams (Köster et al., 2011: 282). The language barrier creates miscommunication in the multinational teams (MNTs). Lack of language proficiency generates misunderstandings and conflicts. The message of the individual sends that may turn into different shapes according to how the second party or audience decodes it. In the same way, language barriers in MNTs deeply affect the total work and entire members of the team (Li et al., 2018: 3). In MNTs, lack of language proficiency blunts the effectiveness of leadership due to ineffective communication. Language barriers create fear in the mind of team members while making conferences, discussions and meetings, and it also leads to feeling inferior. Diversity in the language proficiency of team members seriously affects the whole performance of teams when sharing information and messages from one person to another (Li et al., 2018: 4).

Language barriers generate misunderstandings and conflicts in MNTs while making both formal and informal communication such as humor, symbols, advice, negotiation, etc. because of the changes in the backgrounds of members. Lack of fluency in languages also creates these kinds of problems. Leadership without rhetorical skills leads to ineffective performances and reduces the overall productivity of the team. The language-related problems of MNT leaders may also cause to diminish confidence and charisma (Feely and Harzing 2007: 9). Language diversity in MNTs affects the members and leaders emotionally, and the absence of collaboration in the team creates anxiety, stress and frustrations in the minds of members. Besides, language barriers cause to generate hesitation in the minds of members for sharing views, concepts, arguments and opinions with others, and it may results negatively in the decision-making process of the teams (Tenzer and Pudelko 2015: 7).

In a multinational team, the members may face many emotional problems such as anxious, insecure, devalued, etc. because of the diversity of languages. The members might not be satisfied in their jobs and difficult to develop their future careers when multilingualism exists. Besides, diversity in languages leads to create new subgroups in the team based on the languages spoken by the members. It causes the non-native speaker members to feel loneliness, unconfident and even fears in the team (Gao, 2017: 8). In this situation, it's quite challenging to keep social relationships with others as well as to express and share opinions and suggestions with other members.

2.3.1. Use of a Common Working Language in Multinational Teams

Multinational teams are the increasing concept of revolution in the world and highly contributing to the improvement of the global economy. Multilingualism in a Multinational team is a challenge to the leadership. Members who speak different mother tongues in an MNT are very common in this globalized modern world (Gao, 2017: 6). However, different native languages spoken by the members generate barriers in leadership, communication and decision making processes. There are a lot of problems existed in MNTs because of language diversity. Mostly the non-native speakers in the team experience the barriers while communicating with the native speakers. The non-natives can't easily share messages and information like natives. Besides, non-natives feel nervous, insecure and uncomfortable in the team. (Aichhorn, 2017: 749). Researchers have started to conduct studies on this topic in the late 1970s. Studies reveal that non-native speaking members in a team suffer more cruel situations when presenting seminars, paper presentations and other programs because of the lack of language proficiency lower than native speaker members. (Gao, 2017: 6). Non-natives may struggle to make social conversation, feel insecure, anxious and devalued in the team, and unsatisfied in the relationship with other colleagues due to the lack of language proficiency. Studies prove that a common working language has needed in every MNTs to resolve the problem of cross borders communication.

Nowadays, most of the MNTs use a common working language to reduce the language-related barriers, to ensure effective communication, to facilitate team processes, and to coordinate all other activities (Aichhorn, 2017: 749). A common language brings integration, collaboration and coordination in the MNTs, and it helps

to remove different types of misunderstandings and conflicts. Lingua franca also develops a sense of identity and creates a corporate mind in the team. Implementation of lingua franca helps to avoid difficulties in operating multiple languages. The adoption of a common language aims at the make capable of members to communicate information in a specific language that can be understandable to all others. (Zander et al., 2011: 297). While adopting a common language, there are two kinds of members in the MNTs. They are native speakers and non-native speakers. Non-natives can't communicate like natives. Non-natives are those who speak the team common language as a second language than the mother tongue.

The use of a common language in MNTs creates both positive and negative consequences; it will help the members to ensure active participation in the conversations. Adoption of a common working language unites a team, integrates the members, and enables unified communication. At the same time, the effectiveness of conversation between the native speakers and non-native speakers may be very low due to the lack of fluency, slangs, etc. Besides, there is a chance to occur some problems such as misunderstandings, conflicts, dissatisfaction, etc. (Gao, 2017: 1). The leaders have the responsibility to coordinate the language-based exclusion between native and non-native members. A common language helps the leadership to facilitate activities and control the followers conveniently. (Steyaert et al, 2011: 271). The team members can improve their language skills and develop their future careers by ensuring effective participation in the conversations, because most of the MNTs adopt only international level languages as lingua franca. (Gao, 2017: 8).

Surveys show that most of the multinational teams are adopting English as a common working language. The English language is mostly adopted by Europe based MNTs. European countries such as Switzerland, Germany, Austria, etc. have started to use English as lingua franca since even the late of the 1990s. English is one of the most used languages in the world. Surveys disclose that more than 2 billion people speak English (Aichhorn, 2017: 750). Interestingly, one out of four people speaks the English language as their mother tongue or second or foreign language. The international business adopted English as a common corporate language because English is a worldwide accepted language. It is an advantage as well as a disadvantage to the non-native speakers. Advanced proficiency in any international language like English helps team members to build a better future career (Zander et al., 2011: 297).

Perhaps, it leads to creating more complications such as communication barriers while adopting languages as lingua franca of MNTs. The leaders should ensure that all the followers know the selected language, and they can easily communicate by using it. Otherwise, the leaders ought to make sure proper precautions against these problems (Steyaert et al., 2011: 272). The leadership has to provide education and practices to the non-native speakers for learning the fixed common language of MNTs.

2.3.2. Language Standardization

Language standardization is a remedy to resolve the language diversity problems that happened in multinational teams. In a multinational team, there exist a lot of people from different countries all over the world. Likewise, their languages also vary from one another. As we mentioned above, the use of a common language helps to remove these language barriers. Language standardization also aims at the same concept. It is not practical to manage more than one language in a multinational team. The leadership should express the desire for monotony by removing inconsistencies, and build a compatible communication network between the followers (Jenj, 2017). In general, the main target of language standardization is to encourage international relationships. Language standardization is the establishment of a standard language in multinational teams that it could be spoken and understood by every member. The prescribed language may a second or foreign language to the members (Nikolovski, 2016: 6). All the members of the team should accept the standard language, and it applies in all the areas of the team process including the decision-making process. Perhaps, language standardization may advantageous to the leadership as well as a disadvantage to followers. Through standardization, the leaders can coordinate all the followers and bring them under an umbrella. The members might struggle to become reconciled to the chosen language due to the lack of fluency, idioms, grammar, accents, information, etc. (Zander et al., 2011: 298). In short, language standardization is the process of applying a standard language in all procedures of a multinational team by the leadership with an objective to facilitate communication (Nikolovski, 2016: 6). The establishment of language standardization may be concerned if there a high degree of language barrier has found.

2.4.   Solutions to Manage Language-Related Problems

In a multinational team, there may have a lot of members who desire to do an outstanding performance for the accomplishment of the entire team goals but who may not be able to perform effectively due to diversities in language and culture. Diversity in languages creates barriers, and it leads to weak communication (McIntire, 2014). The language barrier is challenging to MNT leadership to give instructions, plan goals, manage performances and receive feedback. Language barriers lead to creating a high degree of negative consequences such as uncertainty, mistrust, misunderstandings and conflicts between the team members (Feely and Harzing, 2003: 41). Poor communication may cause disrupt the leaders-follower and follower-follower relationships.

The MNT leadership has to turn attention on how to resolve the dilemma that occurs due to language diversity. Let's take a look at some solutions that the multinational team leaders should take to solve the language-related problems.

The use of a common language is the ever best solution to manage language barriers. In contrast, it's not easy to establish lingua franca in an MNT, but apparently more effective to facilitate the communication. As we mentioned earlier, the English language is the most commonly used lingua franca in MNTs all over the world (Feely and Harzing, 2003: 43). Hagen (1999) suggests that functional multilingualism also reduce language barriers. It exactly means that the followers use their predominant language to avoid various diversities. This method is much useful to prevent conflicts and communication frustrations between the members. Furthermore, the recruitment of external resources such as translators and interpreters can help to prevent language barriers by converting instructions and feedbacks. The translator should be an expert in speaking two or more languages fluently and be a trustful person (McIntire, 2014). The leadership can use the translators and interpreters professionally for converting documents and terms, and to evaluate the meetings, seminars, conferences, etc. (Köster et al., 2011: 284). Nowadays, the use of electronic means is growing up in every sector. The use of improved technologies is adopting by many international teams in the world. Recently, some MNTs are starting to apply the concept of machine translation to save time and cost. Machine translations provide more speedy

translations than human translators. But, leadership is often worried about the quality of translation and communication (Feely and Harzing, 2003: 49).

The language barriers are manageable through providing language classes and training to the team members by using professional language teachers. At present, most of the famous multinational companies are giving priority to offer language classes and training to the non-native employees. The MNTs also adopt this method like provide crash courses, etc. to the members for preventing language barriers. (Köster et al., 2011: 284). Likewise, the MNT leaders should be able to train the members by slowly attuning the commonly used words of the team (Feely and Harzing, 2003: 44). The use of controlled language also helps to avoid the language barriers in MNTs. Leadership should instruct the followers for using simple words while communicating by considering the non-native speakers also. The use of complicated vocabulary and syntax in communication may not be easily catchable to the non-natives in a multinational team (McIntire, 2014). Sometimes, the repetition of words or sentences may be more helpful to the non-native members to grasp the message while meetings, conferences, etc. The leadership should able to consider the emotions of foreigners by repeating the words and instructions to understand the messages properly (Köster et al., 2011: 282). Similarly, expatriates and inpatriates have a substantial role in connecting people all over the world. Those are treated as a bridge to make communication between the individuals. Expatriates can easily spread languages as well as a culture all over the world. Every multinational team recruits the expatriates to act as a language node for connecting different lingual members. The multinational companies always pay more remuneration to the expatriates than the local employees. Recruitment of inpatriates is helpful to the MNTs for developing a communication network, keeping close relationships and technical training (Köster et al., 2011: 285).

Besides, selective recruitment of team members and leaders helps to reduce the language barriers in MNTs. The team has to hire individuals who have the language skills and who are apt to the required position (Feely and Harzing, 2003: 46). Also, the studies prove that the use of visual means of communication like videos and photos can help to limit the language barriers in a multinational team. Likewise, the leaders should consider analyzing and learning at least some basics of followers' languages such as gestures, symbols, etc. to maintain effective communication

(McIntire, 2014). The leadership should be able to encourage followers to explore other foreign cultures and languages from their colleagues. Out of these, the leadership can increase the productivity of the team by ensuring all the members are equally considered and valued without any discriminations based on their language diversities.

CHAPTER FOUR

FOREIGN LANGUAGE PROFICIENCY ON TEAM LEADERSHIP AND PERFORMANCE IN MULTINATIONAL TEAMS: THE CASE OF SURVIVOR CONTEST

1. THE RESEARCH

The fourth part of this thesis is the section of research. This part of the thesis includes some subparts such as aim of the study, data and data collection, data analysis and findings.

1.1. The Aim of the Study

The goal of this study is to find some answers to the main research questions presented below:

- *Research Question 1 (RQ1):* What are the factors that determine the leader in multinational teams?

- *Research Question 2 (RQ2):* Is language proficiency an important antecedent of leadership in multinational teams? If the answer is yes,

- *Research Question 3 (RQ3):* How does language proficiency of individuals affect their leadership positions in the context of multinational teams?

Since it aims to understand a phenomenon deeply, it is fair to say that it is a qualitative research in nature (Yıldırım and Şimşek, 2005; Eryılmaz, 2011; Coşkun et al., 2015). As a result of this nature, this study doesn't have an intention of making some generalizations. At this point, presenting differences between two research traditions can be better. Some differences between quantitative and qualitative research are summarized in Table 4.1 below.

Table 2: A Comparison between Traditions of Quantitative and Qualitative Research.

Quantitative Research	Qualitative Research
Objective reality.	Constructed reality.
The main aim is to make some generalizations.	The main aim is to describe a phenomenon deeply.
Another aim is to explain/understand the causal relationships.	Another aim is to explore/understand the perspectives of actors.
Only one truth.	Multiple truths.
A positivistic stance.	A post-positivistic stance.
A solid research process.	A flexible research process.
The truth independent from researchers.	The truth constructed by researchers and other actors collectively.
Random sampling.	Non-random sampling.
No context emphasis	Context-dependent

Source: Adapted from Yıldırım A. and Şimşek H. (2005). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Ankara, Seçkin Yayınevi.

1.2.   The Data and Data Collection

The Survivor Turkey is a contest that has continued in several Turkish television channels for 16 years. It begun its long march in the channel of "Kanal D" (2005), and then, it continued its journey with Show TV (2006-2012), Star TV (2013-2014) and TV8 (2015-). During the period between 2005 and 2020, it was broadcasted from various countries and several corners of the world such as Dominic Republic, Palau, Panama and Philippines. Although Turkish Survivor has some similarities with other Survivor shows broadcasted in other countries such as Argentina, Austria, Australia, Belgium, Brazil, Chile, Colombia, Denmark, Estonia, France, Georgia, Germany, Greece, Hungary, India, Israel, Italy, Japan, Lebanon, Mexico, Netherlands, New Zealand, Norway, Pakistan, Poland, Romania, Russia, Sweden, Slovenia, South Africa, Spain, United States of America etc., it has also some crucial differences from them such as selection of the winner at the final by votes of audiences, length of the show (e.g. at least three episodes in every week and episodes are about 180 minutes)

etc. (Wikipedia, n. d.). It seems that it is one of the most popular TV programs in Turkey recently when ratings of the program are compared with the others (Habertürk, 2020a, 2020b).

This study uses the data coming from Survivor Contest that has been broadcasted since 2005. On the other hand, since the study examines a phenomenon such as leadership in the context of multinational teams, it should be based on only two seasons of Survivor Contest such as 2006 and 2019 that includes contestant coming from two different countries such as Turkey and Greece. Since other seasons of the contest only hosted contestants from Turkey, the researcher didn't have an opportunity for observing leadership processes in the context of multinational teams. The contests in 2006 and 2019 were performed in Panama and Dominic Republic respectively. However, since the researcher couldn't reach the data of 2006, this year was excluded from the study. In 2019, 24 contestants placed in Turkish and Greek teams. As mentioned above, in quantitative studies that often adopt a positivistic stance, the random sampling procedure is preferred (Bayram, 2004; Büyüköztürk, 2007). In contrast to this, qualitative studies often use non-random sampling procedures. Therefore, this study also preferred to use the second one as a qualitative research.

In this study, the data was collected via two main tools. First, the researcher watched the videos of 2019 season of the contest. These videos were totally more than 1500 minutes in length (approximately more than 25 hours). In addition, two semi-structured interviews were conducted with contestants on internet environment. For using it during these interviews, an interview protocol was prepared by examining extant literature on effects of language proficiency in multinational teams and organizations (Please find the interview protocol at Appendix A). At the entrance of the protocol, some general information was given to participants such as aim of the study, the duration that is needed to complete questions etc. Additionally, it was noted in this section that secrecy of the name of participants is guaranteed. This protocol was including some questions such as demographical questions about contestants (e.g. age, education, occupation), a general question to make collaboration of participant easier (e.g. "what do you think about the Survivor Contest?"), main questions based on the research questions of the study (e.g. RQ1, RQ2, RQ3) and one open-ended question at the end (e.g. "Do you have any suggestion for interview protocol or any

idea that you want to express?"). Before conducting these semi-structured interviews, the protocol was pilot-tested. After small modifications, the researcher possessed the final version of interview protocol. As a result, two interviews were conducted with contestants. Since Covid-19 pandemic is experienced during this period, the interviews were conducted on internet environment rather than face to face. Averaged duration for interviews were 36 minutes.

1.3.   The Data Analysis

First, the researcher transcribed all interviews. In addition, the researcher watched whole 2019 season of Survivor and then, needed parts in these videos were also transcribed. The researcher had 20 pages of text in his hand at the end of transcription process of videos. Transcription of interviews also provided 11 pages of text to the researcher. Second, the researcher read all transcribed material. At this point, the first intention was conducting an "inductive thematic analysis" (Şimşek and Yıldırım, 2005; Coşkun et al., 2015). Since there were only a limited number of studies in the literature, this study would use its own codes, categories and themes. However, then, due to limited data set of the study, the researcher only used related pieces of texts for research questions of the study. These text pieces were shared with readers as excerpts.

2. FINDINGS

Since it aims to understand a broad phenomenon, the researcher has identified the necessity to consider a qualitative research method. The study on this important topic is done by collecting data from one of the most popular TV programs in Turkey named Survivor contest that has been broadcasted since the year of 2005. Here, the researcher examines Survivor 2019 year season for the case study. The program Survivor 2019 season had a total of 24 contestants both in Turkish and Greek teams. In this research, the data were collected in two ways. First, the researcher watched the video episodes of the 2019 season of the Survivor contest. These videos were a total of more than 500 minutes in length. Also, some semi structured interviews were conducted with the contestants of the mentioned TV program. The interviews were conducted on the internet environment due to the Covid-19 pandemic situation.

Survivor is a competition program broadcasted in many countries that takes place on an island, where it comes together as two groups to eliminate each other, and stands out with more rumors and quarrels than their competitions. In the year 2019, racing from one another pretentious names published in the Turkey-Greece Survivor format. A total of 24 contestants are participating in this contest. At the end of the big race, one of the competitors will win the title of the 2019 season and win the grand prize. In the 2019 season of the Survivor contest, the race is between Turkey and Greece. There are twelve contestants in each team. The research is mainly focused on language-related problems that arise between the contestants while the competition time and similarly non-competition time.

First of all, the researcher would like to introduce the contestants for the facilitation and simplification of this study. The country wise names and codes of all 24 contestants are given below.

	TURKEY		**GREECE**
Contestant 1	: Hakan Kanık	Contestant 13	**:** Afroditi Skafida
Contestant 2	: Sude Burcu	Contestant 14	**:** Dimitra Vamvakousi
Contestant 3	: Yusuf Karakaya	Contestant 15	**:** Dimitris Margaritis
Contestant 4	: Seda Ocak	Contestant 16	**:** Ioulieta Kitrinou
Contestant 5	: Bora Edin	Contestant 17	**:** Kyriakos Pelekanos
Contestant 6	: Ecem Onaran	Contestant 18	**:** Nadia Mavroudea
Contestant 7	: Hikmet Tuğsuz	Contestant 19	**:** Nikos Kosmas
Contestant 8	: Kader Karakaya	Contestant 20	**:** Panagiotis Konstantinidis
Contestant 9	: Atakan Işıktutan	Contestant 21	**:** Ria Kolovou
Contestant 10	: Melisa Emirbayer	Contestant 22	**:** Spyros Gourdoupis
Contestant 11	: Büşra Yalçın	Contestant 23	**:** Tony Stavratis
Contestant 12	: Okay Köksal	Contestant 24	**:** Dimitra Tsaganou

Here, both Turkish and Greek contestants are coming together in a manner intending to achieve their goals. Customarily, the predominant intention of every contestant is to be the champion of the contest. So, the contestants in this contest may behave as polite and impolite based on the situations. As mentioned earlier, the two teams come from two different countries. That's why they have various cultural backgrounds and speak different languages.

General findings obtained from the answers of the contestants given to the interview questions and quotations from the answers given to each question are presented below. Also, after watching the Survivor contest, the key findings regarding language proficiency, leadership and multinational teams are described below.

In this contest, both the Turkish and Greek team members have different cultural backgrounds and similarly different subcultures. These diversities are also reflecting on the behaviors and attitudes of them during their performance. Cultural diversity also brings differences in the measures of manners, punctuality, politeness, rudeness, etc. Here, the Turkish and Greek contestants have different kinds of

characters, communication styles, language proficiencies, beliefs, values, religions, etc. due to the changes in their culture. I.e. each team member reacts and behaves in order to their national culture. At the same time, diversity in culture helps the contestants to learn many things that they didn't experienced before. They can earn new ideas, views, practices, and attitudes from other teams. Normally it becomes really interesting and enjoyable to both teams due to the cross-culture contest.

The diversity in culture affects all levels of the contest. There is an interesting thing that has attracted the researcher's attention. Turks and Greeks seem to have a slight difference between the players. Especially the difference in clothing between Greek girls and Turkish girls is obvious. There were minor problems in this regard. Normally, this style of clothing of the Greeks is more than Greek standards. Later, the management and the coordinator of this contest has announced that these kinds of clothing are not allowed in the Survivor program.

Here, organizational culture has been applied in this case. That means the contestants are liable to convert their actual or national cultural norms to the organizational culture. These changes are just temporary, not constant. The contestants can return to their actual culture after leaving this program. Another biggest reasons for this change made in the last two years compared to previous years, is the reactions of the Turkish people. If this change was not made, the survivor would have lost a huge rating. Because most of the Turks do not prefer this type of clothing. Likewise, this style of clothing does not fit to Turkish culture.

The goal of this study is to find answers to the some research questions presented below.

Research Question 1 (RQ 1): **What Are the Factors that Determinate the Leader in Multinational Teams?**

Leadership is a process of influencing people in their activities through well direction, coordination, motivation, and continuous communication for the accomplishment of a common goal (Sharma and Jain, 2013: 310). Leader, follower, situation and communication are the main factors of leadership. Having an efficient leadership is the important factor of a multinational team for the successful accomplishment of goals and objectives. The leaders should be able to connect

followers who had different concepts, beliefs, views, languages and cultural backgrounds. All kinds of cross-cultural barriers, language-related problems, anxieties, uncertainties which happen in the multinational teams are managed by the leaders (Numic, 2018: 39).

Since the leaders are the center driver of every multinational team, it's important to be a well efficient and experienced person. The leaders must be able to build trust with his/her team. The measure of the performance of the whole team is related to the level of trust which exists amongst them. A trustworthy leader will be reliable, consistent, confident and charismatic. Since the members of a multinational team come from different lingual and cultural backgrounds, the leaders have to understand and manage these diversities. Besides, leaders should unify followers under the general culture of the team (Hudson, 2017). Organizational culture should be developed by the leaders of each multinational team to collaborate with all members and to avoid conflicts and misunderstandings between them.

A multinational leader should able to determine the goal and to convince the followers about the vision and mission of the team. For this purpose, the leaders should have good communication skills. In a multinational team, the members come from different nations and speak different languages. It's not easy to communicate with them. The leaders have the responsibility to overcome these barriers and to bring a transparent communication system in the team (Lopez-Gonzalez, 2012: 29). If leaders have proficiency in foreign languages, they can solve these kinds of problems very fast. A multinational leader should be very curious about the future of the team. A high level of self-awareness, honesty, patience, negotiability and thinking skills are other factors of a leader to lead a multinational team (Clawson, 2019).

In addition, the multinational leaders must have the ability to invent needed plans in the team based on changes in the status or situations. These new plans should be systematically followed till the achievement of goals. When cultural diversity happens in the team, the leaders can help the followers to convert the diverse culture into the host country culture. It could be based on a democratic method. Here, the leaders must consider the majority culture of followers. Otherwise, it's needful to establish a common culture in the teams for refraining conflicts between the followers. Moreover, these changes shall have existed only during the existence of the team. The

members can go back to their national cultures after the dispersal of the team (Rentfrow, 2007: 3). Multinational leaders should be capable to handle these kinds of barriers.

According to one respondent from interviews, collecting factors that take contestants to position of leadership under two broad categories such as "performance in games" and "social-psychological characteristics of contestant" was possible:

"Some tried to be leaders with their performance, others preferred to form groups and act with the community, not relying on their performance and audience…The leadership qualities of the Greek team are not that they know English well, but the fact that there are competitors who are very tolerant, respectful and supportive to each other make them a leader". (Female, 25).

Another participant of interviews attracted attentions to both previous successes in occupational career of contestants and high performance in games to be leader:

"In the Greeks, Katerina Dalaka was already the champion. Truly, her athletic identity has helped her become a good leader. And I think that the success of that athlete in the games gave her this authority. Other teammates were listening to her very well… When I analyzed this a lot, since we were very crowded at first, some of our friends started to play games very well. Because the practices and routines in the game brought them to the forefront, they were consistently successful and their performances showed them as team leaders." (Male, 34).

Therefore, by focusing on and analyzing videos and interviews, it was fair to say that leadership position in Survivor contest was stemming from two situations such as "high performance in games" and "social and psychological characteristics of contestants (e.g. developing good relationships with other members of their teams, not losing motivation easily, being supportive, respectful and supportive against others in the team)".

Research Question 2 (RQ2): **Is language proficiency an important antecedent of leadership in multinational teams?**

Over the past two decades, since the emergence of globalization, multinational teams have been grown up in the world. These types of multinational team leadership are completely differs from the traditional leadership concepts (Story, 2011: 376). A global level leader faces many more challenges than a native team leader. The diversity in languages, culture, slangs, accents, etc. is some of them. As mentioned earlier, fluent and transparent communication is essential for the better performance of a multinational team. Occasionally, misuse or wrong use of full stops, commas, spaces, etc. affects the efficiency of communication profoundly. Since the team involves members who speak different languages, the leaders face difficulties to manage them (Rani, 2016: 76).

Language proficiency meant a person's ability to speak more than two languages adequately and fluently. Language proficiency includes the ability to read, listen, write and speak two or more languages through considering punctuations, vocabulary, grammar, etc. (Rao, 2016: 8). Lack of language proficiency of multinational team leaders and members causes language barriers, conflicts and misunderstandings among them. Such problems will arise in people who are not native speakers and even those who speak the mother tongue in the team. (Li et al., 2018: 5).

In a multinational team, the language proficiency of an individual means the ability to grasp and use the prescribed or shared language, the ability to understand various accents and pronunciations (Rao, 2016: 4), the ability to understand and tell jokes, gestures, and other forms of informal language. In short, language proficiency is the ability to communicate a shared or anticipated language effectively and fluently both formally or informally (Farah and Vuniqi, 2012). Lack of language proficiency creates misunderstandings and leads to conflicts among multinational team members.

In the Survivor contest, it is an interesting event that a misunderstanding occurs between the two contestants due to low language proficiency. Here, a dispute happens between two contestants, one is Hikmet (Turkey) and the other one is Ria (Greece). And both of them are arguing to prove they are not accused. Here, Ria speaks in

English and Hikmet doesn't know to speak English well. Finally, Hikmet getting angry at Ria. Then the next day Ria comes towards Hikmet and says:

Ria: *Why do not you talk to me? (She yells two or three times). Talk to me…*

Hikmet*: Shhh… shhh… little… little….*

Ria: *Yes of course.*

Hikmet: *You come to me when I am swimming and when I am in the island then you say…* (He was unable to complete the sentence because of his limited vocabulary).

Ria: Okay okay. *You are my company. What is the problem?*

Hikmet: *shhh… shhh… Shut up. Shut up.*

Ria: *Shut up?*

Hitmet: *Yes. Shut up.*

Ria: *Shut up??? Be careful Hikmet, I am a woman. Don't say 'shut up'. No Hikmet, No. Never…*

Then another contestant comes and says

Contestant: *Don't be angry, be calm Ria... His English is not so good.*

Ria: *It doesn't concern me. Don't speak English if you don't know. (And ran way)*

Contestant (to Hikmet): *'Shut up' is a bad word. Say sorry to her.*

Hikmet: *Ok. Ok. I am sorry. I don't speak English very well. I will not say 'shut up' anymore.*

Here, a misunderstanding occurred due to the low language proficiency and limited vocabulary of Hikmet in English. After this incident, Hikmet realized his fault and says:

"I said shut up… but I didn't know that 'shut up' had a bad meaning. I knew it meant just be quiet, don't talk, just listen. She started shouting. I'm sorry, but I didn't want to say anything bad there. And I apologized to her already".

The chance of for occurring conflicts and clashes between the team members is very high in multinational teams. The changes in culture and languages of team members may create misbehavior. The multinational team leaders and members should maintain corporation in the team without raising any kind of conflicts among them. The uses of language and words are very important even though they come from different cultural backgrounds. It is not easy to manage these kinds of problems. Team leaders can impose penalties or suspensions on members' inappropriate behavior. When there is a conflict occurred in the Survivor contest during the celebration of victory, the coordinator tries to hear the both contestants and punishes them. The coordinator (Acun ILICALI) says:

"We have seen many times that the celebration in Survivor has increased much more. I think it is you (the accused contestant) who started the event. Your reaction has nothing to accept, you shouldn't react like that. Now we will decide about the future status of both of you. We're suspending both of you right now. Neither of you is in the game. Then we will announce our decision as soon as possible. We need to have to conduct another meeting."

When there was another conflict that occurred, the coordinator tried to persuade them to stay calm and focus on their work. He interferes and says:

Acun: *You're talking too threatening. As far as I understand, there is nothing here. The game should not turn to threaten.*

Contestant: *No threat. I don't threaten him anyway. I don't threaten anyone.*

Acun: *Anyway, It's also threatening. Ok, guys, let's not talk a lot. You are hungry, the weather is hot, and the tension is high..... All okay, but do not extend the job into a conflict*

In a multinational team, proficiency in a foreign language is an advantage to the members, and especially to the leaders. It helps leaders to gain intelligence in different departments, to gain self-confidence by understanding various follower

cultures, to gain a high level of determination, to achieve integrity by respecting the cultures of others and to gain sociality by experiencing different views and cultures (Oliverio-Olivieri, 2014: 85).

The language proficiency of multinational team leaders helps to think in different languages (foreign language) also. Which means, the leaders can able to collect ideas in such foreign languages and culture, and it helps in planning, managing, controlling and decision making processes. The language proficiency of multinational team leaders results in a high level of self-confidence and courage to lead their team (Oliverio-Olivieri, 2014: 48).

Besides, the meaning of gestures, codes, symbols, etc. may vary from one language to another. Correct use of such formal and informal languages is imperative to maintain transparent communication and to avoid conflict in the team. Such limitations should also be taken into account by the leader when managing a multinational team. In addition, team members with low language proficiency cannot easily deal with other members with high language proficiency.

Mostly, multinational teams choose English as a common working language because English is an international language. It will be more comfortable for all team members and leaders. Using a common language helps to avoid confusion and uncertainty. Also, team members can grasp and illustrate messages easily (Aichhorn, 2017: 751).

Based on the above reasoning, it can be said that language proficiency is an important factor in leadership processes in multinational teams. One of the interviewees summarizes this situation like below:

"Foreign language is one of the most important factors on every platform. Especially on such a platform, it is very important for the individual to express himself/herself better and adapt easily to the environment, and to communicate". (Female, 25).

Research Question 3 (RQ3): **How does language proficiency of individuals affect their leadership positions in the context of multinational teams?**

In this globalized world, international business organizations treat language proficiency as a substantial concept for better operation and performance. The language proficiency of individuals is influential at all levels of international business operations such as engineering, accounting, production, sales, customer service, etc. (Oliverio-Olivieri, 2014: 5). Similarly, language proficiency is important while doing export and import of goods and materials, and while foreign investments, etc. (Rao, 2016: 1). The situation is almost the same in the case of multinational teams. The differences in the language proficiency of team members and leaders are reflected in the efficiency of the whole team. The language proficiency of leaders can affect the fluency of communication. (Li et al., 2018: 4).

Multinational team leaders are responsible to recognize that non-indigenous members are struggling to present their ideas, views, concepts and opinions due to poor language competencies. The team members may feel insecure, anxious, cowardice, and dissatisfaction in the team. It will reflect negatively on the performance of those members during seminars, group discussions and decision making processes of teams (Gao, 2017: 6). The leaders have to ensure a satisfying working environment in the team by coordinating all the followers who have different cultural backgrounds and languages. One Greek contestant says:

"I was very happy. Because we fit together like a team. Okay and Yusuf, I respect both. Both in and out of the game, both of them are real warriors. This is what I like about them."

Besides, the team leaders and members have to identify that they are working together for the accomplishment of a common goal even though there have differences in their nation, culture, languages, etc. The leaders should try to bring collaboration among the members as a single team beyond these diversities. One Turkish contestant says:

"I think this has been a lesson and example for people. You know, sometimes people talk about hostility between Turks and Greeks, etc. But there is no such thing

at all. In my opinion, we have been heartfelt again, we are brothers and we are the two countries that get along."

While leading a multinational team, leaders have the responsibility to encourage and empower their followers to work together to successfully achieve their common goals and objectives. Leaders must persuade their followers to understand each other about their strengths and weaknesses. It is the responsibility of leaders to explain and teach the importance and purpose of this team's existence. Multinational team leaders should be able to collaborate with all followers with different cultural backgrounds and speaking different languages and turn them into a single culture. In the Survivor contest, Acun ILICALI (producer coordinator of the contest) first explains the goals and importance of the competition. He welcomes the contestants like:

"First, we will have the chance to get to know both teams. We will get to know you closer. I am very excited too. For me, I will have a new team, a new competition and of course an opportunity to meet new people. Some of them will be our Greek friends. Of course, competition between countries is very important, but we want to gain and maintain friendship. There is competition in the field and friendship outside. We are here for all of these. Welcome, everybody."

The level of language proficiency is very important factor in a multinational team. When the level of language proficiency of leaders and team members changes the probability of miscommunication is high. The performance of a multinational team decreases not only due to the language proficiency of the leaders but also due to the language proficiency of the members. Therefore, all team members and leaders are required to adapt, adjust, accept and melt in the common language of the team (Farah and Vuniqi, 2012). The deviation between the language proficiency of leaders and members adversely affects communication. When it happens, the individuals (both leaders and members) in the team will struggle to understand the accents, pronunciation, slangs, etc. of the members with high-level language proficiency while conducting discussions, meetings, seminars, etc. Sometimes native speakers required to explain over and over again because non-native speakers may not be able to understand the content. Therefore, all members and leaders in the multinational teams should use simple, elementary and clear words by taking into account non-native

speakers and low language proficiency members (Farah and Vuniqi, 2012). Here, miscommunication occurs during a mission in the Survivor contest. After completing the task, the Turkish contestant explains such experiences of her (about her Greek partner) to her friends:

Büşra (Turkish contestant): *He came out of the water first, I was going to go out, but he never looked at me. He was running.*

Second person (teammate): *Exactly. They have already warned.*

Sabriye (opposite team): *How was he? Was he very fast?*

Second person: *He held you more there.*

Büşra: *I couldn't look at you from looking at him. I cannot explain. I say stop, I say wait. But he didn't understand.*

The deviation in the language competency of team members results in low-quality contributions while conducting discussions and meetings. It creates frustration and hesitation in the minds of team members. It is challenging for team leaders and members because of the possibility of poor communication. The low language proficiency of team members causes silence during the group discussions because of their fear of mistake, frustration, anxiety, lack of confidence, etc. (Li et al., 2018: 5). The degree of participation of multinational team members depends on the language proficiency level. A member with higher language proficiency speaks more than a lower language proficiency member. This situation is more affecting in the case of multinational team leaders. The leaders with low language proficiency can't do anything better for the development of the team. It's challenging to the leaders for coordinating the followers with diverse cultural backgrounds and languages. Leaders with low language proficiency lead to a negative relationship with their followers.

At the same time, multinational team leaders should consider the emotions and feelings of their followers. Lack of language proficiency of team members increases complexity, ego, conflicts, etc. between native and non-native speakers, And multinational leaders have to define that there is a great possibility for the creation of subgroups based on languages among followers (Tenzer and Pudelko 2015: 7). These

barriers will lead to reducing the quality of communication and the overall efficiency of the team.

Members and leaders of a multinational team can gain proficiency in foreign languages by practicing constantly. The best way to learn a language is to write and read. And it helps to understand and learn this language in the best way by considering rules such as grammar, phonology, morphology, syntax, and lexicon (Rao, 2016: 5). Practicing by speaking with native speakers is more helpful to learn punctuation, accent, etc. of a language.

However, when ideas of interviewees are examined, it can be observed that they don't see language proficiency as a strong direct antecedent of leadership status.

After the teams came together, they started to get along well. Since we were opponents, English might not have been necessary for the opposing team at that time. Leadership could have appeared among us, or one of us could have acted as a leader. It was completely up to us. English was not very effective when the competition was between Greece and Turkey. But it was a little effective after the teams were combined. When we were on the same team with English speakers, we obviously improved our English. (Male, 34).

It seems that it is thought by inteviewees as only a factor reinforcing the relationship between leadership status and its antecedents rather than its direct antecedent:

"Of course, there was. Those who did not have a very good foreign language competency experienced some difficulties, but when the competitors with very good performance and language proficiency led the team, the team was more successful in terms of performance. For example; Bora knows the foreign language as his mother tongue and contributes greatly to the team with the strength of his performance." (Female, 25).
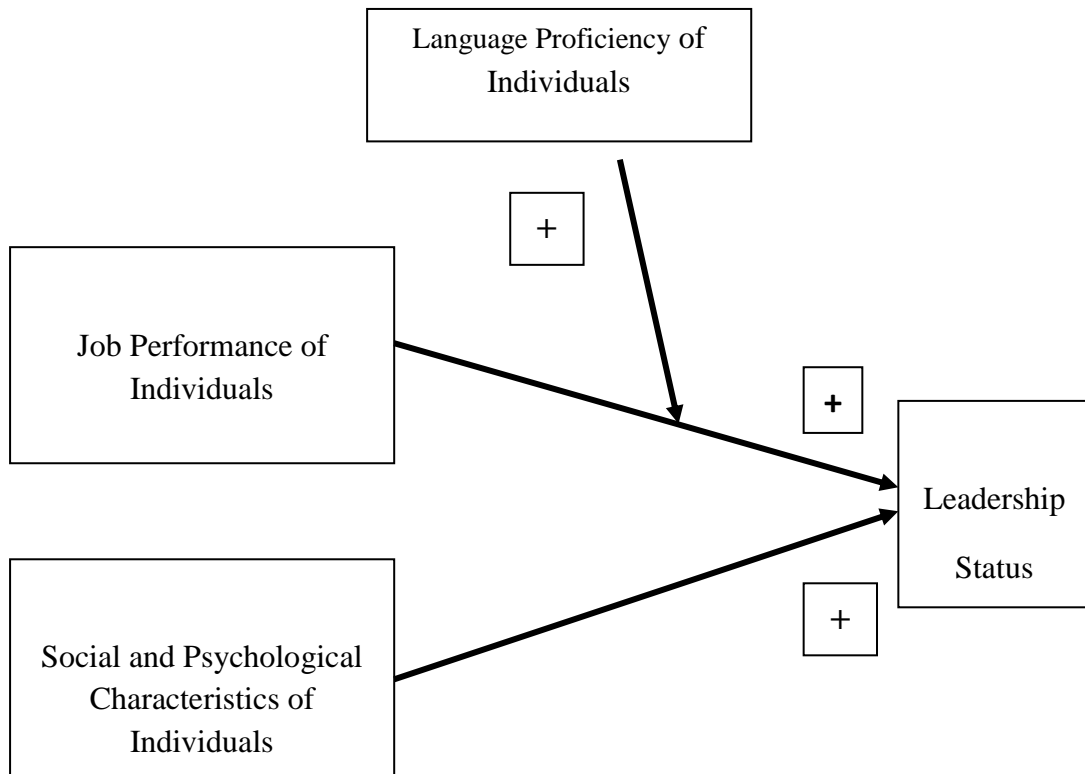
Figure 4: A Proposed Model by the Findings of Study

CONCLUSION

This research has presented an in-depth case study that aimed at a better examination of the effectiveness of foreign language proficiency on team leadership and performance in multinational teams consisting of different native language speakers. In today's global environment, multinational leaders must acquire some form of global competitiveness skills and abilities to increase the effectiveness and efficiency of all their teams' activities. The quality of a multinational team depends on the quality of its leadership. Competent leadership is required in a multinational team to influence, manage, motivate, instruct, direct and control all the activities that take place and to direct followers to achieve the goals and objectives of the team. The individuals can become leaders in multinational teams, only with their creative thinking potential and the ability to systematically solve problems. Leaders need to be better proficient in different cultures and languages to lead a multinational team of different cultural and linguistic diversities. The changes in culture and languages of members are the two main challenges faced by a multinational team leader.

In multinational teams, the members from different countries are coming together as a team and working towards a shared common goal. The leadership in multinational teams becomes quite difficult due to the changes in the religions, values, beliefs, views, etc. of members. In these cases, the leaders must transform all followers to a single and acceptable team culture beyond their national cultures. These changes are not constant and can return to their culture after the team disbands.

Research findings show that the language proficiency of individuals is an inevitable factor in the leadership of multinational teams. It also affects the overall performance of multinational teams. The differences in the degree of language proficiency impact communication among the multinational team members negatively.

Since the emergence of globalization, several multinational teams have been growing up. Multinational team leaders are needed many competencies to steer and influence their diverse workforce. The leaders should trust their followers and take them into consideration and respect of nation, culture, beliefs, religions, etc. The presence of a cross-cultural mentality of leaders helps manage such followers easily.

Multinational team leaders must establish a good communication system in the team. That's why it is not easy to lead a multinational team, as misunderstandings and conflicts are likely to occur.

The degree of language proficiency of multinational team leaders affects the performance of that team. Language proficiency is the ability to speak, write, listen and read a language fluently and adequately. Also, it includes the ability to use a language formally and informally by considering grammar, syntax, semantics, vocabulary, etc. Lack of language proficiency creates language barriers such as misunderstandings and conflicts among team members. The low language proficiency of multinational team leaders and members can lead to increased confusion and emotional problems, especially when communicating informally such as jokes and other matters. The probability of occurring miscommunication is very high in multinational teams. It may be occurred due to poor vocabulary, changes in accents and slangs, grammar problems, etc. of team members. The emotional conflicts may happen between native and non-native speakers in the team. Such barriers lead to reducing efficiency, productivity and collaboration of the whole team.

In a multinational team, the high level of language proficiency of leaders can help them to improve efficiency and productivity. The language proficiency of multinational team leaders results in increased self-confidence, intelligence, enthusiasm and determination. Foreign language expertise also helps MNT leaders to think in different ways. Leaders can gather and apply their ideas on the team, considering other foreign languages and cultural experiences. Therefore, it can be said that language proficiency is an important pioneer of leadership in multinational teams.

To overcome language barriers, most multinational teams choose English as a common working language because English is a worldwide language. The implementation of a lingua franca helps to reduce difficulties and facilitate all activities of both leaders and members. Leaders should also consider non-native speakers when implementing a common working language in the team because in this case, the probabilities of emotional problems arising are very high. The non-native members may find it difficult to express their ideas, opinions, views and concepts when organizing group discussions and seminars. Leaders should identify and resolve that members with low language proficiency may experience insecurity, anxiety and

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dissatisfaction in the team. The situation is also almost the same for leaders. The high degree of language proficiency of leaders and team members helps them communicate fluently without any confusion. Members with low language proficiency cause frustration and hesitation in their minds. While the meetings and decision-making processes are being carried out in multinational teams, these kinds of barriers will result in negative contributions from the members.

The findings of study indicated that job performance and social-psychological characteristics of individuals have a crucial impact on gaining of leadership status by an individual in a multinational team setting. Although it is not a direct factor for leadership status, the findings also revealed that language proficiency of individuals may have a positive impact on the relationship between job performance and leadership status of individuals. The main originality of study was that it is one of the few studies examining impact of the language proficiency of individuals on their leadership status in cross-cultural team settings.

When the related literature is examined, it is seen that the findings of study have some different points from the previous literature. For example, some previous studies (e.g. Tenzer and Pudelko, 2013) claim direct effect of language proficiency on job performance of individuals. However, in the current study, particularly interviewees stated that language proficiency is a moderating factor for the relationship between job performance and leadership status. However, the findings of this study also share some common points with the previous studies. For example, the beliefs of interviewees on importance of language proficiency in multinational team contexts is consistent with the prior literature (e.g. Le Comte et al., 2017) to a large extent.

The findings of this study may also have some managerial implications. For example, organizations can develop language proficiency of their candidates for leadership positions in multinational team settings. By this way, effectiveness of leaders can be increased. In addition, language proficiency can be used as a selection criterion for leadership positions in cross-cultural team settings.

The study would be stronger if the researcher was able to overcome some limitations. For example, at the starting point, the intention was to collect a

comprehensive data and to conduct an inductive thematic analysis of qualitative data. However, factors such as existence of a pandemic and busy working schedules of potential participants detained the researcher from conducting a more comprehensive analysis with a large data set. In addition, the literature on effects of language proficiency on leadership status in multinational team setting is still at its babyhood period. It was another difficulty for the researcher.

This study has also some recommendations for future studies. First, this study recommended a research model by using its findings. Therefore, future studies can test the model recommended by the study. It is also known from some previous studies (e.g. Saraç, 2014; Saraç et al., 2014; Saraç et al., 2017) that person-organization fit is important. Therefore, some subsequent studies can examine the role of language proficiency in the process of person-organization fit in multinational company contexts. In addition, some studies in the literature (e.g. Rüzgar et al., 2019) examined the relationship between leadership styles of public manager and quality of life in public organizations, cities etc. Thus, future research in the field will be able to focus on effects of language proficiency on quality of life in different social units such as international teams or whole multinational organizations.

Çokuluslu Takımlarda Yabancı Dil Yetkinliğinin
Takım Liderliği ve Performansı Üzerine Etkilerini Anlamaya Yönelik Bir
Araştırma: Survivor Yarışması Örneği

✓ *Görüşmenin tarihini ve başlama zamanını kaydediniz:*

Değerli katılımcı, her şeyden önce şunu söylemeliyim ki bu görüşme sizin bilginizi ölçmeye yönelik bir görüşme değil; siz zaten konunun uzmanı olduğunuz için sizinle görüşmeyi talep ettim. Siz de reddetmediniz, teşekkür ederim. Görüşmemizin yaklaşık 1 saat sürmesi beklenmektedir. Görüşmede sizden elde ettiğim veriler *isminiz kullanılmadan* çalışmaya aksettirilecektir. Sorulara *ne kadar ayrıntılı cevap verilebilirse*, araştırmanın kalitesi açısından o derece faydalı olacaktır.

Görüşmeye Katılan Kişinin;

İsmi:
Doğum tarihi:
Cinsiyeti:
Mesleği:
Mesleğinde çalışma süresi:

Görüşme Soruları

1. "Survivor Yarışması" hakkında kişisel düşüncelerinizi merak ediyorum. Kısaca anlatır mısınız?

2. Yarışmaya katılmaya nasıl karar verdiniz?

3. Size göre, yarışmada takımınızda veya karşı takımda liderlik vasıfları ile ön plana çıkan bir oyuncu (ya da oyuncular) var mıydı?
Sonda: Bu soruyu kendi yarıştığınız dönem veya siz yarışmadan ayrıldıktan sonraki dönem için değerlendirebilirsiniz.

4. Varsa, bu oyuncunun (ya da oyuncuların) liderlik pozisyonunu hangi özelliklerine atfediyorsunuz?
Alternatif Soru: Size göre, bahsi geçen oyuncu(ları)yu liderlik pozisyonuna taşıyan özellikleri nelerdir?

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5. Çok kültürlü ortamlarda, bir takımda bir oyuncunun lider olarak ortaya çıkması noktasında, yabancı dil yetkinliğinin önemi var mıdır? Bu konuda neler düşünüyorsunuz?

Alternatif Soru: Türk ve Yunan oyunculardan takımlarında liderlik vasıflarıyla ön plana çıkan yarışmacıların İngilizce'yi rahat konuşabiliyor olmaları, onların liderlik pozisyonunu güçlendiren bir unsur muydu?

6. Takımların sadece tek bir ulustan oluştuğu (Türk veya Yunan) ilk dönemde ve sonrasında karma takımların (Türk ve Yunan karışık) oluşturulduğu dönemde takımlara liderlik yapan oyuncuların takımın genel performansına etkisi var mıydı?

Sonda: Bu konuda örnek(ler) verebilir misiniz?

Değerli katılımcımız, değerli zamanınızı bana ayırdığınız için çok teşekkür ediyorum. Zahmet oldu. Sizinle tanıştığıma çok memnun oldum.

Görüşmenin bitiş anını kaydediniz:

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI KARARI

OTURUM TARİHİ	OTURUM SAYISI
02 Temmuz 2021	**2021-06**

KARAR NO 49: Sosyal Bilimler Enstitüsü Müdürlüğü'nden alınan İşletme Anabilim Dalı yüksek lisans öğrencisi Shamsad KALLİDUMBAN' ın "A Research on Understandıng the Effects of Foreing Language Proficiency on Team Leadership and Performance in Multinational Teams: The Case of Survivor Contest" adlı tez çalışması kapsamında uygulanacak görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda: Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı yüksek lisans öğrencisi Shamsad KALLİDUMBAN' ın "A Research on Understandıng the Effects of Foreing Language Proficiency on Team Leadership and Performance in Multinational Teams: The Case of Survivor Contest" adlı tez çalışması kapsamında uygulanacak görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

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