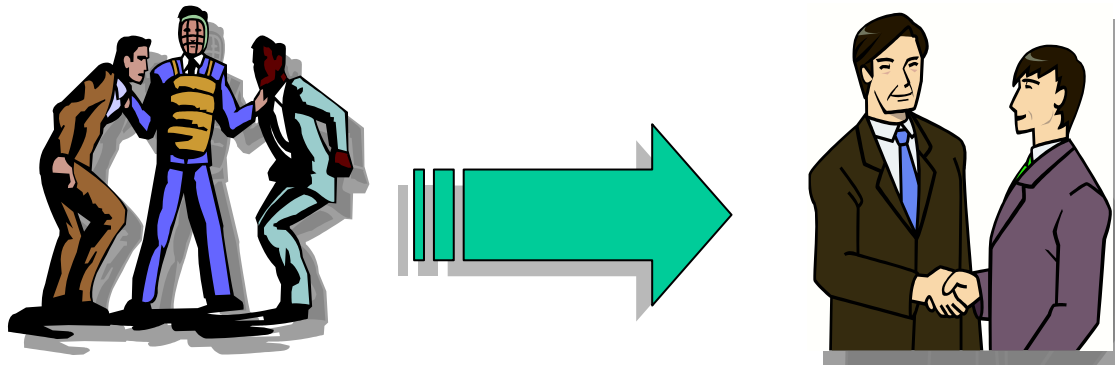


CROSS-CULTURAL LEARNING IN GLOBAL PROJECTS

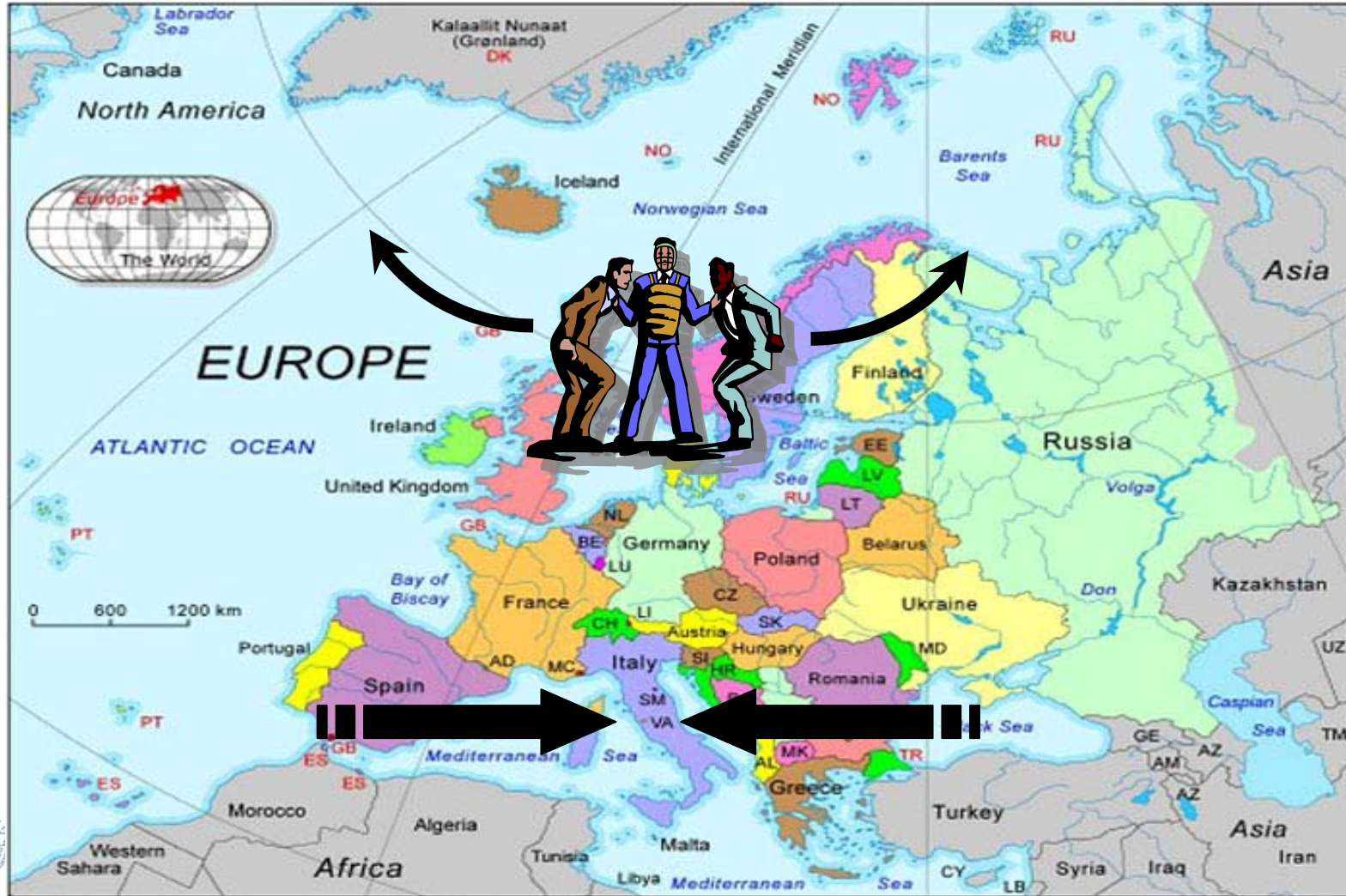
**SAMPO TUKIAINEN
HELSINKI SCHOOL OF ECONOMICS**



**CHALLENGES IN MANAGING GLOBAL PROJECTS
GPS – CRGP SEMINAR, 24 AUGUST 2006, ESPOO**



CLASHES OF PROJECT CULTURES



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LEARNING BETWEEN PROJECTS



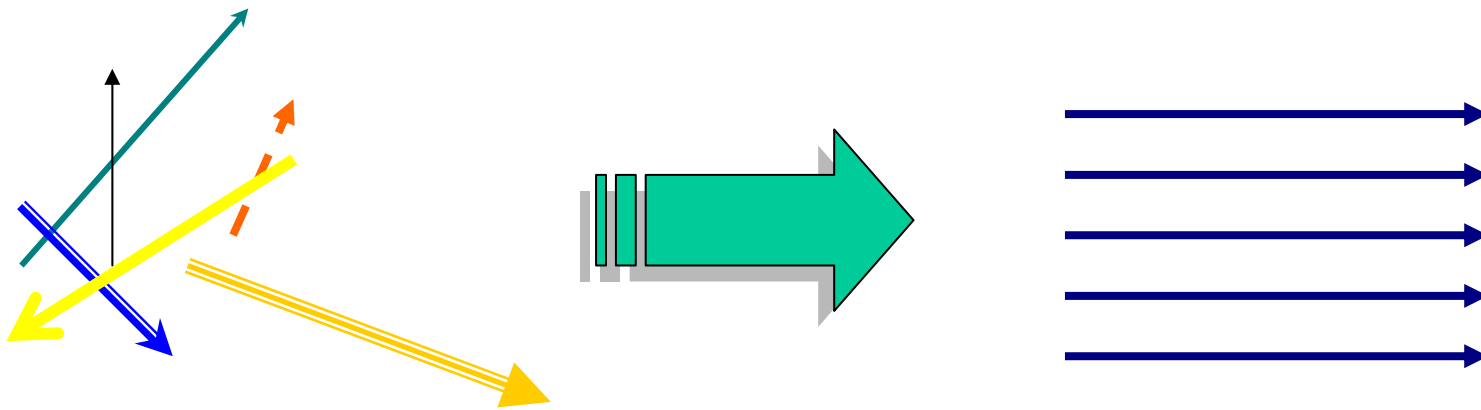
LEARNING BETWEEN PROJECTS



LEARNING BETWEEN PROJECTS



HARMONIZING PROJECT PROCESSES AND PRACTICES



CHALLENGE OF CREATING COMMON PROJECT PROCESSES AND PRACTICES

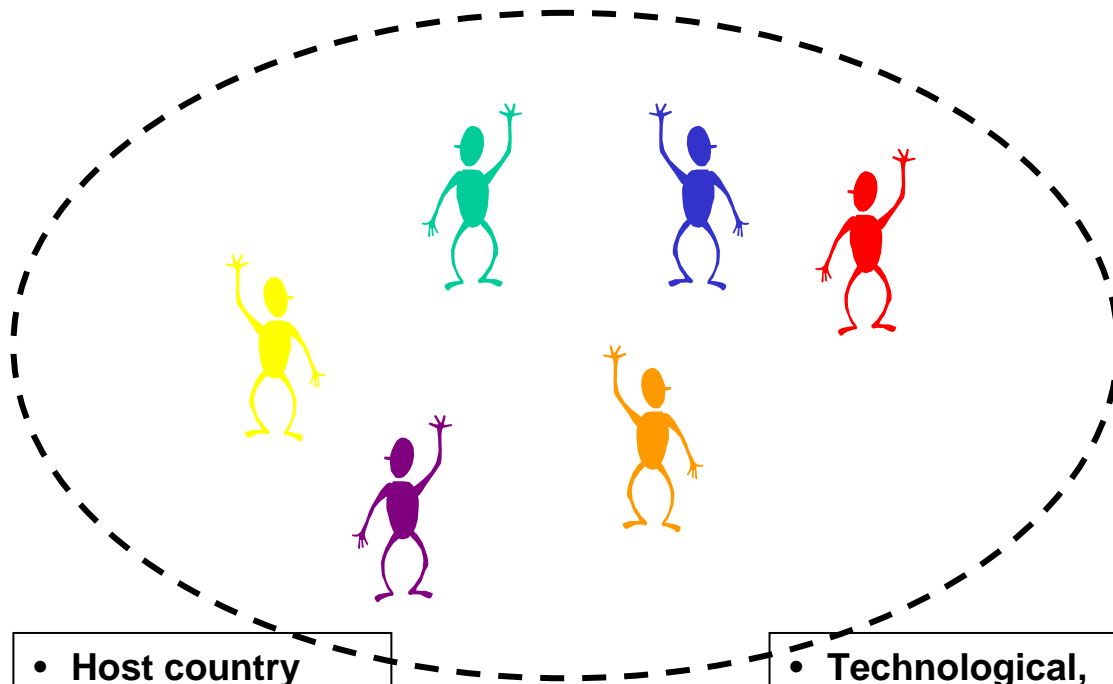


"My Way?"

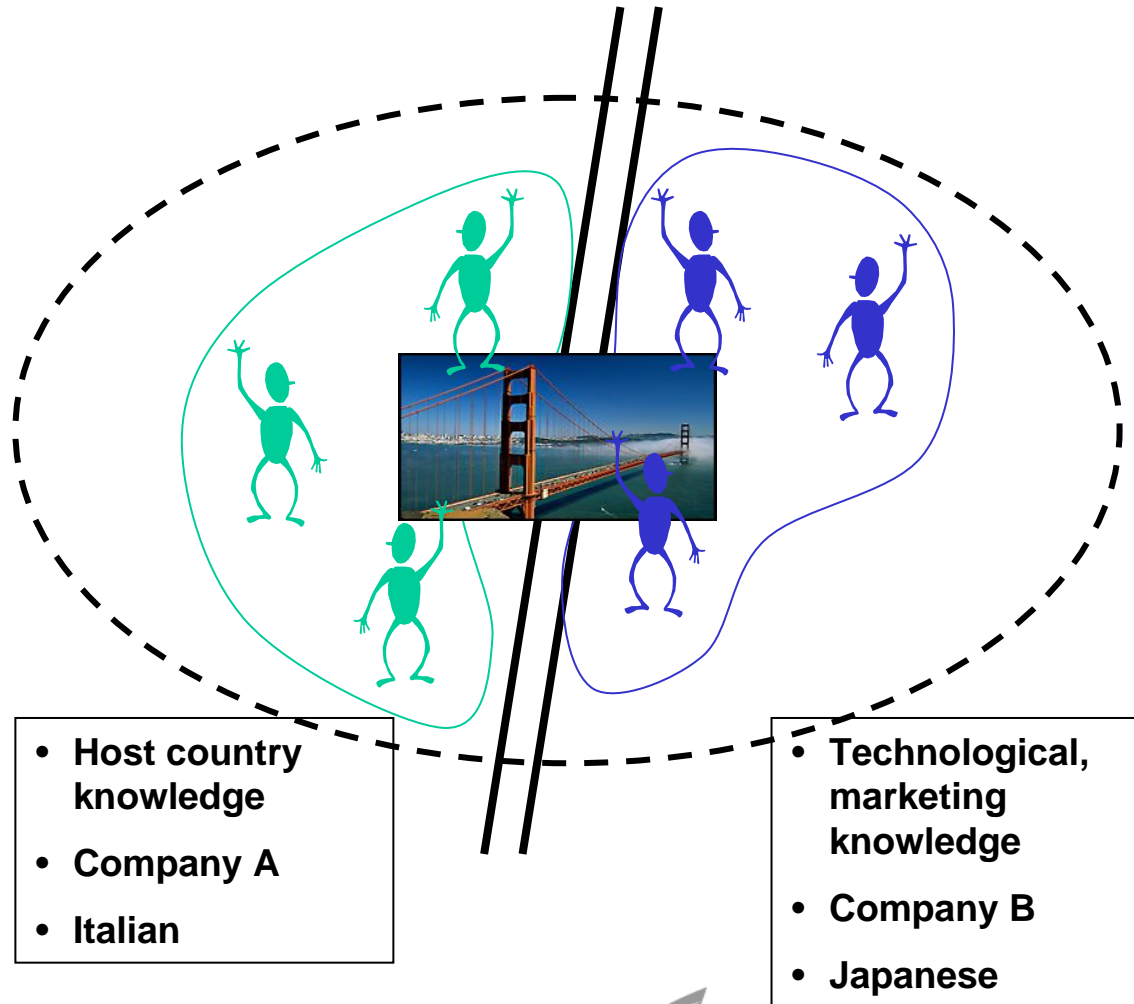
"No Way!"



GROUP HETEROGENEITY



GROUP HETEROGENEITY



CROSS-CULTURAL LEARNING DEFINED

- In global projects cross-cultural learning is often a group-level process between sub-groups representing different ***nationalities***
- Learning from and about people representing different cultural backgrounds (national, organizational, professional, etc. cultures)
- Adapting to different cultures and local peculiarities
- Interdependent participants developing shared meaning and understanding on each other as well as on the suitability and acceptability of various behavioral models and practices
- Learning to become members and practitioners of a particular group



SOME OUTCOMES OF CROSS-CULTURAL LEARNING

- Reduced ethnocentrism between subgroups – not so much resistance and disputes
 - Easier acceptance of each other's experiences from prior projects – standardized, "best practices"
 - Easier acceptance and development of common project management and work practices – reduced variety, harmonized processes and practices
 - Unified project team/organization



CONDITIONS FOR CROSS-CULTURAL LEARNING AND REDUCED ETHNOCENTRISM

- Management and social support
- Mutual positive distinctiveness
- Cooperative interdependence
- Motivation to work together – a common goal
- Equal status
- Information sharing
- Sharing contextual knowledge
- Joint experiences
- "Mediator/facilitator/buffer" persons – internal, external
- Common external "threat"



SOME PECULIARITIES OF ETHNOCENTRISM

- National social identities tend to be set early in the project and they are usually extremely enduring
- Ethnocentrism may lie latent for a period of time
- Reappearing ethnocentrism
 - Cross-cultural learning
 - Mutual negative distinctiveness
 - Change in perceived bargaining power due perceived learning
 - Missing cooperative interdependence
 - Perceived unequal status
 - High symbolic or social costs of cooperation
 - Reduced ethnocentrism as temporary fix for goal attainment
 - Introducing new members to work group
 - Subsequent project



NEXT PHASE OF THE RESEARCH

- What strategies and practices can be used to advance the process of cross-cultural learning in different stages of global projects?
 - How to advance sensitivity to cultural diversity, and diverse project management practices in order to create cross-cultural learning?
 - How to advance cross-cultural learning in a way that it leads to sustained reduced ethnocentrism?

