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ABSTRACT

The thesis took its point of departure from existing knowledge of a possible lack of literature within NGO management and cross-cultural management. The main purpose of this thesis was therefore to contribute with a new theory, which could potentially benefit the chosen case of ActionAid Global Platform in Jordan. The thesis did so by conducting a literature review of the field of NGO management as well as cross-cultural management, which also established evidence to the proposed gaps in literature.

Through several pilot interviews conducted prior to the writing of the thesis, findings showed challenges provoked by the highly diverse workforce, which gave credence to the chosen area of research.

The thesis explored the area of research by taking the ontological position of social constructivism, where qualitative research was conducted through a focus group interview and a face-to-face semi-structured interview. As the thesis was based on new theoretical findings, it took a deductive approach, as the main focus was to test the adequacy of already existing theory. A hypothesis was therefore put forward. The findings of the collected data were then analyzed through a theoretical reading, though leaving space for additional themes to arise.

The findings of the literature review showed that Kouzes and Posner's theory (2012) on how to improve management with the five leadership practices was an adequate theory for managers in NGOs, though missing the challenges of managing cross-culturally. The approach of personal cultural intelligence put forward by Egan and Bendick (2008) was found to be the most applicable theory to address the cultural challenges international NGOs could be facing. Hence, the literature review revealed how a combined theory of the model by Kouzes and Posner and the model by Egan and Bendick (2008) was the most suitable theory to use in order to address the challenges in the chosen case study.

The findings of the analysis showed how the manager at the Global Platform Jordan displayed parts of all five aspects of leadership, argued by Kouzes and Posner (2012), though still facing challenges when managing a highly culturally diverse workforce. It was therefore recommended that the manager received training in becoming culturally intelligent, as proposed by the newfound theory. The analysis further showed how the bottom-up strategic

management is beneficial for the organization, as the flat hierarchical structure increases the level of involvement of the volunteers by giving them a high level of responsibility, which the findings have shown to be crucial when managing an NGO.

The findings were able to confirm the proposed hypotheses on how “*Existing literature on NGO management as well as cross-cultural management fails to adequately address management challenges in a NGO and cross-cultural organization, such as the Global Platform Jordan*”, within the specifically chosen case. Indicators did, however, show how the contribution of new theory could be confirmed in other similar cases, in which a highly diverse workforce needs to be managed in an international NGO.

Hence, the study further provides suggestions to future research within the field of cross-cultural management that sets out to produce theory intended for NGOs.

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1. INTRODUCTION

The predominance of nongovernmental organizations (referred to as NGOs) has increased during the last decade – alone in the US the number of NGOs increased with 32% from 1998-2008 (Cole and Swartz, cited in Agard, 2011).

Nongovernmental organizations are a widely spread concept with missions that vary widely. They make up the nonprofit sector, the third sector or the independent sector. They are often tax-exempt and are organized and governed differently than government agencies as well as for-profit corporations (Cole and Swartz, cited in Agard, 2011).

Despite the high increase in both the number of NGOs and the scope of the third sector around the world, the focus on management theories targeted at this sector is limited (Lewis, D. 2001; Agard, 2011; Jackson, 2009). In fact the whole idea of ‘managing’ NGOs is relatively new to scholars and practitioners (Lewis, D., 2001; Jäger et al., 2009; Agard, 2011; Herman, 2005).

Lewis, D. (2001) argues that some NGOs have revised their opinions about management and rushed into adapting the latest management techniques, in an attempt to make their organizations more efficient (Jackson, 2009).

Likewise, theories within cross-cultural management of international NGOs have received limited scholarly attention (Jackson, 2009; Adams, 2004; Lewis, D., 2009;2003). As Jackson (2009) states “[d]espite the fact that the main business of development NGOs involves working across cultures, the growing literature on NGO management rarely mentions culture” (p. 444). Hence, there is a need for literature in this area as NGO management is seen as a specialized field that requires new creative thinking that goes beyond management within the private business sector (Lewis, D., 2001). This is due to the distinctive organizational characteristics and the complex challenges faced by the nongovernmental sector (Lewis, D., 2001).

With this in mind, this thesis sets out to explore which potential benefits an international NGO can yield from adopting approaches within NGO management, which combine theory from cross-cultural management and management within NGOs. In doing so, the thesis will draw primarily upon theories within NGO management proposed by Kouzes and Posner (2012), as well as theories within cross-cultural management by Egan and Bendick (2008).

The discussed theories will then be applied to a case study in order to discover the claim of how specific theory on NGO management combined with cross-cultural management could beneficially be developed for addressing the management needs of NGOs working in cross-cultural contexts.

The answer to this question will be unfolded through employing a social constructivist approach and by working deductively with the empirical data of this research piece. The data will be gathered through two interviews, which will be conducted at the organization in Amman, one focus group interview with the employees and a face-to-face semi-structured interview with the manager.

The case study will be the one of ActionAid Global Platform in Amman, Jordan (referred to as the Global Platform Jordan). The Global Platform Jordan is one of the nine Global Platforms under ActionAid DK. The Global Platforms make up a worldwide network of training hubs, that all work for youth training in the fields of empowerment and activism (ActionAid, 20.05.14)¹. The Global Platforms provide training and capacity building – for other organizations in the local society but also for young individuals, who wish to take action in their local societies (ActionAid, 20.05.14)².

The Global Platform in Jordan has around 14 employed staff members with more than 8 different nationalities, which makes the organization one of the most diverse Platforms under the umbrella of ActionAid DK.

The initial interest for working with this organization arose during one of my several visits to Jordan. In January 2014 I visited the organization, during which time several initial interviews were conducted in order to encapsulate the possible challenges faced by the organization. During these interviews, it became clear that the organization faced managerial challenges provoked especially by a much diverse workforce. Based on my initial pilot interviews in the organization and knowledge of management literature, I became aware that management in an NGO and highly cross-cultural context could represent an issue worth further exploration.

1.1 PROBLEM STATEMENT

As the purpose of this thesis is to suggest a new theory that combines nongovernmental management and cross-cultural management efficiency, using ActionAid Global Platform in

¹ <http://www.globalplatforms.org/>

² <http://www.globalplatforms.org/>

Jordan as a case study to argue for the usefulness of such an approach, it will be guided by the following problem statement:

“Which potential benefits can ActionAid Global Platform in Amman Jordan yield from adopting an NGO Management approach that combines and utilizes theory from Cross-Cultural Management and NGO Management?”

1.2 CONCEPTUAL FRAMEWORK

In order to provide the reader with an outline of what should be included in the thesis, an overall set of concepts is provided as seen below:

Nongovernmental Organizations (NGOs):

The definition of a NGO that will be used is the one by Lewis D. (2001) as his definition is the one covering broad, and is applicable to the chosen case. His definition proposes that a NGO consists of the following five key characteristics:

1. It is formal. Lewis D. (2001) argues, “(...) the organization is institutionalized in that it has regular meetings, office bearers and some organizational permanence (...)” (p. 37)
2. It is private. Lewis D. (2001) argues, “(...) it is institutionally separate private in that it is institutionally separate from government, though it may receive some support from government;
3. It consists of nonprofit distributing. Lewis D. (2001) argues, “(...) if a financial surplus is generated it does not accrue to owners or directors (often termed the ‘non-distribution constraint’)” (p. 37)
4. It is self-governing. Lewis D. (2001) argues, that it is “(...) therefore able to control and manage its own affairs” (p. 37)
5. It is voluntary. Lewis D. (2001) argues, “(...) even if it does not use volunteer staff as such, there is at least some degree of voluntary participation in the conduct or management of the organization, such as in the form of a voluntary board of directors” (p. 37).

I draw on both the NGO and NPO literature, but in order not to confuse the reader and to ensure a more coherent analysis, the term nongovernmental organization (referred to as NGO) will be used throughout the thesis.

This is due to several reasons; as Salamon, (1999) argues: [t]here is considerable confusion over terminology [...] In the US literature the term nonprofit organization is more commonly used. The IRS [ed. Internal Revenue Service; the revenue service of the United States federal government] recognizes 27 different types of nonprofit organization although the term is usually meant to mean 501 public charity organizations” (cited in Bruton, p. 2). He further argues that “[i]n the international literature, primarily general development journals such as World Development or the Journal of International Development, the term is more common. NGO refers to civil sector organizations concerned with social and economic development (Lewis, 2003; MacKeith, 1993; Werker and Ahmed, 2008)” (cited in Bruton, 2012, p. 2).

Lewis, D. (2001) argues that some NGOs are sometimes referred to as NGDO ‘nongovernmental development organizations’, which is organizations that are understood to be non-for-profit or ‘third sector’ organizations (Lewis, D. 2001). In this paper, I therefore draw on both the NGO and NPO literature, which is argued by Lewis, D. (2001) to cover “(...) organizations concerned with addressing problems of poverty and social injustice, and working primarily in the development world” (p. 1). Hence, the case of ActionAid DK is claimed to fit under this definition.

Furthermore, the term of private business or companies will also cover the non-profit organizations as well as public sector governmental organizations (Lewis, D. 2001). The three terms will be used interchangeably throughout this thesis, as I likewise draw on literature from all three.

1.3 DELIMITATIONS

It is relevant to emphasize several limitations for this thesis;

Firstly, it is important to recognize that the thesis only has its focus on *one* NGO, which could limit the research result. By including more organizations, one could have come up with a more widespread result, as the other organization(s) could have contributed with more

knowledge. Other than limited time frame and resources, the reason for this is my personal in-depth knowledge of the organization and the potential challenges it faces.

Secondly, the thesis could have been a comparison study of an NGO vs. a private business. This would have added a more thorough understanding of the possible differences, but this has again not been the focus due to the extent of this thesis. By choosing to focus on two organizations, it would not have been possible to create as comprehensive a study as has been the case when involving just one organization.

Thirdly, it can be argued that the selected case study of The Global Platform Jordan, can be seen as an 'extreme' case. The organization is managed by a Danish manager in a Jordanian context, which is not the 'typical' organizational approach in the region. The head office in Denmark furthermore runs the organization, which also means that many Danish people are working at the Global Platform Jordan. By choosing such an extreme case, the research findings can be argued to be limited. It can though also create a possibility to reveal more actors in the situation chosen, and as Flyvbjerg (2009,) states "(...) reveal more information because they activate more actors and more basic mechanisms in the situation studied" (p. 229). As the aim of this thesis is to achieve a high level of information about a given problem the case of the Global Platform Jordan is therefore chosen.

The fourth limitation is the choice of conducting only two interviews in Jordan, one individual and one focus group, which was due to the comprehensive knowledge the interviewees possessed. Kvale and Brinkmann (2009) argues that the number of interviews depends on the purpose of the study – they here argue "[i]nterview as many as necessary to find out what you need to know" (p. 113). It is therefore argued, that the chosen number of interviews and interviewees in this thesis, have been assessed to be sufficient, in order to acquire the desired result. The interviewees were selected as they represented a broad diversity within the cultural, educational and seniority aspect of the organization. 6 of the 14 employed staff members were represented in the interviews. During my time in the organization in January 2014, I also managed to conduct several interviews with the employees and the manager. Here the goal was to investigate a possible research area before starting the actual work on my thesis.

This leads to the fifth and final limitation; the pilot interviews conducted in January 2014 have not been transcribed, as the questions asked then were of broader and more explorative character and therefore did not reflect the discussed theory. Some of the answers are, however, included in the analysis; whenever relevant these points will be referred to through the recorded audio in the appendix 7.

1.4 STRUCTURE OF THESIS

This section aims to provide the reader with an overview of the structure of the thesis.

Chapter one is an introduction to the overall purpose of the research and the problem statement. It furthermore provides an overview of the scope and limitations of the thesis.

Chapter two presents a literature review, in which the literature within nongovernmental management and cross-cultural management will be discussed separately. The chapter will end with a discussion of the two theoretical areas.

Chapter three discloses the chosen research design and the scientific approach chosen for this thesis.

Chapter four is an introduction to the case of The Global Platform in Jordan. The case will represent the founding basis of the following analysis wherefore an insight into the organization will be provided.

Chapter five concentrates on the analysis of the research findings and correlates these with the discussed theory. The chapter will end by outlining theoretical and practical implications.

Conclusively, chapter six will end the thesis with an overall conclusion on the findings and suggestions for future research.

The described structure can be seen in the followed model:



MODEL 1. Compiled by the author

2. LITERATURE REVIEW

The purpose of the following chapter is to present the premises on which the research of this thesis is founded, by emphasizing the literature argued to be relevant to the area of investigation. As the aim of this thesis is to suggest new theory that combines nongovernmental management and cross-cultural management efficiency, the basis for this is first to identify possible gaps in literature when discussing NGO management and cross-cultural management. The literature will therefore be discussed from two headlines of 'NGO Management' and 'Cross-Cultural Management', which will later be concluded on.

2.1 NGO MANAGEMENT

The purpose of this section is to discuss NGO management, and to what extent the management of a NGO is substantially different from management in the private sector business, and whether the former perhaps requires separate theoretical considerations. Another scholar, Jackson (2009) argues that "[a]lthough there is a growing literature on how NGOs should be managed (often within a Western framework), little research has been undertaken on how NGOs are actually managed" (p. 447). This further indicates how a gap in the literature, when it comes to specific NGO management exists.

Jackson (2009) further argues: "[t]he third sector has for too long been neglected in the management literature" (p. 458) and that the "[t]he idea of 'managing' NGOs or nonprofit organizations appears only as a recent consideration among practitioners and academics" (p. 443). Bruton (2012) also states that "[t]his myopia is perhaps not surprising, as 'management' has become synonymous with 'business management' in management theory. This correlates to the argument by Drucker (1990) who notes that "(...) management writers do not even hear the word 'management'; they automatically hear 'business management'". (p. 2). The two above statements indicate that there is confusion around whether or not literature aimed at the nongovernmental sector even exists.

Despite a recent growth in literature on the NGO sector, Bruton (2012) argues that "[o]ver the twenty year period only 18 articles were published in the management literature, or less than one article per year" (p. 1). This argument is based on a review by Stone, Bigelow, and Crittenden (1999), who "(...) reviewed articles on strategic management in nonprofit organizations for the period 1977-1999. They searched 'the most prominent management journals' and identified a total of 65 articles reporting empirical studies of nonprofit

management, but 47 of these were in journals specifically focused on nonprofit organization and management” (cited in Bruton, 2012, p.1). This adds to the argument that even though growth in literature within NGO management has been argued by other scholars, literature available on NGOs is still scarce.

It can further be said that the NGO sector lacks the clear idea of management challenges, which Lewis, D. (2001) also argues in stating, “(...) for many years NGOs have not taken management very seriously. At times, parts of the third sector have expressed hostility towards the whole idea of management, which it has seen as belonging to another, alien, set of ideologies and concerns” (p. 8). This can be argued to potentially pose a challenge as managers, no matter in which sector they are working are in need of management theories to better improve their management in general. By not acknowledging the challenges that come with managing any organization, managers are in danger of failing the mission of the organization because directions become unclear and less strategic.

It can be argued that nongovernmental management is a niche that people can specialize in, and that the private business sector represents such a broad concept – scholars therefore do not define themselves working within this broad concept, unless the opposite is being argued. This project starts from the assumption that it could be beneficial to differentiate between management theories when working within a NGO compared to a private sector business, as it is believed that a more specialized focus on management theories within the specific area of NGOs is desirable in order to enhance the performance of this type of organization. Lewis, D. (2001) states “NGO management is a specialized field that warrants its own text because it requires new creative thinking that goes beyond new existing mainstream business management or public sector administration science” (p. 1). This calls for a distinction in literature, when discussing management within the nongovernmental sector vs. the private business sector. Lewis further argues for the need of this distinction in stating that “(...) NGOs have distinctive organizational characteristics and face complex multifaceted in their work” (p. 1) and further adds that NGOs “(...) are a distinctive type of organization that is different in important ways from the more familiar forms of private sector business or public sector organizations” (p.1).

As this project wishes to suggest new theory that combines NGO management and cross-cultural management efficiency, the basis for this is first to identify possible gaps in

literature, when discussing NGO management and cross-cultural management. In this chapter in which NGO management is discussed, it is therefore essential to first emphasize some of the earliest classical theories within management in the private business sector context.

2.1.1 CLASSICAL MANAGEMENT THEORY.

Classical management scholars such as Henri Fayol, Lyndall Urwick, Frederick Taylor, James Mooney and Mary Follett suggest “one best way” to organize and manage which is referred to as “structural universalism” (Brooks, 2009). The prime concern in the theory suggested by the mentioned scholars was to suggest efficient mechanisms of control, of how to allocate tasks and to reward people and furthermore how to structure organizations. Emphasis was placed on the existence and the need for bureaucratic structures and processes – including transparent and narrow lines of command of control, which embodied clear hierarchical relationships, detailed job descriptions and clear procedures (Brooks, 2009). Steers et al. (2010) further argues

“[a]nother old aspect on classical management is the scientific principles (Taylor, 1915; Gilbreth, 1912)” (p. 26), which he further argue to “(...) have long emphasized production or operations management and the necessity to structure jobs, people, and incentive systems in ways that maximized performance” (p. 26).

These principles should be applied to work organization in order to seek the “one best way” of conducting any job. The consequence would be substantial efficiency improvements, an increase in productivity, which furthermore would lead to an increase in both wage rates and profitability and, arguably, a more de-humanized workplace (Brooks, 2009). Steers et al. (2010) further accentuates that scholars such as Henri Fayol, Lyndall Urwick, Frederick Taylor, James Mooney and Mary Follett agreed that management “(...) involves the coordination and control of people, materiel, and processes to achieve specific organizational objectives as efficiently and effectively as possible” (p. 26). By emphasizing the importance of control of people to obtain objectives, this can be argued to differentiate from the people-oriented approach argued later on in this chapter, to fit the NGO management.

With regards to the classical management perspective Anheier (2000) also argues: “[s]ome organisations emphasise functional performance criteria, task achievement, set procedures and operate under the assumption that organisations are problem-solving machines. This is the technocratic view, best illustrated by Taylor’s scientific management” (p. 11). This

approach can be argued to contradict to the people-oriented and social culture often seen in the private business sector. By being more people-oriented, hence related more to the human relation school, organizations are akin to ‘families’ rather than machines (Anheier, 2000). This often exists in NGOs where “(...) non-profit organisations that emphasise normative elements, such as religious or political convictions, are more like families (...)” (Anheier, 2000).

Many later scholars have argued against the assumptions that many of the early scholars within management held: “(...) the social responsibility of business is to maximize profits within the bounds of the law goes against the inspiration of most business and society work that examines the impact of business power on society” (Davis, 1983, cited in Salazar and Husted, 2006, p. 75). This argument has though proven unconvincing to many scholars in the field, given that they seek to limit the negative impacts of business on society, while optimizing their social performance (Salazar and Husted, 2006). Salazar and Husted (2006) argue that although some researchers have found the fact that corporate social as well as environmental performance have a somewhat positive impact on the firm’s financial performance, even these developments would not satisfy earlier scholars such as Friedman and colleagues (Salazar and Husted, 2006).

Numerous recent scholars discuss the fact that development is essential for making money, hence making profit for the organization (Kotter, 1995; Carr, 1995; Anderson&Anderson, 2010). Some of these scholars argue here for the term Change Management as being essential when talking about management within the private business sector. They argue that change in organizations can be managed, planned and controlled no matter who is participating. Kotter, 1995; Carr, 1995; Anderson&Anderson; 2010 are all inspired by the mindset of economy, technology and strategy, which is somewhat in the contrary to leading NGOs. The Danish professors at Copenhagen Business School, from the Department of Strategic Management and Globalization, Thomas Ritter and Henrik Andersen (n.d.) argue that the imperative reason of any organization’s existence is to create profit – and within the process of optimizing the profit creation, two mutually connected areas of special interest exist: 1) the optimizing of the resource efficiency and 2) the optimizing of the market efficiency (Ritter and Andersen, n.d.). This can be argued to be a contradiction to the mission of any NGOs and I shall return to this point later in the analysis below. Eng (2010) also argues “(...) the third sector is focused on the societal consequences of organizations and the dynamics of

globalization, social movements, power and intellectual change (Eng 2010).” (p. 1). This further adds to a differentiation between NGOs vs. private businesses. Eng (2010) further adds the following argument to such a differentiation “[s]eeking the third way between government and private enterprise, the mandates of the third sector are providing services and representing the needs of civil society. Thus, the sociological and political roots of radical, social constructionist and humanist approaches to organizational theory have origins that are different from Weberian management science” (p. 1). The latter approach is argued for earlier in this chapter.

It can be argued that there is a lack of specific theories when it comes to the question of how to manage a NGO. Few researchers have empirically studied and analyzed the topic of leading volunteers (Jäger et al., 2009) even though there is an increase in handbooks (Agard, 2011; Herman, 2005) and scholarly articles on volunteer workers in the NGO sector. Jäger et al. (2009) argue: “NPO-executives deal with the specifics of leadership without formal power. In fact, it is because we do not seem to have sufficient empirical and theoretical knowledge about these relations that we cannot question, refine or support such management accounts” (p. 84). Hence, there seems to be an apparent gap in theory on managing volunteers. It can then be discussed whether a difference exists when it comes to managing paid staff vs. volunteers in a NGO.

It is important to emphasize the importance of the volunteers working in the organization. According to Jäger et al. (2009), the focus should be on the ‘people’, their feelings and reasons for being a volunteer in the given organization. The nonprofit organization leader has to recognize the good intention behind their participation and on exchanging on the personal level (Jäger et al., 2009). Involvement of the volunteers is highly important when being in the management of an NGO (Jäger et al., 2009; Sargeant, 2005; Murphy, 2011). It can further be argued that as for recruitment processes, nonprofit staff selection will be more valuable if based on skills and emotional engagement/interest in the projects. This will help keep focus and drive.

This is an important part of the model produced by Kouzes and Posner (2012), as the emphasis is on a shared vision and team effort (Agard, 2011). It can hence be argued that the model is applicable to NGOs, as the emphasis is on leading volunteers and motivating by enabling others to do good work. It is important to emphasize the importance of motivating people (red. volunteers) by including them in decisions and creating some kind of ownership

of the organization and its values.

Few scholars have, though, focused their leadership theories on NGOs, amongst others Kouzes and Posner (2007) as well as Agard (2011). While the latter has created a handbook of the practice of leadership in NGOs, the former argues that their theory is applicable to both NGOs as well as private businesses, which will be elaborated on in the following section. This project will, however, be arguing that their theory is suited for NGO management, but will also be arguing towards the claim that the theory is missing some components in order to be sufficient enough for covering international NGO management solely.

2.1.2 LEADERS IN NGOS

While the above-mentioned classical management theories have their main focus on the organizational development and profit making, it can be argued to be important to look specifically at the leaders in the NGOs. According to Adams (2014), there is a direct link between effective leadership and result, which supports the claim that effective leadership in NGOs is crucial for successfully obtaining the given goals that are required from donors (Jäger et al., 2009; Kouzes and Posner, 2007). One may raise the questions: is there a significant difference in being a leader when salary is not a motivational factor for the people one is managing? Is it possible to argue for a more comprehensive theory when it comes to managing volunteers?

Murphy (2011) argues on one hand that leaders in NGOs do not differ significantly from the ones working within for-profit companies, and on the other hand that leading the two different types of organisations are nothing alike (cited in Agard, 2011). Arguing for the latter position, Murphy (2011) states, “[t]he nonprofit sector relies on volunteers for much of its workforce and is dependent on charitable or government sources for its revenue. Another distinguishing feature is that employees, as well as volunteers, usually have strong personal commitments to the mission of the nonprofit, more, perhaps, than in the other two sectors” (cited in Agard, 2011, p. 296). Also arguing that significant differences in leading volunteers in a NGO exist compared to employees in the private business sector Kouzes and Posner (2007) who present five leadership practices in their theory. These challenges will mainly appeal to the NGO sector since they are based on values and hence readily applicable to the private business sector. They do, however, not state that the theory focuses *exclusively* on NGOs or offer a theory of specifically NGO leadership. It can though be argued that their

theory hold common features as well as a great insight into specific NGO leadership practices, arguing that some of these practices are specifically applicable to NGOs, hence differs from the ‘typically’ private business (Murphy, 2011, cited in Agard, 2011). One thing that can be argued to distinguish NGOs is their *mission – their reason for being* – it is the glue that holds the NGO together; in many cases NGOs are rooted in their mission. Murphy (2011), who specifically studies NGOs, states “[m]arginalized institutions will be squeezed out of existence or will find their niche depending on whether they find their distinctive mission and stick to it. It has to do with marketing, introspection, and hard work” (cited in Agard, 2011, p. 296). He further argues that too many organizations have failed to specialize their mission by trying to be all things to all people. It is these institutions that often suffer due to the drift from the original mission (Murphy, 2011, cited in Agard, 2011).

It can be argued that NGOs have significant emphasis on their staff, as work motivation often lies in influence and the desire to work for a cause, rather than high salaries. Murphy (2011) argues that a good mission attracts good people, leading back to the argument that mission (especially in NGOs) is highly important. He further states, “[a] good mission allows people to see how they can make a difference in the world. Mission attracts good people, clients, but donors, stakeholders, and neighbors, too. It attracts funding, private and public, and focuses on a defined human need” (cited in Agard, 2011, p. 296). The mission serves as a market and rather than being product oriented it is client or customer oriented (Murphy, 2011; Kouzes and Posner, 2009). This latter argument differs from the ‘classical’ management theories, where the product and making profit is the main goal (Kotter, 1995; Carr, 1995; Anderson&Anderson, 2010; Steers et al., 2010).

It is furthermore important to emphasize the difference between a NGO and a private business when it comes to marketing; people working (or volunteering) in NGOs are more likely to create habits, have shared visions, show stronger commitment and a high degree of loyalty, as they are attempting to become a part of the recipient. When it comes to marketing, the problem then occurs as you are trying to sell an intangible; namely a concept. This differs significantly from merely trying to sell a better product (Murphy, 2011, cited in Agard, 2011). Hence, this is an additional argument for the differences in NGOs and private businesses, where for the latter ‘selling the product’ and maximizing profit is essential for a private business.

When looking at the lack of management theories, it appears that there are several reasons behind this. David Lewis (2001) argues that “[w]hile people in NGOs have often been committed activists, they have been reluctant managers” (p. 8), and he accordingly suggests five overall reasons for this.

One of the reasons ground in the fact that “(...) NGOs are characterized by a ‘culture of action’ in which NGO leaders and staff are reluctant to devote significant amounts of time to thinking about organizational questions, because such a prioritization might interfere with the primary task of ‘getting out there and doing something’ (Lewis, D., 2001, p. 8). This point is especially apparent in the early stages of progression; hence organizations are here not emphasizing the management aspect from the beginning of the development.

Another reason proposed by Lewis, D. (2001) is the widespread view from the outside, by donors and the general public, that NGO’s should not be spending their funding for administrative purposes but instead on helping people in need. Lewis D. (2001) here argues that “[a]s Smillie (1995) suggests, there is a ‘powerful public myth that development should be cheap’ which has led in some quarters to a tendency to take low NGO administrative overheads as one of the main criteria for judging success” (p. 9). Another scholar who argues for this is Anheier (2000), who notes that “[i]n addressing this premise, one has to keep in mind that in the past, “management” was often regarded as a “bad word” in the non-profit world, as a practice at odds with what some regard as the essence of the sector: voluntarism, philanthropy, compassion and a concern for the public good” (p. 2).

A third reason is the fact that people who are searching for alternatives to what Lewis, D. (2001) establish some NGOs calls ‘mainstream thinking’. As many NGOs have experienced rapid growth, it means they are often one step behind in taking organizational actions (Lewis, 2001). This further brings out a fourth set of possible reasons; namely that organizations that might start out as small with management issues that can be dealt with on an informal ‘as you go’ basis, may grow fast if they get donors. To this point, Lewis, D. (2001) adds that “(...) they may find themselves developing more complex, multi-dimensional projects and programmes but will not immediately realize that they need new ideas, systems and procedures with which to cope” (p. 9).

The fifth reason is related to the donors and here the power and pressure externally. Some NGOs might have grown a closer affiliation to the donor agencies, which might require the organization to develop new systems of accountability. Lewis, D. (2001) hereto emphasizes that, “their efficiency and effectiveness may be questioned and challenged” (p. 9). This has

led to a sense of feeling that management in NGOs are 'controlled' from the outside and therefore not in the hands of the managers itself. Lewis, D. (2001) argues, "[m]anagement agendas have at times taken the form of an imposed 'managerialism', rather than emerging organically as part of an NGO's own agenda" (p. 9).

These five reasons argued by Lewis, D. (2001) help support the argument that specific theories of NGO management are needed in order to improve and make the management part of NGO's more efficient. Furthermore, it is important to specify the management theory to better fit the NGO sector, as Brown and Tandom (1994) states that there is a need on the "(...) organizational level (individual NGOs) where there is a need to clarify organizational values, identity and strategies (linking longer-term vision and project activities, learning from experience), build organizational capacities for governance, decision making and conflict management, and developing human resources (mobilizing skilled staff without undermining social commitment) and organizational learning" (cited in Lewis, D., 2001, p. 48).

Lewis, D. (2001) further claim that "(...) organizational development (OD) has long been directed at strengthening the performance of organizations working in the public or the private sectors, new approaches are needed to support 'mission-oriented social change organizations'" (p. 48). This also supports the notion that more specified and targeted management approach is needed, to development and makes the NGO sector more efficient in its work. This referring back to the proposed problem statement, where a possible need for NGO management theories could benefit the Global Platform in Jordan.

Murphy (2011) argues that "(...) leaders are outward focused and intent on others. They serve them, care for them, include them, build trust in them, and respect them. They are concerned for the underprivileged. They try to see the best in others—and to get the best out of them" (p. 302), which he states are several practices that serves leaders within NGOs well. This can be argued to differentiate from the 'typical' leader described in the previous section. One could argue that this description better fits the model by Kouzes and Posner (2012), discussed below, and is therefore applicable with leaders in NGOs. It can furthermore be argued that the value of the vision of the organizations and here the leaders, are essential in the argument proposed by Murphy (2011) (cited in Agard, 2011).

2.1.3 FIVE LEADERSHIP PRACTICES BY KOUZES AND POSNER

In the framework provided by Kouzes and Posner (2007; 2012) five key leadership practices are provided, which are, as stated in the previous section, mainly aimed at the NGO sector.

The scholars discuss a transformational leadership and their theory is based on years of research, where numerous leaders, in both private businesses and NGOs, have been asked about how to lead people in the most effective way. Their theory is based on an inductive approach, as they are moving from specific observations to broader generalizations and finally defining specific theories. Kouzes and Posner (2012) state that “[t]he Leadership Practices Inventory was developed through a triangulation of qualitative and quantitative research methods and studies. In-depth interviews and written case studies from personal-best leadership experiences generated the conceptual framework (...)”³.

The research has been conducted during a period stretching beyond thirty years and involves more than 350,000 managers and non-managers across a variety of organizations, disciplines and demographic backgrounds (the Leadership Challenge, 15.05.14)⁴ Thus, the study included managers from both public/non-profit and private/for-profit organizations. The research was initially started by asking more than 75,000 people around the world of what they expected from their leader (Murphy, 2011).

This has resulted in a ‘best-practice’ model, with five observable and applicable practices on exemplary leadership (Kouzes and Posner, 2012). These specific practices are illustrated in model 1.1. The model consist of five steps:

1) Model the way: A good leader should lead through his/hers own words and actions, for others to follow. Kouzes and Posner (2011) argue that an excellent leader should “(...) find their voice by clarifying their personal values” (cited in Agard, 2011). A leader should be able to make people follow his/her actions, before following the actual plan.

2) Inspire Shared Vision: Kouzes and Posner (2012) concluded on their research that excellent leaders should be able to envision the future by imagining attractive opportunities and dreams of what could be. They emphasize the importance of enlisting others in common visions – this by having a profound knowledge of people’s desires and dreams (Kouzes&Posner, 2012).

3) Challenge the Process: As part of being a good and inspiring leader, you should search for opportunities by seeking innovative ways to change, grow, and improve (Kouzes and Posner,

³ http://www.leadershipchallenge.com/UserFiles/lc_jb_appendix.pdf

⁴ http://www.leadershipchallenge.com/UserFiles/lc_jb_appendix.pdf

2012). Excellent leaders should be able to recognize new ideas as well as be open to new things and learn from their mistakes.

4) Enable Others: Building trust is highly important when you want to lead others. An excellent leader should be able to promote cooperative goals and emphasize the importance in leadership being a team effort (Kouzes and Posner, 2012).

5) Encourage the Heart: Lastly it is important that a leader recognize contributions by showing appreciation for individual distinction.

These five aspects by Kouzes and Posner (2012) are summed up in the model below.

Model the Way	Inspire Shared Vision	Challenge the Process	Enable Others	Encourage the Heart
<ul style="list-style-type: none"> • Behavior wins respect • Model the behavior that they expect from others • Clear about own guiding principles • Give a voice to their values • <i>"People first follow the person and then the plan"</i> 	<ul style="list-style-type: none"> • Dream of what could be • confidence to deliver extraordinary things • Imaging a attractive opportunity • Desire to act • People will not follow as long the vision not belongs to them • Knowledge of peoples desire and dreams 	<ul style="list-style-type: none"> • Search and accept challenges • Innovative ideas for transformation of an status quo • Recognition of new ideas and being an <i>early adopter</i> • Being open to learn new things and to learn from failures 	<ul style="list-style-type: none"> • Leadership is a team effort • Foster collaboration and build trust • Enable others to do good work 	<ul style="list-style-type: none"> • Appreciate peoples commitment and contribution • Sense about how to form team identity and guidance through hard times

MODEL 2: By Kouzes and Posner, 2012.

It can, though, be argued that the framework by Kouzes and Posner (2012) is missing intercultural perspective on leaders in NGO management. Also, some may disagree that the framework can be applied to leaders working in different countries with different cultures. This will be elaborated on later in this section, as the project continues to focus on cross-cultural management.

2.1.4 STAKEHOLDERS' IMPACT ON NGOS

It can be argued that it is imperative to put emphasis on the stakeholders of the organization.

Brackle (2011) argues "[t]he integrity of non-profits is maintained by its various and committed stakeholders in its environment. The stakeholder groups are described in terms of what they do for the organization, their authority over the organization, and the frequency and intensity of the relationship." (cited in Agard, 2011, p. 305). It is important for leaders of

NGOs to communicate effectively to their stakeholders. Anheier (2000) discusses some bottom lines, which are especially complex when it comes to NGO and management. He here discusses the complexity in the interests and needs of the clients; most of the clients of a NPO may not be able to reveal their preferences (this could be in the case of people having disabilities, children etc.) – they furthermore may not be able to pay the cover of the service delivery in question (Anheier, 2000).

Another issue in managing NGOs is the differences in, as well as the importance of, values between the stakeholders, board members, staff and target groups (Anheier, 2000). When discussing stakeholders, this issue is essential to acknowledge, as the stakeholders might hold different values but might also be more passionate about the issue at hand.

The theories within NGO management, and the lack of same, have now been accounted for and discussed. The discussion has revealed how Ngo management differentiates from the ‘typical’ management applied to business management. The discussion has further shown that a gap in cross-cultural management is present, which leads to the next chapter of the theory discussion. Here theories within cross-cultural management will be accounted for, which will finally lead to a discussion of a possible combination of the proposed theories.

2.2 CROSS-CULTURAL MANAGEMENT IN NGOS

The purpose of this section is to discuss theories within cross-cultural management and conclusively argue for the most suitable theory, which can be merged with the above-mentioned theory by Kouzes and Posner (2012) of how to improve leadership with the five leadership practices, that focuses on how to transform values into actions.

The study of management in a cross-cultural context has steadily developed as a research stream during the last three decades (Hall, 1980; Beamer and Varner, 2008; Lewis, 2006; Hofstede, 1980, 2002; Adler, 1995; Trompenaars and Hampden-Turner, 1997). Armstrong and Ashraf (2011) argue that “ [o]ne of the critical challenges that leaders face today is how to move beyond a merely theoretical agreement to *accommodate* diversity and instead *use* diversity as a strategic lever that propels innovative ideas and solutions” (cited in Agard, 2011, p. 267). Tempel and Smith (2007) add to this argument that (...) research has found that diversity is a significant challenge in the not-for-profit sector” (p. 268, cited in Agard, 2011). Various scholars argue for the need for further research; among these is Jackson

(2009) who emphasizes "(...) a need for further empirical research through a cross-cultural, critical lens (...)" (p. 458). This all adds to the argumentation discussed in the previous theoretical section, where a gap in literature on management theories aimed at NGOs was accounted for, as the literature arguably is missing theories aimed specifically at leaders within NGOs. It can be argued that it is just as important, if not more, for leaders of NGOs to be culturally aware when managing cross-culturally. Many NGOs are operating in the third sector, and are often placed out of their personal country of origin while simultaneously dealing with many different nationalities, and hence cultures.

Adams (2014) claims that leaders of NGOs should strive for diversity of leadership and that ethnic diversity also influences the leader-development agenda (Adam, 2014).

2.2.1 CROSS-CULTURAL MANAGEMENT THEORIES

Though it can be said that many scholars have been investigating the cross-cultural management aspect in the private business sector, cross-cultural management specifically in NGOs is yet to be thoroughly analyzed. Armstrong and Ashraf (2011) states that "[t]he portrait of diversity in the not-for-profit sector is disappointing" (cited in Agard, 2011, p. 268), which further emphasizes the lack of specific theory on this area.

Furthermore, according to Tempel and Smith (2007), "research has found that diversity is a significant challenge in the not-for-profit sector. The lack of diversity is most pronounced at the leadership level" (p. 268, cited in Agard, 2011). Lewis, D. (2001) argues, "[t]he third sector organizations are now facing more and more internal diversity in human resource terms, and are developing new and more intense cross-cultural relationships and linkages across shifting global landscapes" (p. 100). This again shows a request for cross-cultural awareness and management, in order to meet this argued diversity that is present in more and more NGOs. As the NGO sector is becoming increasingly diverse, so are the needs for management, which are able to manage such diversity in the workforce.

When discussing cross-cultural management theories, a number of attempts to capture the essence of cultural diversity, similarities and differences have been made. Each of the attempts has been done with the goal of measuring and understanding culture (Steers et. al., 2010).

One of the most well known scholars within the field of cross-cultural understanding is Hofstede (1980; 2001), who with his model of different dimensions relating to cultural understanding has often been referred to by previous scholars and researchers. His model

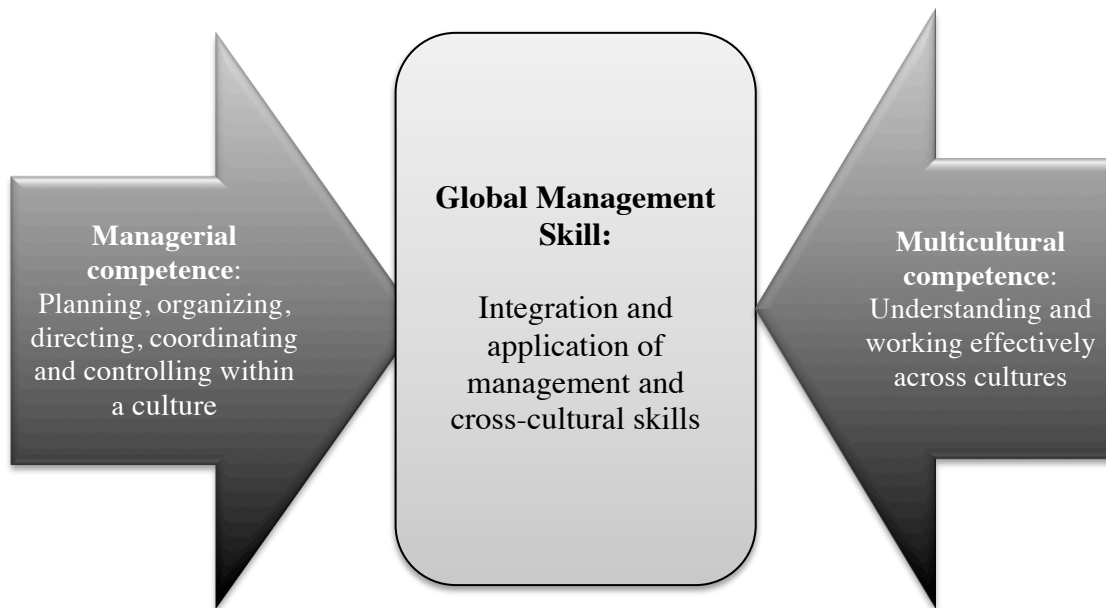
resides around the following aspects; Power distance, Uncertainty Avoidance, Individualism vs. Collectivism, Masculinity vs. Femininity and Time Orientation (Steers et. al., 2010).

While scholars and researchers still acknowledge the different aspects and approach used by Hofstede (1980; 2001), his model arguably resembles stereotyping in that it permits people to focus on national culture as ‘one fits all’. One handful of scholars highlighting this aspect is Steers et al. (2010) who argue “[u]nfortunately, these models [ed. the model of Hofstede] frequently focus on different aspects of societal beliefs, norms, and values and, as such, convergence across the models is limited. From a managerial standpoint, questions are logically raised concerning which model best suits the needs of organizations and their managers” (p. 57).

Another well-known scholar of cross-cultural management is Richard Lewis (2006). His book “When Cultures Collide” has been seen as a contribution to the field of cross-cultural understanding, which has been regarded as a new approach to the subject (Lewis, R. 2006). Lewis, R. (2006) has created a model where he classifies cultures into three dominating categories: Linear Active, Multi Active and Reactive. His extensive research has been used by many well-know companies; among other companies Nokia, Beiersdorf, Ericsson, LSG-Lufthansa, Unilever and Rolls Royce (Lewis, 2006). Lewis, R. (2006) argues that his categorization of “(...) linear-active, multi-active and reactive characteristics are readily identifiable by HR managers around the world” (p. xix).

Steers et al. (2010) also argue for further research when it comes to obtaining multicultural competences as a cross-cultural manager, emphasizing that “[m]ulticultural competence can be seen as a way of viewing the world with a particular emphasis on broadening one’s cultural perspective as it relates to cross- cultural behavior” (p. 37). They further stress the importance of learning from different cultures, which will later be argued to contribute to the theories by Egan and Bendick (2008) towards a new approach of cultural intelligence.

As seen in the following model, Steers et al. (2010) emphasize the importance on having both managerial competences as well as multicultural competences, which is also argued for by Egan and Bendick (2008) that argued for the going beyond current cross-cultural management approaches, by learning to be cultural intelligent, which also seek to add different competences.



MODEL 3: Steers et al. (2010), p. 56.

It can be argued that this model also applies to an international NGO, though with emphasis on the managerial competences being specifically aimed at the NGOs, as argued for in subchapter 2.1.

As mentioned earlier, Lewis, D. (2001), suggests “(...) that some nonprofit organizations in the development sector have revised their opinions about management and have rushed into importing the latest management technique in an attempt at a quick fix” (cited in Jackson, 2009). Jackson (2009) further notes that the latter statement can be argued to be the case of reported concerns about the development of international NGO’s (Jackson, 2009). This could propose a problem to the field of cross-cultural management within NGOs, as the field of cross-cultural management within the private business sector may not apply to this area of management. This gives credence to Lewis, D.’s (2001) argument that when it comes to managing a NGO, more specialized theory should be developed. It will hence be argued, that the same applies to managing cross-culturally in NGOs.

2.2.2 ATTRACTING QUALIFIED PEOPLE

When discussing NGO charity organizations, Asirvatham (2007) emphasizes how “(...) the charity needs to aggressively recruit staff members and volunteers who have more in common with the people it is trying to help” (p. 1). This perspective is also shared by Armstrong and Ashraf (2011) who state that “[l]eaders need to promote and to engage in

divergent thinking if they are to be effective in a world of diverse cultures” (p. 267, cited in Agard, 2011). The latter scholars further discuss the response to crisis in relation to the American Red Crescent and how its management was acting during and after the Hurricane Katrina in 2005. Here Armstrong and Ashraf argue, “(...) both the leadership and the organization appeared not to have the necessary cultural competence or the divergent thinking to respond to the diversity (...)” (p. 267, cited in Agard, 2011). This further shows how important it is to be able to attract the right culturally diverse workforce, especially when working in an aid organization, which many of the NGOs are.

While it can be argued that many factors can account for the lack of diversity, one of the ‘pipeline’ issues is the challenge of promoting and attracting younger employees who potentially could grow into becoming successful leaders. Attracting these individuals is a competitive disadvantage faced by the NGOs compared to the private business sector (Tempel and Smith, 2007, cited in Agard, 2011). Here the lack of financial motivation can be argued to be in play, as the NGO sector is often not able to meet the same standards as the private business sector is.

2.2.3 TOWARDS A NEW APPROACH OF CROSS-CULTURAL MANAGEMENT, EGAN AND BENDICK

Several scholars have been discussing the term of cross-cultural management and have argued for several best-practice methods for students of IB [ed. International Business]. These methods can, however, potentially cause stereotyping of cultures and generalization, which could create a sense of false understanding of cultures, as well as create problems for organizations that seek to enter a new country (Beamer and Varner, 2008; Egan and Bendick, 2008). Jackson (2009) adds to the need for a new approach when discussing cross-cultural NPO management “[d]espite the fact that the main business of development NGOs involves working across cultures, the growing literature on NGO management rarely mentions culture” (p. 444).

Jackson (2010) argues that the current theories within cross-cultural management have “(...) not served to address many issues but rather to highlight the problems of transferability of modern or Western (mainly American or British) management principles and practices to NGOs working in developing countries” (p. 444).

When talking cultural diversity, the definition by Jameson (2007) is used to account for the

term in this thesis, as the definition embraces the many layers of cultures, Egan and Bendick (2008) also argues for. He defines cultural identity as “an individual’s sense of self derived from formal or informal membership in groups that transmit and inculcate knowledge, beliefs, values, attitudes, traditions, and ways of life” (cited in Egan and Bendick, 2008, p. 390). This perspective emphasizes the importance of ‘not’ seeing cultural identity as either national or traditional demographic characteristics “(...) but instead balance them with components related to vocation, class, geography, philosophy, language, and the social aspects of biology” (Egan and Bendick, 2008, p. 390), which is argued to be highly important to acknowledge when discussing cultural intelligence.

Egan and Bendick (2008) have discussed this issue and arguments for a fresh instructional approach, which looks at the domestic part of cross-cultural management. They further argue that well-known and well-used scholars like Hofstede (1980, 2001) and Trompenaars and Hampden-Turner (1997) fail to look at the ‘domestic’ part of cultures and instead condense international cultures into small numbers of universal dimensions. Egan and Bendick (2008) hereto argue that “(...) managers work primarily at the interpersonal, work group, or organizational level rather than the national level” (p. 388). Many of today’s scholars discussing the term of cross-cultural management are often referring to cultures on the national levels, which fail to address the many layers of cultures that exist within each nation. This also applies to NGO management, a point raised by Rose (2008) who “(...) urges not-for-profit leaders and staff to get an in-depth appreciation of the cultures of the individuals their organizations are serving” (cited in Agard, 2011).

It can be argued that when working within an international NGO, it is important for managers to appreciate the cultural diversity while at the same time trying to create a unified management approach, which applies to all the different cultures within the workforce. Egan and Bendick (2008) argue for a more comprehensive, merged course, which “(...) should be built on a broad definition of diversity as ‘real or perceived differences among people that affect their interactions and relationships’” (p. 390). The proposed course by the two scholars moves away from the classical approaches of cross-cultural management and offers a more benign explanation by adding more material and additional explanations (Egan and Bendick, 2008). The cultural competence approach proposed by Egan and Bendick (2008) can be argued to be highly beneficial for managers in both private business and NGOs when working across cultures, as managers are able to successfully adapt to new cultural settings when being culturally intelligent.

When looking at cross-cultural organizations it is furthermore important that leaders are able to create organizations that are culturally competent, besides being culturally competent themselves. This will enable them to attract but also retrain a diverse staff and volunteer workforce (Armstrong and Ashraf, 2011, Cited in Agard, 2011). Armstrong and Ashraf (2011) argue “[l]eaders should begin with an initial audit of the level of cultural competency in their organizations and then engage in cross-cultural training for the staff and volunteers” (p. 270, cited in Agard, 2011). The emphasis on training is important as culture is something *learned* - therefore also *learnable* (Beamer and Varner, 2008).

It can be argued that leaders of culturally diverse organizations should acquire training in how to successfully manage diverse employee groups. Egan and Bendick (2008) discuss how it is important for cross-cultural leaders to obtain cultural intelligence. They see personal cultural intelligence as having four elements:

- 1. *Metacognitive intelligence*—the ability to perceive others’ cultural preferences before and during interactions
- 2. *Cognitive intelligence*—knowledge of socioeconomic dynamics of other cultures
- 3. *Motivational intelligence*—desire to learn about and function in situations involving cultural differences
- 4. *Behavioral intelligence*—the ability to exhibit situational appropriate behaviors (p. 270, cited in Agard, 2011).

The thought of personal intelligence can be said to be highly important when discussing cross-cultural management. This very idea of becoming culturally intelligent expands the model of cultural competence and is able to give leaders knowledge on how to more effectively manage cross-culturally.

The theory by Egan and Bendick (2008) has been chosen as it “(...) highlights the complexity of becoming culturally competent while highlighting some possible levers leaders can use to effecting personal development” (p. 270, cited in Agard, 2011). Armstrong and Ashraf (2011) argue “[l]eaders in the not-for-profit sector should practice heightened awareness of the cultural differences among all its stakeholders so that they can have more thoughtful impact in their work” (p. 267, cited in Agard, 2011). Being more aware of the cultural differences and how to manage a diverse workforce has the potential to benefit leaders in especially NGOs, where the integrity of its various stakeholders maintain the organization, leading back to the discussion by Brackle (2011) mentioned in the previous subchapter, where he argues for the importance of communicating effectively to the stakeholders (cited in Agard, 2011).

2.3 DISCUSSION OF THEORIES

The theories within both NGO management as well as cross-cultural management have now been accounted for and discussed. The aim of this section is to provide a further discussion on how aspects of these theories potentially can benefit the Global Platform in Amman, Jordan, as part of the deductive research approach of the thesis.

The model by Kouzes and Posner (2012) of how to improve leadership with the five leadership practices, that focuses on how to transform values into actions has been argued for as being applicable to management in NGOs. This is among other reasons, due to the fact that it has a high focus on the leadership actions and on applying own values with the mission and statement of the organization. It can be argued that employees working for a NGO are more motivated by doing good things, rather than earning money. The focus on the employees and their commitment should therefore be of chief focus. Hence, if one's employees are from different cultures, one should pay more attention to getting to know them and what their motivational background and challenges are. Especially the mission has been stressed as highly important when discussing management within NGOs, as the employees often relate themselves to the mission and hence the values of the organization. The mission is the glue that holds the organization together, and often what attracts employees and/or volunteers to a NGO in the first place. It is hence important to work with an outset in the mission, in order to attract the right workforce that will work for the cause (Murphy, 2011; Kouzes and Posner, 2011). The cause can therefore be argued to help attract the right employees, donors and stakeholders.

The model by Kouzes and Posner has, though, been argued to be missing an intercultural perspective on managing NGOs. The model thus lacks directions on how to manage culturally diverse workforce. Theories within cross-cultural management have therefore been discussed in order to understand whether a more suitable theory could be applied to the framework proposed by Kouzes and Posner (2012).

As touched upon in the previous section, many scholars have been discussing the term 'culture' and how to manage more effectively across borders and nationalities. It has been argued that many of these scholars are at risk of stereotyping and instead condense

international cultures into small numbers of common dimensions. Egan and Bendick (2008) have taken it a step further in proposing a new approach to cross-cultural management. They suggest a new approach of cultural intelligence, which “(...) equips students to understand that the influence any characteristic exercises on individuals may vary by the context in which the individuals find themselves (...)” (Egan and Bendick, 2008, p. 391). This approach of personal cultural intelligence exists of four components: metacognitive intelligence, cognitive intelligence, motivational intelligence and finally behavioral intelligence. This new approach has, in the previous section, been argued for as being the most suitable when discussing cross-cultural management, hence this will be applied to the theory by Kouzes and Posner (2012). And together, these theories inform my approach to studying management at the Global Platform in Jordan.

As argued for in the previous subchapter 2.1.2, Kouzes and Posner (2012) argue for five observable and learnable practices on exemplary leadership: 1) Model the Way, 2) Inspire Shared Vision, 3) Challenge the Process, 4) Enable Others and lastly 5) Encourage the Heart (Kouzes and Posner, 2012). These practices can benefit from the approach of cultural intelligence proposed by Egan and Bendick (2008), as Kouzes and Posner currently do not focus on managing cross-culturally. The discussion therefore leads to a proposed combination of these: the five leadership practices set out by Kouzes and Posner (2012) should incorporate the four components of personal cultural intelligence by Egan and Bendick, 2008. This should create a more comprehensive theory by forcing managers of NGOs to create an understanding of the culturally diverse workforce, by acknowledging differences and using both the head (cognitive), the heart (motivation) and the body (body language). As argued for in the previous section, these components that all adds to the approach by Egan and Bendick (2008) on being cultural intelligent, are what the model by Kouzes and Posner (2012) is missing, wherefore a combination of the two theories ought to provide a more efficient and relevant model within cross-cultural NGO management. Hence it can be said that this combined theory will therefore benefit NGO managers who work with a cultural diverse workforce.

Relating back to the deductive research approach, a hypothesis can be deducted from the existing analyzed theory:

H1: Existing literature on NGO management as well as cross-cultural management fails to adequately address management challenges in a NGO and cross-cultural organization, such as the Global Platform Jordan.

This hypothesis will therefore be elaborated on in the upcoming analysis.

This section has now accounted for theories within both NGO management as well as cross-cultural management. This has lead to a combined theory, which has been argued to be beneficial for NGO managers who deal with cross-cultural situations on a frequent basis. The next chapter will apply a discussion on the chosen research design, in order to provide the reader with a thorough knowledge of implications for this thesis.

3. RESEARCH DESIGN

The purpose of this thesis is to suggest new theory that combines nongovernmental management and cross-cultural management efficiency, using the Global Platform Jordan as a case study to argue for the usefulness of such an approach. The following section will discuss and account for the research method used in the thesis. The choice of the research method is accounted for and presented in the sequence they were applied in: face-to-face focus groups and face-to-face interview.

3.1 IMPLICATIONS FOR THE RESEARCH

During the research phase, I was the sole investigator of the project. The thesis operates from an initial hunch regarding a lack of theories, which would adequately address management issue in an organization like the Global Platform Jordan. This hunch was developed based on thorough knowledge of the organization and the field of study, as well as an initial pilot-phase spent in the organization before starting work on the thesis, where I conducted a number of informal interviews with key staff to identify a suitable topic for my thesis (cf. appendix 7). The theory was then explored further through a deductive approach and developed through spending more time in the field. Based on this, it is argued that the thesis is working from a deductive approach, where the main focus is to test the adequacy of already existing theory. Although the implications for this research were based on an existing knowledge of the researcher, Brackle (2011) also argues, “(...) students of nonprofit management are best suited to “step back” and contemplate the blending of the theory and practice and how it could shape the future of nonprofit organizations” (cited in Agard, 2011, p. 308). Hence, this thesis hopes to use the discussed theory and apply it to an actual case, which will eventually lead to a discussion of practical implication in chapter 5.7 and again in the final conclusion in chapter 6.

Bryman (2012) explains about the deductive approach that “[t]he researcher, on the basis of what is known about in a particular domain and of theoretical considerations in relation to that domain, deduces a hypothesis (or hypotheses) that must then be subjected to empirical scrutiny” (p. 24). The following figure shows the process of deduction, where “[t]heory and the hypothesis deduced from it come first and drive the process of gathering data” (Bryman, 2012).

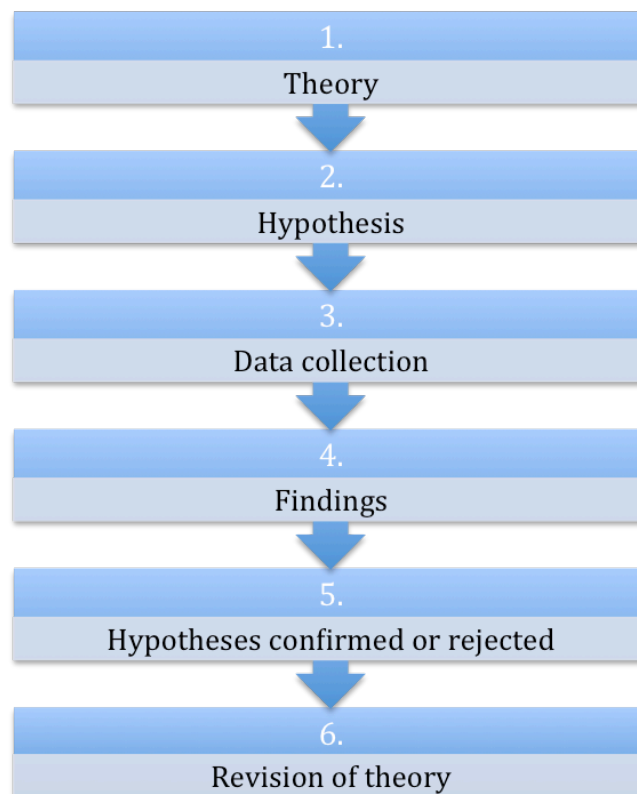


Figure 3: Bryman (2012)

As the deductive process seems rather linear where one step follows another, it is though important to note that this is not the case in many instances, as the researcher's view of the theory or literature might change due to the collected data or the analysis. Furthermore, the relevance of the data for a theory might first occur after the data has been collected and analyzed (Bryman, 2012).

As stated previously, the findings of possible new theory will be tested through the chosen case study, in order to confirm or reject the proposed hypothesis. Bryman (2012) states, “[t]heory and the hypothesis deduced from it come first and drive the process of gathering data” (p. 24). Hence, the collected data will be driven by the theory, and, furthermore, the themes developed in the analysis will also implicitly derive from the theoretical considerations, as the data collection was purposely designed to test the adequacy of existing theories.

It is important to note that by working from this linear deductive approach, there is a possibility of excluding themes or other issues than the one suggested in the hypothesis that might occur in the interviews. Furthermore, it is important to note that the issues that might occur when conducting the interviews are not necessarily the issues of initial relevance in this

specific thesis. Hence, this thesis will make conclusions within the specified framework - there may be elements in the interviews which speak to issues beyond those covered in the theory section, and these elements may then receive little or scant attention in the analysis, since their main purpose is to test the adequacy of the discussed theory. The research will demonstrate the process where a hypothesis is deduced from existing analyzed theory – and hence, the theories will guide the process of data collection in order for the hypothesis to be tested.

3.1.1 SCIENTIFIC APPROACH

In this subchapter, the scientific assumptions of this thesis are described. As a researcher it is important to emphasize which paradigm this thesis supports. As Guba and Lincoln (1994) explain, a paradigm “(...) represents a *worldview* that defines, for its holder, the nature of the “world”, the individual’s place in it (...)” (p. 107). It is a basic of beliefs that creates an understanding of how the researcher views the world and approach the given research (Guba and Lincoln, 1994; Saunders et al. 2009). It is therefore important to argue from which paradigm this thesis is working, in order to create an understanding of the methodological approach used to approach the research and hence, the problem statement.

As the purpose of this thesis is to suggest new theory that combines NGO management and cross-cultural management efficiency, using the Global Platform Jordan as a case study, the theory takes the ontological position of social constructivism. The problem statement takes a start in the area of social research, regarding which Bryman (2012) argues, “(...) social research involves research that draws on the social sciences for conceptual and theoretical inspiration” (p. 4). He further defines social research as “(...) academic research on topics relating to questions relevant to the social scientific fields (...)” (p. 4).

I, as a researcher, was conducting interviews to gather the empirical data with the focus on testing a hypothesis. It is therefore important to indicate that people’s socially embedded sense-making of their surroundings is something that was considered a relevant object of investigation, during the empirical research design. It is furthermore important to put “(...) emphasis on socially constructed organizational realities and the importance of multiple perspectives” (Kezar, 2003), when gathering empirical material from participants.

Given that the researcher perceives the research data to be socially constructed, in the sense that the participants’ backgrounds and the surroundings they were studied in are perceived to

potentially have influenced their answers, the research ontology applied in this project is subjectivism (Guba, 2009). As this thesis is seen as an explorative study in a new domain, focus group interviews can be argued to be well suited since Kvale and Brinkmann (2009) state that “(...) the lively collective interaction may bring forth more spontaneous expressive and emotional views than in an individual, often more cognitive, interviews” (p. 150). This relates back to the social constructive approach, which asserts, “(...) social phenomena and their meanings are continually being accomplished by social actors” (Bryman, 2012, p. 33). It is furthermore important to acknowledge that the researcher, working from a social constructivist paradigm, is only able to present a specific version of social reality, hence not presenting a definitive view of reality (Bryman, 2012; Guba and Lincoln, 1994). This thesis will therefore only be able to confirm or reject the proposed hypothesis based on the collected empirical data, knowing they are socially constructed and potentially influenced by the setting in which they have been conducted.

3.1.2 FACE-TO-FACE FOCUS GROUPS

The face-to-face focus group is a popular but also relatively recent method to gather qualitative empirical research (Morgan, 1996; Kvale and Brinkmann, 2009). A focus group normally consists of six to ten subjects (Morgan, 1996; Kvale and Brinkmann, 2009) and is carried out in formal settings. In the given case of studying the management at the Global Platform Jordan, the number of participants was kept at five. This was done in order to bring forth different viewpoints on the current management situation in the organization. The reason for only choosing five participants was mainly due to the availability of the employees, but also due to the fact that the chosen participants were representing both the diversity in culture, seniority and work areas within the organization.

Kvale and Brinkmann (2009) argue that “[i]t [ed. a focus group] is characterized by a non-directive style of interviewing, where the prime concern is to encourage a variety of viewpoints on the topic in focus for the group” (p. 150). The face-to-face focus group was chosen to investigate the view of the current management from the volunteers/staff currently working at the Global Platform Jordan. It can be argued that is important to gather information about the perception on the management from the people experiencing it at the Global Platform Jordan daily, as this will bring another perspective to the investigation on whether a more suited management style is needed. As this is a very direct question, which might not elicit frank answers, the participants were asked indirect questions, like whether

they thought managing a NGO is different from managing a private business and which potential pitfalls and possibilities they link to the daily tasks of running a NGO. In order to further investigate the hypotheses, the participants of the focus group interview were asked to tell about their different experiences from different contexts, such as working in a private business sector, different geographic settings, less diverse organizations etc. (cf. appendix 1).

3.1.3 FACE-TO-FACE SEMI-STRUCTURED INTERVIEW

The face-to-face semi-structured interview research method was chosen to get an appreciation of what the interviewee (here the Manager of the Global Platform Jordan) sees as significant and important, relating to the proposed hypothesis. The reason for choosing the semi-structured versus structured interview, was to enable the interviewee to raise additional or complementary issues, while simultaneously follow the proposed deductive approach based on the discussed theory. This can also refer back to the explorative study in a new domain explained earlier by Kvale and Brinkmann (2009) - this thesis is constructed from a deductive approach based on an initial hunch, which has been accounted for in the previous section.

The interview took place in the familiar setting of the office in Amman, Jordan, which allowed the interviewee to feel comfortable while at same time gave the interviewer an understanding of what was being said in the interviewee's own terms (Bryman, 2012).

Bryman (2012) further argues "[w]hat is crucial is that the questioning allows interviewers to glean the ways in which research participants view their social world and there is flexibility in the conduct of the interviews" (p. 473), which adds to my decision on how the interviews therefore took place at the organization, which at the time was most suitable to the interviewees.

3.1.4 ETHICAL REFLECTIONS

Kvale and Brinkmann (2009) discuss the term of 'Informed Consent' when it comes to the ethical reflections of interviews – here referring to both the face-to-face focus group interview and the face-to-face semi-structured interviews. Emphasis was therefore put on informing participants of their voluntary participation as well as their right to withdraw from the study at any time (Kvale and Brinkmann, 2009). It was furthermore deemed essential to inform the research participants about the purpose of the given research project and provide information on confidentiality as well as who will have access to the interview material (Kvale and Brinkmann, 2009). I therefore informed the participants of this prior the initiating

both the face-to-face focus group interviews as well as the face-to-face semi structured interviews (cf. appendix 1+2).

A consent form was similarly constructed and signed by both the researcher and participants (cf. appendix 3). In doing this, the researcher obtained consent from the interviewee to participate in the given research and which will allow the researcher any further use of the material. As stated in the consent form, the participants agreed to the following statement “I understand that the contents will be used only for analyzing and writing the thesis and that my confidentiality will be protected (...)” (cf. appendix 3). Hence the participants allowed the researcher to use the gathered material for further analyzes and research, leaving the participants anonymous. In order to secure the anonymity of the participants, no names have been mentioned. Instead, participants will be referred to as ‘Participant 1’, ‘Participant 2’ and so on. The manager is likewise referred to simply as ‘The Manager’.

3.2 INTERVIEW GUIDE

The participants were contacted beforehand, via email and have given their consent to participate in the research. Hence, the participants had a prior knowledge of the research topic, before conducting the interviews. Furthermore, the researcher visited the office in January 2014, where several interviews were conducted – hence, the participants and the staff of the organization at this point in time were presented to the researcher as well as the research title and purpose. These interviews were conducted prior to the start of the research in order to investigate which possible challenges the organization is facing.

As a researcher, I facilitated the focus group interviews (Damon and Holloway, 2012). The qualities of an effective moderator are, according to Damon and Holloway (2012) “(...) the same as those of an in-depth interviewer: flexibility, open-mindedness, skills in eliciting information, and the ability to both listen and interpret” (p. 198).

The interview guide started with a short briefing, where the researcher was presented as well as the research focus. An introduction to the procedure of the focus group was hereafter presented, and also a briefing about the ethical measures taken related to the interview process (including the recording and use of the collected data). This created transparency of the focus group to the participants, and of the purpose of which, the employees were invited to participate. Kvale and Brinkmann (2009) argue that the initial briefing is where “(...) the interviewer defines the situation for the subject, briefly tells about the purpose of the

interview, the use of sound recorder, and so on (...)” (p. 128).

The questions to the participants of the focus group interviews were, compared to the research questions which are written in a theoretical language, expressed in an everyday language in order for the participants to better understand the questions (Kvale and Brinkmann, 2009). As the participants were from different contexts, origins and professional backgrounds, the interview questions that were derived from theory, hence being very theoretical were put into a more practical orientation to the participants – this created a neutral ground for the participants and expectantly gave them a feeling of safety where every answer and opinion was welcome.

The questions that were asked to the manager were, though, conducted in a more academic manner. The questions were kept at a fairly academic level, due to the prior knowledge of the manager’s academic background. It was therefore estimated that the manager was able to answer the questions based on the academic terms without further explanation. This is referred to as ‘elite interviewing’ (Kezar, 2003; Richards, 1996). The interview was conducted following the theoretical investigation, which Richards (1996) also argues towards by stating “[i]n the vast majority of cases, elite interviewing is probably most productive in the latter stages of your work” (p. 201). The importance of being well prepared and having an extensive knowledge of the research area is emphasized, when doing elite interviews (Richard, 1996). Richard (1996) also states the importance of informing the interviewer of the scope and goal for the interview, which is why the manager of the Global Platform Jordan received the interview guide beforehand.

The interviews were conducted in English, as it is the language used in the organization. Although both the interviewer and the manager at the Global Platform Jordan are Danish, this interview was also conducted in English. This was done due to prior interviews, which had also been conducted in English as well as a prior mutual consent.

The interview guide was divided into three sections; the first one being a presentation of the researcher, the purpose of the research and the agenda of the interview. The next two sections were divided according to the discussed theory (cf. theory section 1); the first section dealing with the theory within NGO Management and the second section dealing with theory within Cross-Cultural Management (cf. appendix 1+2). This was done in order to create a structure in the interview that follows the structure in the discussed theory.

The thesis is based on a deductive design, although this will not necessarily be transparent to

the research participants in the focus group interview, as I attempted to ask them questions in a more everyday language to better target the participants. When interviewing the manager, the research questions were asked according to her professionalism and knowledge of the research area, as stated earlier in this section. By conducting a deductive design it was important to keep in mind that the design is potentially going to be low on inductive answers from the participants, as the questions are guided by the discussed theory. Working inductively, the theory is the outcome of research and will therefore allow for new theory to arise from the empirical findings (Bryman, 2012). The chosen research design of working deductively was due to the researcher's initial hunch of gaps in theory when it comes to NGO management combined with cross-cultural management. A hypothesis was therefore made due to a discussion of the aforementioned theories – hence the interview guide took off from this hypothesis in order to discover whether or not this argued gap existed in this specific case study.

The focus-group interview started with an introductory question, which according to Kvale and Brinkmann (2009) “(...) may yield spontaneous, rich descriptions where the subjects themselves provide what they have experienced as the main aspects of the phenomena investigated” (p. 135). The researcher had prepared several follow-up questions in case the participants were unable to initiate the discussion themselves. As argued by Kvale and Brinkmann (2009), by asking follow-up questions participants may also extend their answers, which in turn may lead to further elaboration.

The interview ended with a debriefing where the main point of the interview was summed up. This was done in order to make sure participants had been heard and that no information was lost.

3.3 TRANSCRIPTION

In order to transform the oral interview conversation into a written text, it needed to be transcribed for it to be amenable to further analysis (Kvale and Brinkmann, 2009). It is important to note that the transcription is not merely a simple clerical task but a “(...) interpretive process, where the differences between oral speech and written texts give rise to a series of practical and principal issues” (Kvale and Brinkmann, 2009). Even though the process of transcribing is a very time-consuming process, which can result in a daunting pile of papers (Bryman, 2012), the transcription, once made, is regarded as the solid rock-bottom

empirical data for the interview project (Kvale and Brinkmann, 2009). A transcription is seen as “(...) translation from one narrative mode – oral discourse – into another narrative mode – written discourse” (Kvale and Brinkmann, 2009). As this thesis takes point of departure in the collected empirical data, it is important to transcribe the interviews in order for the analysis to be adequate.

As English was the second language to most of the participants, mistakes in the English grammar did occur. These mistakes were therefore corrected in the transcription in order for the reader to better create a comprehensive understanding of the interviews. Furthermore, the interviews had been transcribed verbatim, but the “mh”s was been left out. The multiple dimensions of the oral interviews have been included; this being the pauses, emphases on intonation, and emotional expressions like laughter (Kvale and Brinkmann, 2009). This was done in order to create a comprehensive analysis of the interviews – especially important in the focus group interview, where these dimensions could increase the group dynamic and hence create new issues of analysis, which could possibly improve the results of the analysis. The following shows the transcription used for the conversation analysis, put forward by J. Heritage (1984), cited in Kvale and Brinkmann (2009):

<u>word</u>	<i>Underscoring</i> indicates some form of stress, via pitch, and/or amplitude; an alternative method is to print the stressed part in <i>italics</i> .
WORD	Upper case indicates especially loud sounds relative to the surroundings talk.
()	<i>Empty parentheses</i> indicate the transcriber’s inability to hear what was said.
(())	<i>Double parentheses</i> indicate the transcriber’s descriptions rather than transcriptions.
...	Indicates a tiny pause within or between what is being said.

3.4 METHODS OF ANALYSIS

The interviews were subsequently analyzed through ‘theoretical reading’ as proposed by Kvale and Brinkmann (2009), focusing on what the participants were discussing in relation to the management and the cross-cultural issues at the Global Platform Jordan. Hence, the method of analysis of the gathered data that was guided by the theory, which has been discussed in chapter 2.

Kvale and Brinkmann (2009) argue, “[a] theoretical reading may, however, in some instances block seeing new, previously not recognized, aspects of the phenomena being investigated” (p. 239). This can be related back to the deductive design of this thesis, where it is important

to note that the research is relatively narrow in nature and has mainly been concerned with testing or confirming hypotheses. In this case the hypothesis is based on an initial hunch regarding a lack of literature, due to prior knowledge and the researcher's thorough insight into the organization, which is then explored further through a deductive approach developed through spending time in the field. It is, though, important for the researcher to carefully listen to the interviewees and being open to the many nuances that the participants might put forward (Kvale and Brinkmann, 2009). This also relates back to the chosen paradigm of social constructivism, where it is important for the researcher to acknowledge the different views of the participants (see subchapter 4.1.1). The chosen method of analysis will therefore be open to emerging themes, which could have an impact on the analysis and hence, the overall conclusion.

The next chapter will apply the highlighted theory discussed in chapter 2, to the case of a NGO, which works with a highly diverse workforce, namely The Global Platform Jordan. The analysis will start with a brief introduction to the organization so as to provide the reader with an understanding of the organization in question.

4. INTRODUCTION TO CASE STUDY

The purpose of this chapter is to provide the reader with an understanding of ActionAid international, ActionAid DK and the Global Platform Jordan. First an overall introduction to ActionAid International is made followed an introduction to ActionAid DK and finally to the Global Platform Jordan.

4.1 ACTIONAID INTERNATIONAL

ActionAid DK is part of the international alliance ActionAid, who works with over 15 million people in 45 countries with the overall aim to free the world from poverty and injustice (ActionAid, 20.05.14)⁵. ActionAid is an international NGO and since 2003 the international secretariat has been based in Johannesburg, South Africa. Choosing to place the secretariat in Johannesburg is part of the commitment to build an organization that recognizes and values the contribution of all the members of ActionAid (ActionAid, 20.05.14)⁶.

ActionAid promotes themselves as being the only international development organization, which has its headquarters in the developing world (ActionAid, 20.05.14)⁷. The main focus of ActionAid is to:

“(...) focus on the people that others forget. People in poverty. People who face discrimination. People whose voices are ignored” (ActionAid, 20.05.14)⁸.

ActionAid work from a human rights based approach, hence using the resources, influence and experience to help people find their solution (ActionAid, 20.05.14)⁹.

The mission and visions of ActionAid International is as followed:

Our VISION is:

“a world without poverty and injustice in which every person enjoys their right to a life of dignity.”

Our MISSION is:

“to work with poor and excluded people to eradicate poverty and injustice”
(ActionAid, 20.05.14, p.28)¹⁰

⁵ <http://www.actionaid.org/who-we-are>

⁶ <http://www.actionaid.org/who-we-are/our-structure-and-governance>

⁷ <http://www.actionaid.org/who-we-are/our-structure-and-governance>

⁸ <http://www.actionaid.org/who-we-are/our-structure-and-governance>

⁹ <http://www.actionaid.org/who-we-are/our-structure-and-governance>

In order to implement the objectives and its mission, ActionAid International has adopted a federal model of governance and organization. The model consists of a union, which is comprised of self-governing affiliates and associates. These are members who are united by an international or central structure but also by shared values, mission and vision (ActionAid, 20.05.14)¹¹.

4.2 ACTIONAID DK

ActionAid Denmark was established in 1944 by the name Mellemfolkeligt Samvirke, with the aim to “further international understanding and solidarity across and beyond national and cultural boundaries” (ActionAid DK, 20.05.14)¹². This is done by “(...) trying to influence development on every level from grassroots to government” (ActionAid DK, 20.05.14)¹³. ActionAid DK shares the same values, mission and vision as ActionAid International. ActionAid DK has more than 70 years with development experience. Their main targets are women and youth (ActionAid DK, 20.05.14)¹⁴. ActionAid DK runs the nine Global Platforms, all around the world. This includes for examples Global Platforms in El Salvador, Myanmar and Tanzania (ActionAid Global Platform, 20.05.14)¹⁵.

4.3 THE GLOBAL PLATFORM JORDAN

The Global Platform Jordan is a training unite who conducts trainings to promote youth empowerment for social change. The training unite in Jordan has it main target group in the Middle East and North Africa (MENA region). The aim of the Global Platform Jordan is to capacity build young people to become active agents of change. The Global Platform Jordan was launched in 2010 and is part of the ActionAid Denmark Arab Region Program in Amman (ActionAid Global Platform, 20.05.14)¹⁶. The program office likewise located in

¹⁰ <http://www.actionaid.org/publications/peoples-action-end-poverty>

¹¹ <http://www.actionaid.org/who-we-are/our-structure-and-governance>

¹² http://www.volunteering.at/public/downloads/camps/2014_MS.pdf

¹³ http://www.volunteering.at/public/downloads/camps/2014_MS.pdf

¹⁴ http://www.volunteering.at/public/downloads/camps/2014_MS.pdf

¹⁵ <http://www.globalplatforms.org/jordan/about>

¹⁶ <http://www.globalplatforms.org/jordan/about>

Amman is responsible for the activities in the entire MENA region – the Global Platform Jordan is working closely together with this office, in order to ensure sustain and support of the work of ActionAid in the Region (ActionAid Global Platform, 20.05.14)¹⁷.

4.3.1 THE TRAININGS

The main work of the Global Platform Jordan is to conduct trainings for empowerment and activism. Providing innovative trainings for local youth and other affiliated organizations by both local and foreign trainers does this. The trainers are a team of young and innovative trainers, who have been trained in participatory trainings that both challenge and inspire (ActionAid Global Platform, 20.05.14)¹⁸.

The training consists of six key principles, which can be seen being as followed:



Source: ActionAid Global Platform, <http://www.globalplatforms.org/jordan/about>

The trainings are conducted by one of the Global Platform Jordan's 14 employed staff (both paid and volunteers in form of unpaid internships) with more than 8 different nationalities – this also makes the organization one of the most diverse Global Platforms under the umbrella of ActionAid DK. The trainings are delivered for program partner organizations – this is a central part of the capacity building and strengthened of the said partner organizations ability to work with the aim of social change (ActionAid Global Platform, 20.05.14)¹⁹.

The trainings are conducted in both English and Arabic as a part of the promotion to make young people take action in their local society. The Global Platform Jordan are conducting the following trainings: "Campaign for Change, Creative Activism, Gender and Human

¹⁷ <http://www.globalplatforms.org/jordan/about>

¹⁸ <http://www.globalplatforms.org/jordan/about>

¹⁹ <http://www.globalplatforms.org/jordan/about>

Rights, Life Skills and Youth Leadership, Human Rights Based Approach, Social Media and Story-telling, Training of Trainers, Campaigning, Advocacy and Social Media” (ActionAid Global Platform, 20.05.14)²⁰.

²⁰ <http://www.globalplatforms.org/jordan/about>

5. ANALYSIS

The following chapter analyses the content of the gathered interviews, while relating them to the discussed gaps in the literature, argued for in the previous chapter. As the overall approach in the thesis is deductive, the content and structure of the analysis will reflect this, as it will be divided into sections which mirror the chosen theories of NGO management and cross cultural management, respectively.

5.1 NGO MANAGEMENT VS. PRIVATE BUSINESS MANAGEMENT

In contribution to the argued gap in literature when it comes to management theories within managing a NGO, participants were asked whether they have worked in a private business and what they saw as the main differences in management. When asked whether the management style would have been different, had the manager been from the private sector, one of the participants answered “(...) a manager from the outside, he or she will maybe be acting much different or coming with a mindset of ‘what I say, that is how it is going to be’” (cf. appendix 4, p. 16, l. 35).

Additionally when asked whether it was important in the NGO world to hire in managers coming from the NGO sector vs. the private sector, the united answer was “[i]t depends on what the goals are” (cf. appendix 4, p. 16, l. 39).

The participants all agreed that this depended on the goals and objectives of the organization. If the main focus of the organization was fundraising, the participants agreed on the possible benefit from a manager coming from the private sector. One of the participants further argued “[d]efinitely if there were more focus on what I am doing with marketing, an organization could maybe benefit from a leader with a more private sector mentality or experience, that is for sure” (cf. appendix 4, p. 16, l. 42).

Of the five participants, all have prior work experience within a private business or a public organization. One of the participants had prior work experience from a public organization, where she expressed “(...) there is a huge difference from working in a public institution like that and working in an NGO” (cf. appendix 4, p. 4, l. 6).

The central elements that were emphasized as significant differences from working within a NGO vs. a private business were the enhanced pressure to meet expectations as well as frequent monitoring. One of the participants stated, when discussing structures “(...)

structures are not always what you need – I wouldn't want too much structure here. I think the structure we have at the place is great and I wouldn't have someone to say 'okay, after you send an email, send me a confirmation email'" (cf. appendix 4, p. 17, l. 23).

These findings give further credence to the arguments towards a more 'loose' structure, when working in a NGO.

Participant 4, who had prior work experience from the Danish Ministry of Foreign Affairs stated "(...) everything I did [ed. at the Ministry of Foreign Affairs] had to be approved by maybe five people, before getting back to me and I could then do everything over again. Here [ed. at the Global Platform Jordan] I actually have one manager that can approve or disapprove and that maybe says; I am the expert in this area so we do what you say" (cf. appendix 4, p. 4, l. 9).

Another participant agreed and added, "(...) in Germany, it is all about hierarchy and...especially in bigger companies, it is not like your boss will actually sit down with you and have a chat [ed. like the manager at the Global Platform does]" (cf. appendix 4, p. 8, l. 28).

The latter argument can be said to lean towards to the classical management theories, discussed in the section one, where Anheier (2000) argues: "[s]ome organisations emphasise functional performance criteria, task achievement, set procedures and operate under the assumption that organisations are problem-solving machines. This is the technocratic view, best illustrated by Taylor's scientific management" (p. 11). As argued, the described view is contradicting to the people-oriented approach, which is clearly performed by the manager at the Global Platform Jordan.

The participants furthermore emphasized the lack of ownership of the task they were asked to implement in their previous job experiences in a private business or a public organization. One of the participants stated, when asked of her work in a private business, that she did experience "(...) a lot less personal responsibility and ownership of the work [ed. she] was doing" and she further state "(...) there was a lot more pressure to meet expectations that were not my own expectations" (cf. appendix 4, p. 3, l. 8).

Another participant emphasized, from the private business she had experience from, the “(...) huge pressure of earning money every year and meeting deadlines” (cf. appendix 4, p. 3, l. 44).

It is clear that the level of responsibility in the tasks performed at the Global Platform Jordan is very high, which differentiates it from the classical management approaches, where the top-down strategic management is more common, rather than practicing bottom-up strategic management.

5.2 MANAGEMENT STRUCTURE AT THE GLOBAL PLATFORM JORDAN

All the participants emphasized the flat structure at the Global Platform Jordan and how the manager is perceived as being very ‘laid-back’ and open-minded, which they all perceived as being positive, to some extent.

One of the participants stated that the manager “(...) is very good at delegating [ed. tasks] and delegating responsibilities so we take ownership over our own work. And she is kind of just managing and overseeing that the tasks are completed properly according to the strategy (...)” (cf. appendix 4, p. 4, l. 2).

These findings support Kouzes and Posner (2012) and Murphy’s (2011) notion that leaders include their employees. Here it can be argued that the manager at the Global Platform Jordan is taking it a step further by including the employees to an extent where ownership is highly important and emphasized. Also argued by several scholars (Jäger et al, 2009; Sargeant, 2005; Murphy, 2011, Kouzes and Posner, 2012) the team effort and involvement of employees (consisting of both paid staff as well as volunteers) are crucial when it comes to managing NGOs. This perspective is also emphasized in the statement giving by the manager at the Global Platform Jordan “I also try my best to involve the trainers as much as possible. I believe a lot in giving them the responsibility and the ownership, so it is their own projects” (cf. appendix 5, p. 2, l. 42).

It clearly indicates a high level of agreement in the interview statement between the participants and the manager, which further indicates that the set management is also being realized. The manager further stated that “I believe in giving people the ownership – that way you also have them performing the best and you enhance the work environment by

making sure that people actually feel committed to what they do in the best possible way” (cf. appendix 5, p. 3, l. 2).

Hence it can be argued, that the manager at the Global Platform Jordan is successful in implementing the high level of responsibility and ownership, which she believes creates more sustainable projects. Thereby also lending support to Kouzes and Posner’s theory on how mutual respect and collaborate goals are highly important when leading others. This will according to Kouzes and Posner (2012) make your employees “(...) feel strong, capable and confident to initiative and responsibility” (p. 214). They further argue, “[t]hey [ed. the managers] build their skills and ability of their constituents to deliver on commitments” (p. 214).

The manager additionally emphasized how the management structure at the Global Platform Jordan is perceived as being very flat, by her and her staff. The management is striving towards a less hierarchical structure that essentially only exists of two layers of management; the manager and the employees, both being paid staff as well as volunteers. The manager argued that no hierarchy within the staff exists as part of the overall flat management structure, by saying that “(...) we emphasize and we try in the best possible way to have a less hierarchical structure, which means that there is the manager and then there are the trainers and that’s it. We don’t have a hierarchy within the trainer team or anything so supposedly it should be quite direct” (cf. appendix 5, p. 2, l. 39), which is also shown to be the case.

This was also seen in the way the offices are built – there exists only open workspaces, where the manager sits with the same tables as the employees (cf. appendix 4, p.4). This is well connected to the overall management structure in ActionAid DK. John Hailey who works at INTRAC (the International NGO Training and Research Center) has made a “Review of AADK’s Management and Governance” in 2012, by conducting several interviews with the management and board of ActionAid DK, he argues that “[c]ompared with many contemporary INGOs [ed. International NGO’s] AADK appears to have a relatively flat structure with limited delegation of authority or responsibility” (p. 9). By having such a flat management structure, challenges might occur – the fact that there is only one manager present at the Global Platform Jordan could create a lack of professional assistance in some areas of expertise, as the manager cannot be expected to be expert in all subjects. Thereby referring back to one of the five reasons discussed by Lewis, D. (2001), who argues that the

widespread view from the outside, by donors and the general public, is that NGOs should not be spending their funding on administrative purposes but instead on helping people in need. This could potentially also be the case at the Global Platform Jordan, as only one manager is present.

Other scholars have previously argued in contradiction of the flat structure, which are present at the Global Platform Jordan. Among others, Hailey (2012) argues “[w]hile flat structures allow a degree of interaction and direct engagement in decision-making there is growing awareness of the dysfunctionality of flat organisational structures in terms of pressure on senior managers due to the number of direct reports and the expectations of staff as to the way they communicate with members of the LT [ed. Leadership Team]” (p. 9). This can be disputed to be the case of the management at the Global Platform Jordan. The manager expresses difficulties in having both an outward, external role when communicating with the external partners, while at the same time being responsible on the overall level for the administration, budgeting etc. (cf. appendix 5, p. 7, l.10). She further expresses how she experiences a huge gap from working externally to sitting with the trainers (employees) and giving in-depth support and advice, by stating that “(...) the manager is more and more also having an outward, external role in approaching external partners and so forth” (cf. appendix 5, p. 7, l.5).

In order to meet this challenge and ensure the quality of the trainings as well as reducing the workload of the manager, a Training Quality Coordinator has been hired at all the nine Global Platforms in ActionAid DK (cf. appendix 5, p. 7, l. 1). The manager at the Global Platform Jordan, though, argued against this initiative by stating that “(...) I think it is a challenge how you somehow ensure that the person [ed. the Training Quality Coordinator] is not adding an extra level, also for the trainer’s sake – they shouldn’t feel like there is suddenly an extra level that they have to refer to (...)”(cf. appendix 5 p. 7, l. 18).

The manager further argued that this was seen as the case when hiring the Training Quality Manager at the Global Platform Jordan, where the trainers experienced that the hierarchal structure was strengthened and that an extra level was added.

The findings of the collected data further showed that the employees were requesting more feedback on their work and more professionalism in certain areas. One of the participants argued “(...) in some of the assignments I have done or in things I have delivered, I would

actually say that a little more critique or maybe more feedback, would have been recommended – at least for some of my tasks” (cf. appendix 4, p. 5, l. 4).

Another of the participants agreed and added “(...) there is definitely a lack of...I don’t want to say criticism but critical feedback with things to grow and develop on” (cf. appendix 4, p. 5, l. 25).

The same participant further stated that “[t]he problem with having only one manager is also that they are not going to be the expert in every single subject” (cf. appendix 4, p. 5, l. 26).

This could be argued as being the negative aspect of having an organization with a flat hierarchical structure, as the Global Platform Jordan. This issue can further be argued to reflect the cultural challenges, which will also be reflected on later. When asked if the manager would change her management style had she been working solely with Danes, she argued “I would probably be more honest with my employees. And it would be easier for me to understand them. I would be more honest specifically in given feedback in general. I here have to be very aware of how I frame the feedback” (cf. un-transcribed interview, appendix 7.1, 23:30).

By having a flat management structure, the employees could experience difficulties in who to go to with certain challenges. Anderson and Brown (2010) argue “[h]ierarchies are also thought to increase the quality of group decisions by giving disproportionate control to the most competent individuals” (p. 4), hence a more hierarchical structure could be argued to benefit the management at the Global Platform Jordan.

On the other hand, it can be said that a stronger hierarchical structure will decrease the level of responsibility that the employees, both paid staff and volunteers, are experiencing at the Global Platform Jordan. It can further be said that the involvement of the volunteers, by giving them a high level of responsibility is crucial, when managing a NGO (Jäger et al, 2009; Sargeant, 2005; Murphy, 2011).

5.3 LEADING PEOPLE

The descriptions made by the participants in the focus group made it clear that the manager at the Global Platform Jordan strives towards a flat structure. This means that each employee, being paid or non-paid staff, is receiving a significant amount of responsibilities even during their first days at the office. One of the participants, an intern who had only been at the

organization for a few days stated “(...) it is my third day today and I thought she would tell me to do this and this, but she doesn’t at all. She doesn’t control me; she lets me do what I want” (cf. appendix 4, p. 4, l. 21).

When asked about being a foreigner managed by a Dane, one of the participants stated, “I never felt that there is a hierarchy or anything. I felt like The Manager is really supportive and that I can come to her with any issues” (cf. un-transcribed interview, appendix 7.2, 07:50). She further added “[i]f there is an issue you have with the management, you can go for a walk-and-talk with the manager” (...) (cf. un-transcribed interview, appendix 7.2, 08:00)

This clearly shows how the manager has complete faith in the employees and how she believes that they are able to take full responsibility of their work. This can be related to the theory put forward by Kouzes and Posner (2012), where the fourth of the five steps in their leadership practices, is to ‘Enable others’, by building trust and promoting corporate goals as well as emphasizing the importance in leadership being a team effort.

It can be said that the manager at the Global Platform Jordan has demonstrated aspects of the five leadership practices proposed by Kouzes and Posner (2012).

The first practice is how a leader should ‘Model the Way’ for his/hers employees. It is clear that the manager at the Global Platform Jordan is well aware of her values and how these should reflect the kind of leader she wishes to be. The manager argued in the interview “(...) I try to include people in the best possible way and to give them ownership. That’s also a challenge itself. But I believe in the long run, it would give you the best results” (cf. appendix 5, p. 3, l. 23).

She furthermore stated that she uses her own values to lead people – she believes in her own staff and that they are responsible enough to take ownership over their own work. This indicates what kind of leader the manager at the Global Platform Jordan aspires to be. This is important to know when managing staff, and according to Kouzes and Posner (2012) “[t]o become a credible leader, you first have to comprehend fully the deeply held beliefs – the values, standard, ethics and ideals - that drives you” (p. 45).

The second practice proposed by Kouzes and Posner (2012) is how a leader should ‘Inspire Shared Vision’, where the emphasis is on enlisting others in common visions. It is clear, from

the collected data that the manager at Platform is well aware of the employees at the Global Platform Jordan, what their desires and dreams are. The focus group interview showed that the manager is perceived as being open-minded and caring for her employees. One of the participants explained “(...) the Manager really supported me in a very, very stressful moment where one of the trainings were basically fallen apart (...)” and further stated that “I felt The Manager actually cared about my wellbeing and my trust, because she understood my personal concern and wasn’t just concerned about the training” (cf. appendix 4, p. 8, l. 20).

One of the other participants agreed and argued “I also think it is important that you actually have an idea of who is working here, that you have a basic idea of the vibe of that person. I think this is good about The Manager here” (cf. appendix 4 p. 8, l. 33)

‘Challenge the Process’ is the third aspect put forward by Kouzes and Posner (2012), which emphasize the manager as being open to learn new things and to learn from others. The manager described the process of the Training Quality Coordinator and how this position is in need of a revision – the manager is here well-aware of the problem and is making an effort to improve the description of the position, in order to better work at the Global Platform Jordan. The manager here emphasized that “It is something that we for sure are taking into consideration [ed. the role of the Training Quality Coordinator], also when hiring a new training coordinator for the Platform here, that we probably would put emphasis on supporting and facilitating the role of the training coordinator and less on the coordinating part of it” (cf. appendix 5, p. 7, l. 37).

This indicates the manager’s capability to look critically at the processes dictated from the upper-management and challenges the way the management at the Global Platform Jordan is working. It further indicates how the manager is able to see the problem from the point of view of the staff – she here noted: “(...) my feeling is that maybe the trainers here have experienced that it was a little bit adding an extra level in an organization where we try to emphasize that we don’t have hierarchies” (cf. appendix 5, p. 7, l. 17).

The fourth aspect is ‘Enable others’, which emphasizes the importance of leadership being a team effort (Kouzes and Posner, 2012), which is very well practiced by the manager, also described previously in the analysis, for example by building trust in her employees and promoting common goals. The manager argued, “(...) I also believe in involving people as

much as possible. I see myself as a facilitator around the team...and not necessarily as the manager. Of course there is some delegation that has to be done, but I prefer and I like to involve the trainers as much as possible in this process” (cf. appendix 5, p. 3, l. 8).

The last practice mentioned by Kouzes and Posner (2012), is how a leader should ‘Encourage the Heart’ by appreciating peoples’ commitment and contribution (Kouzes and Posner, 2012). One of the participants describes a situation where the manager was assisting with a specific issue. The manager here showed insight in appealing to the employee’s level of expertise and showed compassion for the employee. The participant described the situation as follows “I felt The Manager actually cared about my wellbeing and my trust because The Manager understood that my concern wasn’t just about the training but I actually didn’t feel capable of being a trainer of the region anymore (...)” (cf. appendix 4, p. 7, l. 23). Kouzes and Posner (2012) further argue that to recognize contribution, a manager needs to utilize two essentials: 1) Expect the best and 2) Personalize recognition. By situating these two essentials into practice “[y]ou stimulate their [ed. your employees] efforts to reach for a higher level of performance and to aspire to be true to the vision and values of the organization” (Kouzes and Posner, 2012). This is an important aspect when managing NGOs, as high emphasis is put on the mission and how a good mission can attract good people (Murphy, 2011). The mission in NGOs serves as a market and - rather than being product oriented - it is client or customer oriented (Murphy, 2011; Kouzes and Posner, 2012).

Hence, it is important that the employees of a NGO are able to relate to the mission of the organization, which is something the manager should be aware of. The interviews with both the manager at the Global Platform Jordan and the staff indicates that the manager succeeds to appreciate the commitment of people and creates the required ownership, so that the staff are able to relate to the mission of the organization. When discussing whether the manager at the Global Platform Jordan is aware of the mission behind the organization, when managing the staff she emphasized “I think also a way of doing our approach or making our approach sustainable is that we build the capacity of local staff. So to a larger extent, I do think it is reflected in the management style of the Platform because we are building up the capacity around our staff” (cf. appendix 5, p. 4, l. 8). She further stated that “(...) we implement it [ed. the approach] through our staff – we give our staff an understanding and belief in our methods and believe that they can also in the longer run, be a part of the things that we want to do” (cf. appendix 5, p. 4, l. 8). The employees at the Global Platform Jordan likewise

agreed with this, stating that: “(...) she [ed. the manager] is managing and overseeing that the tasks are completed properly according to the strategy and with the proper budget and of course that it is meeting its objectives” (cf. appendix 5, p. 4, l. 24).

The above analysis has shown how the manager displays parts of all five aspects of leadership, according to Kouzes and Posner, 2012. It can, though, be argued that the theory is missing a cross-cultural aspect, which seems to be a challenge for both the manager as well as the employees at the Global Platform Jordan. This will be argued for in the following section, where theories on cross-cultural management will be discussed.

5.4 CROSS-CULTURAL MANAGEMENT AT THE GLOBAL PLATFORM

It was clear throughout both interviews that challenges existed when looking at the cross-cultural management at the Global Platform Jordan. The Global Platform Jordan is a highly diverse organization, with people from more than eight countries and cultures among the staff. One of the participants stated that the manager at the Global Platform Jordan was ‘tiptoeing’ around certain subjects and in decision-makings, in order not to create misunderstandings or offend any of the employees. The participant stated, “I have a feeling that the manager, being Danish, is tiptoeing around different subjects in meetings and in decisions making, because the manager is afraid or at least concerned that she might step on somebody’s feet”. The manager here argued that she “(...) is very aware of it [ed. the cultural differences]. And it is a very big challenge” (cf. un-transcribed interview, appendix 7.1, 08:40). The same participant further stated, “(...) she [the manager at the Global Platform Jordan] is very aware of the differences here and I think that, if she has just been the boss of other Danish people it would have been a lot different” (cf. appendix 4, p. 11, l. 2). Here the manager argued that had she been manager at a Global Platform in Denmark with a Danish workforce, she would be able to put herself more into the position. The manager argued, “[i]t would definitely be easier for me to be in Denmark. It would not be that challenging but it would also be more boring maybe” (cf. un-transcribed interview, appendix 7.1, 21:50). She further argued that “the relations to my employees would be easier because I would have to be less aware of my own personality and not making sure that I am not offending anyone” (cf. un-transcribed interview, appendix 7.1, 22:20).

It is clear that the overall impression of the manager, when discussing the cultural challenges,

is that she is aware of the many different cultures but also perceived as being sensitive towards the cultural-related challenges that might occur. The manager stated the following in her interview “I am trying to be very aware of not representing or seeing things with two Danish eyes, but actually to see it from a local perspective, also to make sure that people are not offended in any way” (cf. appendix 5, p. 4, l. 24). This shows a consistency in what the employees experience and what the manager is trying to achieve.

One of the participants argues, “(...) here [ed. at the Global Platform Jordan] it is very obvious who is an Arab and who is not. I mean, I don’t know if you have noticed but in the office space we have set up now, the Arabs are in one room and the foreigners in another” (cf. appendix 4, p. 11, l. 10). During my time at the Global Platform Jordan, my observation was consistent with what the participants stated. In one of the rooms you had the employees from the Arab region, and in the other you would see the Danish people sitting together. There were, however, a few Arab people sitting in the ‘Danish room’, but still sitting at the same table. It though needs to be added, that it was perceived as a very open workspace where the employees were moving around a lot.

This is a clear indication of how the employees of the organization perceive the cultural differences and how it is an obvious cultural challenge. Another participants stated, “(...) we have these really batted differences that I think we don’t address very well. I think we try but...we try to do fun little Danish or Arab games but I don’t know if it is necessarily a manager’s issue but there is definitely a difference” (cf. appendix 4, p. 11, l. 20). This shows how the manager is trying to address the cultural differences by inviting the employees to discuss these obvious differences by playing cultural games.

When asked about the Danish style of management were perceived by the employees, one of the answers were as followed “I don’t know if this is how it is in Denmark, but The Manager is laid back, she is supportive, friendly and nice. She tries to catch up with everybody so I think it is an easygoing atmosphere” (cf. appendix 4, p. 16, l. 15). The German participant answered to this “I would add that this is not a Danish thing, no. I would say that Danish organizations look a lot more like the Germans” (cf. appendix 4, p. 16, l. 18), whereto one of the Danish participants added “I think it is an NGO thing” cf. appendix 4, p. 16, l. 15), which all the other participants agreed with. This is emphasized, as it clearly shows an agreement among the employees about the clear distinction in NGOs compared to a private business.

When asked if the manager did receive any training in how to manage these cultural differences, the answer was “(...) no, there has not been any specific training in meeting the context” (cf. appendix 5, p. 5, l. 2). She further stated that “I think it is [ed. training in cross-cultural management] something that the organization is already aware of and it is something we have been talking about within the group of managers globally - that definitely somehow, some cultural...cross-cultural management training could be useful” (cf. appendix 5, p. 5, l. 6). This further relates to the argument by Rose (2008), who “(...) urges not-for-profit leaders and staff to get an in-depth appreciation of the cultures of the individuals their organizations are serving” (cited in Agard, 2011). It can be argued that leaders of cultural diverse organizations should acquire training in how to successfully manage diverse employee groups.

One of the employees argued, “(...) our Platforms is one of the most internationalized Platforms on a Global Level [ed. within ActionAid DK]” (cf. un-transcribed interview, appendix 7.3, 05:00), which further stresses the need for a strategy to cope with the many different nationalities and cultures.

Egan and Bendick (2008) discuss how it is important for cross-cultural leaders to obtain cultural intelligence. They see personal cultural intelligence as having four elements:

- 1. Metacognitive intelligence—the ability to perceive others’ cultural preferences before and during interactions
- 2. Cognitive intelligence—knowledge of socioeconomic dynamics of other cultures
- 3. Motivational intelligence—desire to learn about and function in situations involving cultural differences
- 4. Behavioral intelligence—the ability to exhibit situationally appropriate behaviors (cited in Agard, 2011).

It can be argued that leaders of international non-profit organizations can benefit from obtaining cultural intelligence. Armstrong and Ashraf (2011) argues that the “(...) model is useful as it highlights the complexity of becoming culturally competent while highlighting some possible levers leaders can use to effecting personal development. The idea of cultural fluency expands the model of cultural competence” (cited in Agard, 2011, p. 269). Armstrong and Ashraf (2011) further states “[l]eaders in the not-for-profit sector should practice heightened awareness of the cultural differences among all its stakeholders so that they can have more thoughtful impact in their work” (cited in Agard, 2011, p. 269). This can be argued to be especially important at the Global Platform Jordan, as the manager should be able to manage a high number of different cultures. Armstrong and Ashraf (2011) also argues

“[t]here is an interesting paradox here, as leaders need to become more conscious of the degree of cultural diversity so that they become more culturally fluent. And doing so will make them better able to manage the differences between their different and differing stakeholders” (cited in Agard, 2011, p. 270). It can hence be said that the manager of the Global Platform Jordan should be trained in becoming culturally intelligent, as proposed by Egan and Bendick (2008). This could further be argued to enable the manager to go from working from a national level of cultures to working from an interpersonal, work group or organizational level.

Armstrong and Ashraf (2011) also argue for the organization to become more culturally intelligent. They argue “[l]eaders should begin with an initial audit of the level of cultural competency in their organizations and then engage in cross-cultural training for the staff and volunteers” (cited in Agard, 2011, p. 271).

The manager further stated that she puts high emphasis on the cultural aspects into her day-to-day management and how non-Danish employees perceive her. She emphasized the misunderstandings that clearly arise when working with such a diverse group of employees and how you can easily offend people without having the intention to do so (cf. un-transcribed interview 7.1, 08:10).

It can further be said that employees in NGOs are more personally involved in the organization, as it is the passion and idea of working for a specific cause that drives them, and hence not necessarily the salary. It can be argued that when working from a personal level with personal commitments and interest in the organization, the cultural diversity is more present. Carroll (1992) found that NGOs are often “(...) headed by strong, charismatic single leaders or managers with ‘extraordinary vision and personal commitment’” (cited in Lewis, 2001, p. 179), which argues for the personal commitment from managers of NGOs. When bringing your own personal vision into a workplace, you hence bring forth your culture as well. As claimed by Lewis (2001) managers and staff in NGOs are often committed activists who work for action and for seeing chances in the field (Lewis, 2001).

One of the participants added to this by stating “[h]ere you actually feel like you are participating in being a chance-maker (...)” (cf. un-transcribed interview, appendix 7.2, 04:40)

When asked about the things that motivate the participants to work, one of them stated, “(...) the whole idea about the work issues of course, what we work with is appealing and I think it is important” (cf. appendix 4, p. 8, l. 4). Another participant added, “(...) it mattered to me, to see if I could actually identify with the aims of ActionAid and the Global Platform” (cf. appendix 4, p. 9, l. 5). A third participant further added, “[i]t is a fulltime job but it is not about the money. It is about me getting out and doing something that I like” (cf. appendix 4, p. 9, l. 11). It is clear that it is not money but believing in the cause and mission of the organization, that drives the employees to do their work at the Global Platform Jordan. One participant added to this “[f]or me, and this is actually very romantic, I believe in this region...since before the Arab spring, I just had a very strong belief that things would change here” (cf. appendix 4, p. 9, l. 35), while another argued “I am motivated by this NGO for the things or the main issue they are working for: to stop poverty” (cf. appendix 4, p. 9, l. 19). This clearly relates back to the argument proposed by Murphy (2011) that a good mission attracts good people, as the mission of the organization “(...) allows people to see how they can make a difference in the world (...)” (cited in Agard, p. 296). One thing that can be argued to distinguish NGOs from private businesses is their mission – their reason for being – it is the glue that holds the NGOs together; in many cases NGOs are rooted in their mission, hence the employees choose the organization due to the mission and what they believe in, which motivates them to do their work. Murphy (2011) also argues, “[w]hether volunteers or employees, people want to match their personal values with the distinctive values of the institution while working in a learning and teaching organization” (cited in Agard, 2011, p. 270), which also contributes to how employees put emphasis on choosing a mission that they can relate to.

5.5 CROSS-CULTURAL CHALLENGES BASED ON GROUP DYNAMICS

In relation to the cultural challenges at the Global Platform Jordan, much can be analyzed based on the dynamics and the interaction within the members of the focus group. This subchapter will therefore focus on the themes, which came up during the focus group interview with the participants and how this can be used as part of the analysis that focuses on the cross-cultural challenges. This also means that in this section I will not only be relying on what people said during the focus group interview but also on my observation during the interview as well as their interactions.

When transcribing the focus group interview, it became noticeable that cultural challenges and differences exist among the participants. The focus group consisted of five participants with four different nationalities and cultural backgrounds – two Danish participants, one Jordanian-American, one Lebanese-Palestinian and one Iranian from Germany, which is also the common characteristic of the organization; employees from various different countries and cultural backgrounds need to find a way to cooperate and work collectively. As discussed earlier, Egan and Bendick (2008) argue: “(...) managers work primarily at the interpersonal, work group, or organizational level rather than the national level” (p. 388). This can indeed be claimed to be the case at the Global Platform Jordan, where many different cultures are represented in one organization.

It can be said that there exists a difference in how the management is perceived by the participants, when looking at their cultural background and seniority. Based on the gathered material, it can be concluded that differences exist in how the management and the day-to-day work atmosphere is perceived, based on cultural ethnicity.

5.5.1 LANGUAGE BARRIERS

Two Danish employees were present at the focus group interview and it was clearly the case that the language barrier was perceived as being a challenge for them both: “I would say that I am actually personally very bad at this [ed. speaking English to the Danish employees] because I speak Danish to the manager all the time - I should think more about that. In general we should all speak English” (cf. appendix 4, p. 11, l. 26). The other Dane added “[p]ersonally I feel much more relaxed when I can speak Danish. And that is really annoying but that is just a fact. So I can also understand if there is an Arab room for instance, because if that is just your first language and you feel more comfortable speaking it...I can see that it creates problems (cf. appendix 4, p. 14, l. 27). This clearly indicates a difference in the way the Danish employees are communicating – also how the communication to the manager is culturally affected. One of the participants from the US argued “I would say that if I were the manager, I would not participate...I would say ‘we are in an open room now’... A couple of times it has happened to me because I was in the ‘Danish room’ for a while, where the Danish employers all spoke Danish and I was sitting in the corner working feeling really uncomfortable” (cf. appendix 4, p. 11, l. 33).

One of the participants also spoke about a day during lunch time where “(...) everybody was

speaking Danish and the non-Danes where just sitting there [...] sometimes working together gets difficult, because there are more Danes than non-Danes” (cf. un-transcribed interview, appendix 7.2, 06:30). She though argued, “(...) at the same time, they work really hard to interact, to learn Arabic for example “ (cf. un-transcribed interview, appendix 7.2, 06:45).

Based on observations during the focus group interview it was clear that the people, who were fluent in English, were more active in the discussion. This was mainly the American and the two Danish participants, who were the main spokesmen and it was clear to see, that the two other participants were more in the background. This was also a matter of seniority, as three of the participants had only been at the organization for a short period of time. It was clear, that the two participants (participant 1 and 4), who both spoke fluent English and had been at the organization for a long period, were the participants who added most to the discussion. Generally the new employees (participant 2, 3, and 5) were positive about the management and the organization. Participant 5, when asked about the management, stated “[s]he [ed. the manager] doesn’t control me; she lets me do what I want. When I do something I ask her and then she is very helpful (...)” (cf. appendix 4, p. 4, l. 42). When asked about the possible cultural difficulties at the Global Platform Jordan, participant 3 simply answered, “[f]or me no, I don’t face any problems or any difficulties” (cf. appendix 4, p. 14, l. 34).

5.5.2 PROS AND CONS OF WORKING CROSS-CULTURALLY

In extension of the lack of efficient cross-cultural management (Egan and Bendick, 2008) the participants were asked what they perceived as the positive and negative aspects of working cross-culturally in a NGO. One of the participants stated, “I think it definitely has a positive impact” (cf. appendix 4, p. 13, l. 4) where the other participants jointly agree. One of the positive aspects is highlighted by one of the participants “I love working and learning - I do make mistakes but hopefully people will let me know if I do or say anything that is offensive” (cf. appendix 4, p. 13, l. 5).

The manager emphasizes the importance of focusing on using the strength in being in a culturally diverse team, although these specific issues easily can cause misunderstandings, which was recently the case. The manager therefore adds that they have a strong focus on this and find it imperative to see it as a two-way process, and to regard it as an asset. This further accentuates how diverse an organization it is – the manager states that the Global Platform

Jordan by far is the most culturally diverse Platform in ActionAid DK (cf. un-transcribed interview, appendix 7.1, 06:20).

One of the participants added that one of the biggest strengths in working in such a culturally diverse organization is that “(...) coming from different cultural backgrounds is having so many different experiences that others might not have. When you are training youth you need to be able to provide them with a lot of different knowledge and contexts” (cf. un-transcribed interview, appendix 7.2, 12.20).

She further stated, when talking about gender issues, that in the same time “(...) it also can create some tensions with the communities you are working with” (cf. un-transcribed interview, appendix 7.2, 13.00). She argued that the local communities sometimes have the feeling that the trainers are trying to ‘impose western ideals’ on them (cf. un-transcribed interview, appendix 7.2, 13.00).

When talking about the strength of working in such diverse organization, another employee stated that “(...) it is a highly diverse cultural environment, where everybody is bringing new expertise and new perspectives” (cf. un-transcribed interview, appendix 7.3, 08:03) She further argued elaborate on this weaknesses, saying that “(...) it creates a larger room for misunderstandings to occur” (cf. un-transcribed interview, appendix 7.3, 08:03), which adds to previous statements by the participants.

5.5.3 IS TRAINING NEEDED?

In contributing to the understanding of whether training in cross-cultural management or corporation between the employees is needed, both the participants and the manager were asked if they felt well prepared when working at the Global Platform Jordan. When the employees in the focus group were asked whether they felt they had been trained in meeting the cultural challenges at the Global Platform Jordan, by ActionAid DK, the mutual answer was ‘no’. One of the participants states “(...) we are very much supported in seeking intercultural relations with other colleagues but I don’t think we are trained by any means for it” (cf. appendix 4, p. 15, l. 18). She further adds, “(...) we probably should be as I think it is something that needs to be done” (cf. appendix 4, p. 15, l. 18). Participant 2 though adds “(...) at the job interview I remember there was a couple of questions that were about how I would feel by working in a multicultural environment (...) So I feel like, even if I haven’t been trained they wanted to make sure that it wasn’t completely new to me and that I wouldn’t be completely lost” (cf. appendix 4, p. 15, l. 25). It can be argued that the

management responsible for hiring new employees puts emphasis on the cross-cultural environment in a way of preparing the employees.

The manager at the Global Platform Jordan additionally agreed with this by stating “(...) I think you are often also recruited based on somehow having some experiences [ed. within working cross-culturally]. So I think it is also something that is taken into consideration in the recruitment, that you would try to get someone who also has some understanding of the context” (cf. appendix 5, C, p. 4, l. 42). This further adds to the argument that the upper-management is seeking to hire employees as well as managers with a general knowledge of the culture in context and working cross-culturally.

The manager noted that the people who are Global Platform Managers in ActionAid DK usually do not come with a management background – often the managers employed have been within the field for a longer period of time and have been trainers themselves (cf. un-transcribed interview 7.1, 09:40). This could potentially pose challenges, yet also constitute opportunities, as it leaves room for more young people to enter the organization. This could help keep the organization develop, as young people often see the challenges with ‘fresh eyes’. The manager, however, argued that it caused a challenge for her, as she suddenly had to manage a group of employees, without having the theoretical background to do so in terms of education or training (cf. un-transcribed interview 7.1, 10:15).

According to the participants, the fact that the manager has been in the organization for a long time and that she has been a trainer herself, is a positive thing. One of the participants argued” [s]he [ed. the manager] started in this organization and has been working here for a very long time. And she didn’t come in as a manager from the outside. I think that her management style would have been much different if she came from the private sector” (cf. appendix 4, p. 16, l. 24). She further adds “(...) The Manager knows what the trainers are doing, she knows the job and I think that makes a huge difference- she knows and wants to give the responsibility and the ownership to the trainers because she has felt that herself” (cf. appendix 4, p. 16, l. 30).

The manager position at the Global Platform Jordan has only existed for three years, which makes it fairly new. The manager, nevertheless, stated that the upper-management has an increased focus on giving managers more training as well as a stronger cooperation between the managers of the nine Global Platforms, so they can learn from another through optimized knowledge sharing. The manager notes that attention is being paid to this issue but it is a

process, which will take time to implement from an organizational side in terms of how to make sure managers get the support and skills needed to be better equipped to manage their diverse group of employees (cf. un-transcribed interview 7.1, 10:50).

The manager argued that “[t]he one opportunity for [ed. cross-cultural] trainings is the one time of year where the managers around the world meet” (cf. un-transcribed interview 7.1, 14:43). She further states, “(...) the organization is also open to give you whatever kind of trainings needed, if you request so, but there is not a formal set-up in anyways” (cf. un-transcribed interview 7.1, 14:55). When asked if she would join if a specific set-up were available, the manager answered yes.

The manager further stated “(...) definitely somehow some cultural...cross-cultural management training could be useful” (cf. appendix 5, p. 5, l. 6) and added in the interview conducted prior to the thesis “[s]omehow I think the organization could be better at preparing the managers, especially on the cultural side” (cf. un-transcribed interview 7.1, 14:55).

It can be argued that the need for cross-cultural trainings is higher for the manager at the Global Platform Jordan than for the staff. She stated “(...) some training [ed. is needed] on how to deal with challenges that you met in a cross-cultural work environment, because it is definitely one of the biggest challenges I think” (cf. appendix 5, p. 5, l. 9). Based on the focus group interview, the quest for training from the employees was more about how to deal with specific issues, like time management and communication. One of the participants stated “[m]aybe a small communication orientation [ed. is needed] for a couple of days or something” (cf. appendix 4, p. 15, l. 33). Another participant added to this “maybe a two to three days orientation or something ((all participants agrees)). Just about some of these different habits...for me I was constantly very frustrated with tardiness” (cf. appendix 4, p. 15, l. 36). Finally a participant stated “[s]o what we need is a course or a seminar in time management” (cf. appendix 4, p. 15, l. 42), which the rest of the participants agreed on. The manager herself could have conducted this training herself, had she received training on these issues. This lends support to the argument by Armstrong and Ashraf (2011), who argue for the organization to become more culturally intelligent, which should be by cross-cultural training of staff and volunteers (cited in Agard).

One of the participants though argued, “(...) in terms of cultural diversity you just have to be thrown into the mix. It is hard to prepare someone for being aware of these small issues” (cf.

un-transcribed interview, appendix 7.2, 10:20). She further argued that “(...) it is a matter of communicating with people and I think we had a lot of communication preparation coming here” (cf. un-transcribed interview, appendix 7.2, 10:40). This participant was though the one who received an introduction course (TOT: Training of Trainers) in Denmark, when first arriving to the organization. It can therefore be argued that she was more prepared in meeting the cultural and communicative challenges than some of the other employees.

5.6 EMERGING THEME – ISSUE WITH SALARY AND RANK

During the focus group interview, an emerging theme appeared. As this thesis works from a qualitative research approach, it will allow more empirical themes to arise than first expected, compared to a quantitative research approach. Referring back to the research approach of this thesis, which takes a deductive approach from an initial hunch on the lack of theories based on the pilot-phase and thorough prior knowledge of the organization and the field of study. The theory was then explored further through a deductive approach and developed through spending time in the field, which then led to an emerging theme to arise. Lending back to the theory put forward by Kvale and Brinkmann (2009), “[a] theoretical reading may, however, in some instances block seeing new, previously not recognized, aspects of the phenomena being investigated” (p. 239). It is, though, important for the researcher to carefully listen to the interviewees and being open to the many nuances that the participants might put forward (Kvale and Brinkmann, 2009)

It was clear that a difference between the Danish and foreign employees exists when it came to issue of salary, and how there was a feeling that the Danish employees where first in line when new employees where needed at the Global Platform Jordan. One of the participants stated, “I think it is an overall organizational issue I have. I think that, it is not a management issue, but a collegial issue. When you have colleagues on Danish contracts and colleagues and Jordanian contracts there is a really, really big difference, which is why I have so much mutiny sometimes” (cf. appendix 4, p. 17, l. 36). This may cause tension between the employees, as it provokes gossip and discontent. The participant further argued, “I think that organizationally there shouldn’t be two different types of contracts - or the contracts should be better explained (...)” (cf. appendix 4, p. 17, l. 41). She further adds “[w]e might end up on the same contract but some of this still needs to be more clear and I think that sometimes,

just management wise, we don't disseminate information clearly, which causes a lot of confusion and gossiping, and distraction from the overall goal" (cf. appendix 4, p. 17, l. 44). This is problematic and may potentially contribute negatively to the cultural differences. It can further be argued that this is an upper-management issue, which should be addressed before it causes too much tension. The manager at the Global Platform Jordan should furthermore be aware of this, as it can be argued to affect her day-to-day management.

Another issue is the general communication among the employees at the Global Platform Jordan, which also can relate to the before-mentioned issue. The American participant hereto argued, "I think if there is one thing our management can do better it is - and again I don't think this is necessarily just the manager, it could be organizational, the person who is above the manager – how do we share information and how much information do we share?" (cf. appendix 4, p. 18, l. 11). One of the Danish participants though added "I do also believe that this is a universal problem in all organizations where you have foreign and local staff" (cf. appendix 4, p. 18, l. 15). She further stated "[t]here is of course a difference between expats and foreign staff and locals. But it is really...it is always an issue you have to handle with care, you have to be very professional about it. I agree that this could have been explained better here" (cf. appendix 4, p. 18, l. 20). Hence, it can be argued that the Danish employee is defending this issue, but at the same time agreeing to a certain point, which could then be said to be a cultural difference. The issue with salary and the difference between the Danish and the non-Danish employees can furthermore be linked to the group dynamic observed during the focus group interview, explained prior to this section. During this discussion, it was only the participant from the US and the Danish employee, who had been at the organization the longest, who were discussing. The Danish employee additionally argues "I think maybe that is also a cultural thing how you discuss your salaries in general. In Denmark salaries are very personal. You don't go around saying what you earn, maybe to your friends but you don't really talk about it" (cf. appendix 4, p. 18, l. 38). She also agrees with the American employee by stating "Here suddenly everybody knows what everybody is earning...but it could be, maybe from the management side, have been handled differently, so instead of this big staff meeting you could have talked to people one-on-one" (cf. appendix 4, p. 18, l. 43). Hence the manager at the Global Platform Jordan needs to be aware of this and how she communicates with the employees on this issue. This can though be caused by

the cultural differences, which further indicates the importance of efficient cross-cultural management.

5.7 THEORETICAL AND PRACTICAL IMPLICATIONS

The theories within NGO management as well as cross-cultural management have been accounted for and discussed in the literature review (cf. chapter 2), and their ‘fit’ with organizational practices and experiences has now been analyzed through the case of the Global Platform Jordan. This section aims to discuss what the proposed new theoretical perspectives will add to the Global Platform Jordan in terms of both theoretical and practical implications.

The practical implications for the Global Platform Jordan have been discussed through the aforementioned analysis. It is clear how the manager at the Global Platform Jordan displays parts of all five aspects of leadership, according to Kouzes and Posner (2012), and how the theory put forward by the scholars is well suited for managing a NGO. Even though it was revealed that the manager did not come from a theoretical background in terms of management education or training, which she argued to be a challenge sometimes, the employees at the Global Platform Jordan showed a mutual gratification in the fact that the manager came with a long background in the organization. The employees put positive emphasis on the fact that she prior to her position as a manager had been a trainer herself. The reason for this being that she thus knew what the organization was about, how the trainings were conducted and how important is it to delegate responsibility and tasks.

The employees, both paid staff and the volunteers, showed high confidence in the manager and her management abilities at the Global Platform Jordan. The high level of responsibility and ownership over her work was emphasized by the manager and highly appreciated by the employees. This flat hierarchical structure of management, which increased the level of responsibility along with the decreased focus on constant monitoring and pressure of meeting deadlines, were the central elements that were emphasized as being the differences between managing a NGO vs. a private business.

The high level of employee involvement is something that is positively emphasized in the theory by Kouzes and Posner (2012), which gives further argumentation to the theory being well-suited for NGO managers. Even though weaknesses like the occasionally lack of professional assistance from the manager were found in the flat structure based on the empirical findings, the overall argumentations from the participants and the manager was against implementing a more hierarchical structure at the Global Platform Jordan. The manager was aware of the possible challenges of the current management structure, which lead to a new position implemented at the Global Platform Jordan – the one of a Training Quality Manager. This, however, turned out to be a challenge, as the position contested the flat hierarchical management structure, which was shown to be crucial in order to give the employees the high level of responsibility and involvement they were requesting.

Although the manager showed a high level of the five leadership practices put forward by Kouzes and Posner (2012), the analysis showed a lack of cultural understanding when it came to managing a cross-cultural workforce. It became clear during the analysis that the proposed theory by Kouzes and Posner (2012) did not include the cultural aspect, which is needed in order to manage an international NGO like the Global Platform Jordan.

Both the manager and the employees (paid staff and volunteers) at the Global Platform acknowledged the challenges the manager argued to be facing. During the interview with the manager, she expressed a desire for cross-cultural training in order to be better suited to take on the challenges she faced in managing the culturally diverse staff.

As mentioned in chapter 2, Egan and Bendick (2008) add to this argument by claiming how important it is for cross-cultural managers to obtain what they call ‘cultural intelligence’ (Egan and Bendick, 2008). Being culturally intelligent, cross-cultural managers are able to highlight possible levers, which can be used to effect personal development, by obtaining the four elements: 1) Metacognitive intelligence, 2) Cognitive intelligence, 3) Motivational intelligence and 4) Behavioral intelligence. Hence, by receiving training in obtaining cultural intelligence the manager is more equipped to meet the cultural challenges she faces at the Global Platform in Jordan. It will therefore be argued that courses on how to obtain this should be provided by ActionAid DK to the managers at the Global Platforms, in order to better meet the challenges of working cross-culturally. Based on the empirical data, the employees are not showing specific requirements in receiving comprehensive cross-cultural training, as the manager is. By training the manager, she will be able to provide her

employees with the specific cultural training they were requesting, for example time management. The emphasis on cross-cultural training therefore lies on the manager herself. Combining the five leadership practices argued by Kouzes and Posner (2012) with the cultural intelligence approach put forward by Egan and Bendick (2008) is therefore argued for as being my recommendation to benefit the Manager at Platform in Jordan, in order to meet the challenges of managing an international NGO.

The theoretical implication has been discussed in chapter two, where theories within NGO management as well as cross-cultural management have been accounted for and discussed. This has lead to a contribution of new research findings, which calls for a combination of the five observable and learnable practices on exemplary leadership: 1) Model the Way, 2) Inspire Shared Vision, 3) Challenge the Process, 4) Enable Others and lastly 5) Encourage the Heart (Kouzes and Posner, 2012) with the four components of personal cultural intelligence by Egan and Bendick (2008) described previously in this chapter. The theory by Kouzes and Posner (2012) has been argued to be well-suited for NGO managers but lacking the cross-cultural aspect, which is argued to be necessary in an international NGO. The theoretical implications have shown that the theory of cultural intelligence approach put forward by Egan and Bendick (2008) is well suited to combine with the five leadership practices. The latter theory adds the missing focus on managing people in a cross-cultural context, which was lacking in the theory by Kouzes and Posner (2012).

A combination of the two theories is a contribution to the literature proposed by the author of this thesis, as a method to meet the discussed gaps in the literature, when it comes to addressing cross-cultural NGO management.

6. CONCLUSION

This thesis took its point of departure in the interest of exploring the theoretical field of NGO management as well as cross-cultural management, as the number of NGOs has shown to be increasing during the last decade but the literature has failed to follow this development. The thesis further set out to explore the potential benefits an international NGO could gain by exploring and combining theories within cross-cultural management and NGO management, hence adding a new theory to possibly improve the area of interest. Here the case of ActionAid Global Platform Jordan was chosen, based on several initial interviews conducted in one of my visits to the region in January 2014 in order to encapsulate the possible challenges faced by the organization. These initial findings gave further credence to the need for specific theories within cross-cultural NGO management. As a guidance to answer the proposed problem statement, the following hypothesis was therefore added:

H1: Existing literature on NGO management as well as cross-cultural management fails to adequately address management challenges in an NGO and cross-cultural organization, such as the Global Platform Jordan.

While exploring the field of NGO management, it became clear that it is an area of research, which requires a targeted management approach. It furthermore showed how scholars have failed to address this area adequately based on an extensive literature review compiled by the author, hence pointing towards more research within this area. The findings within NGO management revealed that the theory by Kouzes and Posner (2012) and the five leadership practices 1) Model the Way, 2) Inspire Shared Vision, 3) Challenge the Process, 4) Enable Others and lastly 5) Encourage the Heart (Kouzes and Posner, 2012) were able to address the management challenges, managers in NGOs face. The theory by Kouzes and Posner (2012) was therefore argued to be a contribution to NGO management but failed to adequately address the cross-cultural challenges, a manager might be facing when working in an international NGO, which consists of a cultural diverse workforce.

The findings of the literature review within cross-cultural management revealed a new approach put forward by Egan and Bendick (2008) which dealt with how managers should learn to be cultural intelligent by obtaining the four elements: 1) Metacognitive intelligence, 2) Cognitive intelligence, 3) Motivational intelligence and 4) Behavioral intelligence. This theory addressed the gaps in the theory by Kouzes and Posner (2012). By combining the two

theories a new theory was created within the field of cross-cultural NGO management, which this writer believes could address the stated gap in literature.

The new added theory was then applied to the case study of the Global Platform Jordan, through collected empirical data. By applying the new added theory to the case study of the Global Platform Jordan, the theory proved able to address some of the challenges faced by the manager of the NGO in her daily management. The analysis showed how the bottom-up strategic management the organization has implemented is beneficial for the organization, as the flat hierarchical structure increases the level of involvement of the volunteers by giving them a high level of responsibility, which the findings have shown to be crucial when managing an NGO.

The findings of the analysis showed how the manager at the Global Platform Jordan displayed parts of all five aspects of leadership, argued by Kouzes and Posner (2012), though still facing challenges when managing a highly culturally diverse workforce. Both the manager as well as the employees faced these cultural challenges. It was therefore recommended that the manager received training in becoming culturally intelligent, as proposed by the newfound theory. Being cultural intelligent has shown necessary in order to provide the specific cultural training the employees at the Global Platform Jordan were requesting.

The hypothesis has therefore been confirmed based on the findings of this thesis. However, it is important to note that the confirmation of the hypothesis only addresses this specific case of the Global Platform in Jordan, which can be argued to be an extreme case. The case is therefore not representative beyond being the truth in this specific case with the specific chosen constructions. Nevertheless, I believe that indications have shown that the contribution of a new theory could be confirmed in other similar cases, where a highly diverse workforce needs to be managed in an international NGO. This therefore leads to possible future research.

6.1 FUTURE RESEARCH

Further research is needed if the listed implications were to be valid in other contexts. As accounted for under limitations, this thesis has limited its research the study of only one organization. Further studies could therefore include more organizations in their empirical research, in order to create more general implications, which are applicable to other cases. Furthermore, it is important to note that the research was conducted solely by one person and further discussed with the supervisor. Hence, the coded data only reflects one person's view and fails to add a more diverse perspective. Further research should therefore incorporate more researchers' view on the collected data.

It is also important to recognize that the hypothesis tested in this thesis is determined through a qualitative study and theory – the reader should therefore be aware of the fact that the findings are socially constructed. The findings of this thesis will therefore not be of any ultimate truth, also due to the viewpoint of subjectivity, which argues for no absolute facts or beliefs (Bryman, 2012). The findings have, however contributed with new knowledge within cross-cultural NGO management, where it is important to note that the research is relatively narrow in nature and has therefore mainly been concerned with testing or confirming hypotheses in this specific case.

The findings can, however, guide future research within the field of cross-cultural management that sets out to produce theory intended for NGOs. As this thesis has concluded, theories within this area of research are limited. It will therefore be proposed that future scholars interested in this field use these findings to conduct further research, using the newly combined theory conducted by the author. This theory could be tested among more organizations, in order to further validate the sufficiency of the new theory.

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APPENDIX 1: INTERVIEW GUIDE FOCUS GROUP INTERVIEW

Interview Guide – Face-to-Face Focus Group Interview

Initial Briefing

Participants: 5 people of the staff working at ActionAid DK Global Platform in Amman, Jordan.

Section 1

The interview will take approximately 1 hour and will be recorded on audio. This recording will be transcribed and used attached as an appendix to my master thesis. The findings of this interview will likewise be used in the thesis in order to investigate and answer the research question.

1. Introduction to the research and the researcher:

- The researcher: Master student of Culture, Communication and Globalization – specialized within Organization and Leadership
- The research: Investigating Leadership and Cross-Cultural Management within Nonprofit Organizations. Is there a need to apply new theory within this field of research and could this theory benefit the management at MS ActionAid and the Platform in Amman, Jordan?

2. The aim of the Focus Group Interview:

- To discuss the differences between managing a profit and a non-profit organization.
- To discuss possible improvements of management and working better cross-culturally.

3. The agenda of today:

- The aim of the focus group is to start a discussion about the topic in question and to hear your point of views.
- The interview will start with an introduction of each other. This is done in order for me to learn more about you.
- The actual interview is divided into two sections. The first part will deal with the man challenges and advantages of working within and managing a Nonprofit Organization. The second part will deal with the challenges and advantages of working within a cultural diverse organization and what your experiences are of this.
- I will give you one question at a time, which I then would like you to discuss.
- There are no right or wrong answers and it is important for me to state, that your answers will only be used for my own research.
- I am interested in your experiences and stories.

4. Introduction of participants:

I would be nice to start with an initial introduction of each other. Please start by stating your:

- Name, nationality, education, job description, and how long you have been working at MS ActionAid.

Section 2 – Nonprofit Management

This part of the interview will deal with the theories within Nonprofit Management as well as your experiences on the topic.

Question 1 – Introductory Question:

- Firstly I would like to know if any of you have been working in a for-profit organization, before starting your work at MS ActionAid?
 - If yes: Can you please describe the main differences in the way the management was operating?
 - If no: is there any particular reason for this? And could you imagine that you would work in a for-profit organization later in your life?

Question 2 – Management at the Platform:

- Please discuss how you would describe the management hierarchy here at the Platform.

Follow-up question if the group is in need of guidance:

- *Is it a flat or hierarchical organizational structure?*
- *Is the management present in the daily life at the Platform?*

Question 3 – A ‘Good’ Leader:

- Can you please discuss what, according to you, describes a ‘good’ leader?
- What kind of qualities should a leader have, in order for you to ‘follow’ him/her?

Follow-up questions:

- *Is it important for you to feel like part of a team, when working in a Nonprofit Organization?*
 - *If yes, why?*

Question 4 – Personal Motivation:

- Can you please discuss what motivates you to do your work?
- Would your motivation be different if you were working as volunteers?
 - How would this be different?

Question 5 – Mission of the Organization:

- Please discuss to what extent you are aware of the mission behind MS ActionAid and to what extent this influences your work.

Section 3 – Cross-Cultural Management

This part of the interview will deal with the theories within Cross-Cultural Management and aims at investigating the possible challenges you face, when working in a cross-cultural organization.

Questions 1 - Introductory question:

- Firstly I would like to know if any of you have been working in other countries of other contexts with the same cultural diversity?
 - If yes: Can you please describe the main differences in the way the management was operating and how it affected your everyday work?
 - If no: is there any particular reason for this??

Question 2 – Cultural differences at MS ActionAid:

- Please discuss to what extend the cultural differences at the Platform influences your everyday work.
- What do you see as the main challenges by working together with so many different people from different cultures?
- What do you see as the main advantages by working together with so many different people from different cultures?

Follow-up questions:

- *Do you feel differences in the way you communicate to different people, according to their cultural background?*
 - *If yes, how?*

Question 3 – Training in Cross-Cultural Cooperation

- Do you feel like you have been trained in order to meet the cultural differences by MS ActionAid?
 - If not, what kind of training is needed in order for you to cooperate more effectively cross-culturally?
- Do you have training/knowledge/experience for other contexts, which you are using here at the Platform?

Question 4 – Cross-Cultural Management

- Please discuss how you experience the Danish Management style – if it difficult to work in a Danish Organization?
 - If yes, why?

Debriefing

- Let's sum-up the main point for the interview
- Do you have any additional comments or questions?

Thank you very much for you participation!

APPENDIX 2: INTERVIEW GUIDE FACE-TO-FACE SEMISTRUCTURES INTERVIEW

Interview Guide – Face-to-Face Semi-structured Interview

Initial Briefing

Participant: Manager at ActionAid DK Global Platform in Amman, Jordan

Section 1

The interview will take approximately 1/2 hour and will be recorded on audio. This recording will be transcribed and used attached as an appendix to my master thesis. The findings of this interview will likewise be used in the thesis in order to investigate and answer the research question.

1. Introduction to the research and the researcher:

- The researcher: Master student of Culture, Communication and Globalization – specialized within Organization and Leadership
- The research: Investigating Leadership and Cross-Cultural Management within Nonprofit Organizations. Is there a need to apply new theory within this field of research and could this theory benefit the management at MS ActionAid and the Platform in Amman, Jordan?

2. The aim of the Focus Group Interview:

- To discuss the differences between managing a profit and a non-profit organization.
- To discuss possible improvements of management and working better cross-culturally.

3. The agenda of today:

- The aim of the interview is talk about the topic in question and to hear your point of views.
- The interview will start with an introduction of you -this is done in order for me to learn more about you.
- The actual interview is divided into two sections. The first part will deal with the theory of NPO Management and the possible challenges that you might be facing. The second part will deal with the theory within Cross-Cultural Management and we will here be investigating the possible challenges you might face in your daily management here at the Platform.
- There are no right or wrong answers and it is important for me to state, that your answers will only be used for my own research.
- I am interested in your experiences and stories.

4. Introduction of the participant:

I would be nice to start with an initial introduction of you.

Can you please tell me your:

- Name, nationality, education, job description, and how long you have been working at MS ActionAid.

Section 2 – Nonprofit Management

This part of the interview will deal with the theories within Nonprofit Management as well as your experiences on the topic.

Question 1 – Introductory Question:

- Have you ever been working in a for-profit organization?
 - If yes: what was your position there?
 - Can you please describe the main differences in the way the management was operating?
 - If no: is there any particular reason for this? And could you imagine that you would work in a for-profit organization later in your life?
 - Would you imagine that your management style would change if you changed to work in a for-profit context?

Question 2 – Management at the Platform:

- Please discuss how you would describe the management hierarchy here at the Platform.

Follow-up question if the group is in need of guidance:

- *Is it a flat or hierarchical organizational structure?*

Question 3 – Management Styles:

- Can you please define your style of management
 - What kind of leader do you aspire to be?
- How do you make people follow you as a leader?
- Do you use your own values as a way of leading people?
 - If yes; how?

Question 4 – Mission of the Organization:

- Please discuss to what extent you are aware of the mission behind MS ActionAid and to what extent this influences your management.

Section 3 – Cross-Cultural Management

This part of the interview will deal with the theories within Cross-Cultural Management and aims at investigating the possible challenges you face, when managing a cross-cultural organization.

Question 1 – Cultural differences at MS ActionAid:

- Please discuss to what extend the cultural differences at the Platform influences your everyday management.
- What do you see at the main challenges in managing so many different people from different cultures?

Question 2 – Training in Cross-Cultural Cooperation

- Do you feel like you have been trained in order to meet the cultural differences by MS ActionAid?
 - If not, what kind of training is needed in order for you to manage more effectively cross-culturally?
- Have you had any management training before working at MS ActionAid?

Question 3 – The communicative ways in MS ActionAid

- Are the communicative channels in MS ActionAid clear?
 - Who can you go to, when experiencing difficulties in your everyday management?
- Do you feel well prepared in working in a Jordanian context and to manage so many different cultures?

Debriefing

- Do you have any additional comments or questions?

Thank you very much for you participation!

APPENDIX 3: CONSENT FORM

Consent Form

Title of the study: Diversity Management in an International Nonprofit Organization – A Case Study of MS ActionAid, Jordan

Name of researcher: Sascha Brinch Hummelgaard, Aalborg University Denmark, Department of Culture and Global Studies.

Purpose of the Study: The purpose of the study is to investigate the main challenges and advantages of working within and managing a Nonprofit Organization. The second part of the interview will deal with the challenges and advantages of working within a culturally diverse organization and what your experiences are of this.

Participation: The participants in my study will essentially be people working at MS ActionAid, at the Platform in Amman, Jordan. This will include trainers, coordinators as well as the manager.

Your participation in this study will benefit the research, by contributing with valued information to the researcher. The information and the experiences of the participants will contribute to the research with information beyond what is possible to achieve from existing theories. . This will be of high value to the researcher and the project.

Confidentiality and anonymity: I have received assurance from the researcher that the information I will share will be used only in the research described. I understand that the contents will be used only for analyzing and writing the thesis and that my confidentiality will be protected, as the researcher will not mention names but only synonyms in the transcription of the collected data. **Anonymity** will be protected so that no names will be stated in the transcription as well as anywhere in the thesis.

Conservation of data: The data collected (the tape recordings of the interview) will be kept in a secure manner and will only be available for the researcher, supervisor and the censor of the thesis.

CONSENT

Voluntary Participation: My participation in this study will entail that I volunteer personal information. I have received assurance from the researcher that what I say will not be shared with other parties apart from the supervisor and censor of the thesis, and that all statements will be anonymized. I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, I can ask for data to be deleted.

Acceptance: I, _____, agree to participate in the above research study conducted by Sascha Brinch Hummelgaard under Aalborg University, Department of Culture and Global Studies, which research is under the supervision of Helene Pristed Nielsen.

Please inform if you wish to have a copy of the transcription of the interview or the final thesis:

Transcription of the interview: _____

Final Thesis: _____

If I have any questions about the study, I may contact the researcher or her supervisor:

Sascha Brinch Hummelgaard

Mail: Sascha.b.hummelgaard@gmail.com

Phone: +45 27213721

Helene Pristed Nielsen

Department of Culture and Global Studies

pristed@cgs.aau.dk

+45 9940 9140

There are two copies of the consent form, one of which is mine to keep.

Participant's signature:

Date: 01.04.2014

Researcher's signature:

Date: 01.04.2014

APPENDIX 4: TRANSCRIPTION FOCUS GROUP INTERVIEW

(See enclosed copy)

APPENDIX 5: TRANSCRIPTION FTF SEMI- STRUCTURED INTERVIEW

(See enclosed copy)

APPENDIX 6: AUDIO RECORDINGS, APRIL 2014

1. Audio Recording of Focus Group Interview, April 2014. Conducted in Amman Jordan (cf. attached CD 1)
2. Audio Recording of Face-to-Face Semi-Structured Interview with the Manager of the Global Platform Jordan, April 2014. Conducted in Amman, Jordan (cf. attached CD 1).

APPENDIX 7: AUDIO RECORDINGS, UN-TRANSCRIBED PILOT INTERVIEWS, JANUARY 2014

1. Audio Recordings of interview with 'The Manager', January 2014 (cf. attached CD 2).
2. Audio Recordings of interview with 'Employee 2', January 2014 (cf. attached CD 2).
3. Audio Recordings of interview with 'Employee 3', January 2014 (cf. attached CD 2).
4. Audio Recordings of interview with 'Employee 4', January 2014 (cf. attached CD 2).
5. Audio Recordings of interview with 'Employee 5', January 2014 (cf. attached CD 2).