The Impact of National Culture on the Success of construction Projects

تأثير الثقافة المحلية على نجاح مشاريع البناء

By

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Abstract

The objective of the study is to examine how national cultural differences impact upon the successful delivery of construction projects in United Arab Emiretaes (UAE). The research did a literature review to understand different viewpoints and created a framework which framed that cultural dimensions influence people's attitudes, values, practices, and behaviours The conceptualization and flexibility with which Hofstede's cultural model has been developed makes it a suitable framework to adopt in project management research involving cross-cultural aspects. As such, it adoption in the current study will help guide the identification of the gaps of the study.

The research did a quantitative analysis where the survey was used to gather data. Around150 people responded with their answers. The finding was done for 6 stages of the project management at the stage of planning, reaching major milestone, completion of project, handover stage, handling of project and decommissioning of project. These 6 stages and the perception of each stage about the success and failure of the project were done and this brought some new insights of the research. The survey analysis reflected that these factors are very crucial to the success and failure of the project: Achievement of intended outcomes as defined by clients/owner/sponsor, planned and approved project scope, planned and approved project time, planned and approved project budget, the project team etc.

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الخلاصة

تهدف الدراسة إلى التحقق من أثر التنوع الثقافي على تنفيذ مشاريع إنشائية ناجحة في الإمارات العربية المتحدة. واستندت الدراسة إلى مراجعة دراسات وابحاث منشورة لفهم مختلف وجهات النظر في هذا الجانب، ولتطوير إطار عمل يصوغ الأبعاد الثقافية التي تؤثر على مواقف الناس وقيمهم وممارساتهم وسلوكياتهم. ولقد استند هوفستد في تطوير نموذجه الثقافي إلى مرونة ومفاهيم مناسبة تصلح كإطار عمل يتم اعتماده في أبحاث إدارة المشاريع تتضمن سمات ثقافية متعددة ومتداخلة، وتمت الاستعانة بها لتحديد أية ثغرات في هذه الدراسة.

شملت الدراسة تطوير استبانة وتوزيعها وتحليل المعلومات المطلوبة، ولقد شارك في هذه الاستبانة 150 شخصاً تقريباً. وتم الحصول على نتائج تغطي 6 مراحل في إدارة المشاريع، هي التخطيط، وإنجاز خطوات مهمة، وإكمال المشاريع، وتسليمها، بالإضافة إلى مرحلة إغلاق المشروع. وتمت دراسة ومناقشة كل مرحلة من حيث نجاح المشروع أو فشله، مما ساعد على الخروج بأفكار جديدة في هذا البحث. ولقد أشارت نتائج الاستبانة إلى وجود عوامل تؤدي دوراً حاسماً في نجاح المشاريع وفشلها، هي: تحقيق النتائج المطلوبة التي يحددها المتعامل\ المالك\ الكفيل، وما تم الاتفاق عليه والتخطيط له على صُعد مدة المشروع وميزانيته وأعضاء الفريق المشاركين في المشروع وغير ذلك.

2013203033

Contents

2013203033

1. Introduction

1.1 Project

A project is an impermanent activity undertaken to deliver some results or achieve some objectives (Cardinal & Marle, 2006, p. 223). The project consists of a start followed by an initial situation and finally a finish. The results are supposed to change the company's situation in terms of product offer, internal performance and communications tools. Projects are one of the most important features of a contemporary organization, the key to a successful project and the quality of the project is dependent on the maturity and knowledge of the staff and the project manager (Engwall, 2003, p. 789). From a strategic viewpoint, an improved understanding of the dynamics of a project involves the participant's commitment to the project that prompts them into action (Sense & Fernando, 2011, p. 503). Duncan and Gorsha (1983 p. 3701) observe that there are six systematic steps need to be taken to ensure the success of the project, they include;

- Depending on the methodology, the project is divided into five phases; the preliminary system design, detailed design, development, integration and test, and acceptance tests and installation.
- The organization develops a sub- contract with the project manager
- A breakdown structure that provides visibility to areas of the project phase, subsystem and the department.
- A project schedule that should be able to present all the event dates and the status of all the subsystems.
- A backup or a contingency plan is necessary for the project. There must be a backup plan if the requirements are not met or if the requirements are not met, or the schedule is missed.
- A test plan is the last step where the project manager tracks the performance of the project

The project life cycle can be described in various ways. It could include: initiating, planning, execution, controlling and closing (Cardinal & Marle, 2006, p. 226). The planning process consists of identifying and estimating the entire set of activities that are bound to take place during the life of the project. The project is a transformational process where the aim is to

move from an initial situation to an expected final situation. The initial situation mainly comprises of:

- The organization's corporate strategy
- Historical standards that are specific to the organization
- The initial resources that are available to a company
- Assumptions and constraints

The expected final situation outlines the projects objectives. The transformation from the initial to the final stage can be achieved through planning and the execution the project activities using resources and organization in a logical way. During planning, the project manager should determine how the budget and project schedule should be monitored (Duncan & Gorsha, 1983, p. 3703). Although planning continues for the lifetime of the project, the plan sometimes changes due to external constraints. Additionally, the project could be vulnerable to schedule slips and cost overruns, and a follow through the process is mandatory.

1.2 Project Management

Project management can be defined as the application of knowledge, tools, techniques and skills to project activities in order to meet the constraints of time, scope and cost (Lentle & Loch, 2010, p. 32).The key concept in project management is the "project life cycle"; this mainly entails the phases a project undergoes where each phase having an outcome and a review that triggers a decision on whether to progress the next project. Project management became popular in literature in the 1950's, and first evidence is in seminar texts and sectors where project management was developed (Hodgson, 2002, pp. 806-807). The growth of project management over the years can be as a result of wide influences ranging from forceful marketing to the support of various academic researches.

Project management is of significant economic importance, and impressive growth has occurred in project work in different industries, sectors and countries (Svejvig & Andersen, 2015, p. 278). The current understanding of project management is continuing to evolve, segregate and expand (Weaver, 2007, p. 5). Various aspects such as risk, stakeholder management, technology and communications have also been added over the years.

As the scope of project management continued to evolve over the years, various methodologies were developed to formalise the process by which institutions managed their projects (Weaver, 2007). According to Weaver (2007), an effective methodology is the key to helping organizations deliver successful programs projects and portfolios.

1.3 The Construction Industry

Construction is a large, complex dynamic industry that plays a major role in various world economies. It involves building of new structures or renovations involving alterations, additions, repair or maintenance of various engineering projects or buildings such as utility systems or highways (Behn, 2008, p. 175). The industry has been traditionally been divided into three sectors; the construction of buildings, highways, road and other infrastructure and, speciality trades.

When considered as a whole, the industry is made up of small firms that comprises of very few employees (Charter, 2013, p. 4). These individual firms contribute to most of the output in the industry. On the other hand, the output of the large firms cannot be underestimated as well. This is because their employees produce a high input to the industries overall output. Due to the large presence of small firms, the industry is mostly characterised as not being concentrated. The competition amongst the large contractors seems to be oligopolistic, whereas competition among the small contractors seems to represent perfect competition.

1.4 The United Arab Emirates Construction Industry

The United Arab Emirates is a federation of seven Emirates Ajman, Abu Dhabi, Al Fujairah, Ras al Khaimah, Dubai, Sharjah and Umm al Quwain. The economy has been able to recover after poor performance in 2010 and the country is in good shape. The IMF concluded that the UAE's GDP (Gross Domestic Product) would remain firm and stable due to the ongoing momentum in the non-oil activity industry (Atradius, 2014, p. 2). The country is considered to be a high income country with a real GDP growth of 4.4% in 2014. The construction industry is expected to contribute to 11.1% of the GDP in the UAE in 2015 (Kumar, 2013).

The acceleration of the construction industry together with other industries such as tourism and manufacturing are responsible for this growth (EC Harris Research , 2014, p. 1). Growing projects on the capital will see an increase in the construction in the year 2015. Sharjah is growing as more people populate the city, this in turn could boost social infrastructure. The year 2013 saw

a rise in the expenditure in both the tourism and infrastructure sector due to the expansion of airports and roadways (Kerr, et al., 2014, p. 1). The construction sector also looks forward into the preparation of the Expo2020, which will continue to create demand for infrastructure and real estate. The volume of planned and expected projects in The UAE is expected to return to solid growth in the year 2015. Early in the year 2013, the government dedicated funds of approximately AED 330 billion for various major developments over the next five years. These funds would mostly focus on healthcare, education, social development, housing projects and strategic transport projects. .

There has been a shortage of quality in the residential market, and this has helped propel market growth over the years. The retail sector has seen the increase of space   that has forced developments to be more creative when trying to secure more tenants. Abu Dhabi Ports are also expecting a boom in projects due to the increased traffic. Many companies are increasing their capacity for the next couple of years due to the increased export and import opportunities. Thus, the new port will stimulate further growth in the Emirates. Dubai continues to show signs of economic growth and project activity in real estate and infrastructure sector. According to the statistics sector, Dubai's Economy grew by 4.5% in 2013, with numerous projects developing; most of the focus is now on completing implementation plans and securing the appropriate plans for the construction phase (Kumar, et al., 2007, p. 3).

1.5 Culture

Culture has various definitions because it is not static rather it is dynamic, this means that there is no standard definition for culture (Birukouq, 2007, p. 2). According to Birukouq (2007), culture can be defined as "*Culture is the socially transmitted knowledge and behaviour shared by some group of people*". Other definitions could include "*The culture of any society consists of the sum total of ideas, conditioned emotional responses, and patterns of habitual behaviour which the members of that society have acquired through instruction or imitation and which they share to a greater or less degree*". In this study it has been described as basic values assumptions and values, policies and behavioural conventions that are shared by a group of people and that control each member's behaviour. In analysing the culture of a certain organization or a group, it is advantageous to categorise the three levels in which culture manifests itself: values, observable effects and basic underlying assumptions (Spencer-Oatey, 2012, p. 3).

1.6 Culture in project management

Project culture is one of the most influential factors in the success of a project, and it is also part of the overall organizational culture. Project culture is the general attitude to projects with the business or the organization. Most projects do not work in isolation, and they have to operate within a business environment that complements the requirements of the organization (Plessis & Hoole, 2006, p. 36). The culture affects project management, strategic planning, and planning and implementation. Organizational culture affects the project in four ways. First, the culture influences the level of the workers' commitment to the goals of the project especially when it comes to balancing the goals with other activities of the organization. Second, it affects how the departments are expected to support and interact with another n pursuit of the goals of the project. The culture also affects how the managers determine the performance of the team and how they view the project's outcome. Finally, the culture influences the project planning such as how resources are estimated or how work is estimated.

Culture is made up of values, attitudes, behaviours and beliefs of its workforce and underlying assumptions. If an organization's culture is not accommodating of project management, project management is often viewed as interference or a burden to the daily work of the organization. If there exists no effective project management office and no standard procedures, processes, measurement and organizational culture across projects, project performance across various projects will differ. Project culture within an organization can break or make the project within an organization (Mohammed & White, 2008, p. 3)

Bureaucratic culture is a major factor in an organization's overall existence and behaviour. It has an implication on everything from project deliverables, to morale to decision-making procedures. Some studies have shown that positive corporate culture is associated with greater facilitation of change initiatives. Additionally, the surveys established that positive corporate cultures adapt quickly to meet new challenges as opposed to strong cultures that are opposed to change (Project Managment Institute, 2015). During the start-up of a project, managers have a great opportunity to create a project culture. The project culture represents the beliefs, norms and assumptions of the project team. Understanding the unique aspects of a project culture and developing the right culture to match the complexity of the project is important for project management abilities.

Culture guides behaviour and communicates what is important for establishing certain priorities. The three aspects of cultural difference that can affect a project include; communications, negotiations and decision-making. Various studies have been carried out to establish the various dimensions of organizational culture that are necessary for project management to be successful (Yazici, 2007, p. 2). It has also been widely accepted that culture has a huge influence on performance

A critical aspect of project culture is organizational policies, strategies, rules and procedure, in other words, the principles and tools of project work in the business (Stare, 2011, p. 8). The entity's project management methodology must not be simply theoretical and can be found in the documentation, it has to be transformed into an effective methodology where the culture excites the methodology. Companies that are successful in project management have cooperative cultures that support a certain methodology. The project management culture creates an environment where there is a healthy respect for the time and money spent on the project. When time and money are tracked, change can be managed, and there is a shared commitment to a successful result.

The difference in project management success rates between various organizations could be brought about by the fact that some organizations are better equipped to empower the project managers. As a result, these managers have more knowledge in this field as compared to their counterparts. However, the culture of the organization plays a huge role in the success of the projects (Mochal, 2003, p. 1).

1.7 Research Objectives:

The objective of the study is to examine how national cultural differences impact upon the successful delivery of construction projects in United Arab Enirates (UAE). In the globalized society, where people from different cultures work together, the culture plays important role in the success of the project. However many people are new to working in the cross cultural environment and thus they face many challenges in working in such organization. Thus this research would try to understand the cultural challenges that any organization faces. The research would see how a set of people with understanding of cross culture deals with the project management against the group that is not much alligned to cross cultural set-up. The research is using the construction industry of UAE for the research. The research is done on people working in the construction industry.

The following are the questions that the research is seeking:

1. What are the cultural practices that influence the performance of a project?

The research would try to understand vrious aspects of culture that can impact and influence the project and project management. The research would use various models suggested by researchers from time to time in the past to discuss the possible cultural impact on the project management.

2. How do the identified cultural practices affect the success or failure of a project?

The question would succeed the previous questions. After the cultural practices are discussed here the research actually tries to guage the effect of these activities. The activities might affect positively or negatively and also the scale might be different for each factor and thus it is important for the research to understand these affects.

3. Dependence of success or failure of project based on the cross cultural knowledge of employees?

As most of the orgniazations in UAE are multi-cultural, this research tires to gind how knwledge of cross culture, language etc of an employee can impact the success or failure of the research. The research took the Construction industry and quantitative survey to find the answer to this question.

2. Theoretical:

Culture is commonly related to a people's way of life: values and practices (Franke, Hofstede, and Bond 1991). There is no consensus on the definition of culture. However, Hofstede, Neuijen, Ohajv, and Sanders (1990) note that culture is commonly constructed based on the following characteristics: it is (1) determined by historical events, (2) holistic, (3) associated with anthropological concepts, (4) socially constructed, and (5) level of resistance to change. It is for this reason that corporate/organizational culture is seen as partly overlapping with strategies of management. This research paper therefore looks at the influence of national cultures on organizations' management processes.

2.1 Trompenaars and Hampden-Turner's Model of Culture

Trompenaars and Hampden-Turner (1998) developed a cross-cultural framework which attempts to explain people's cultural differences in relation to fundamental challenges that they face while trying to organize social communities. From these ideas, Trompenaars and Hampden-Turner constructed questions designed to help gather data closely related to cultural factors in diverse national cultural groups. As a consequence, Trompenaars and Hampden-Turner's work identifies the variations used by different cultural groups to reinforce and explain their choices in relation to values. This particular viewpoint is supported by the argument that "when two values work with one another they are mutually facilitating and enhancing" (Trompenaars and Hampden-Turner 1998, p.216).

Based on the emerging themes, Trompenaars and Hampden-Turner identified seven bipolar dimensions of cultural framework: individualism-communitarianism, universalism-particularism, achievement-ascription, neutral-affective, specific-diffuse, internal-external, and sequential-synchronous. Figure 1 below shows the conceptual framework upon which Trompenaars and Hampden-Turner's seven dimensions of culture were developed. Varying orientations between and within cultural groups are seen as dilemmas due to people's efforts to deal with the problems that seem to have solutions seen as opposing each other. Trompenaars and Hampden-Turner further present that potential conflict between an individual's and social group's needs and desires is one of the major challenges facing social organizations, particularly if such needs and desires are seen as appropriate. Depending on the weight of the problem, cultural groups often strive to find alternative solutions that are both workable and valid to their dilemmas.
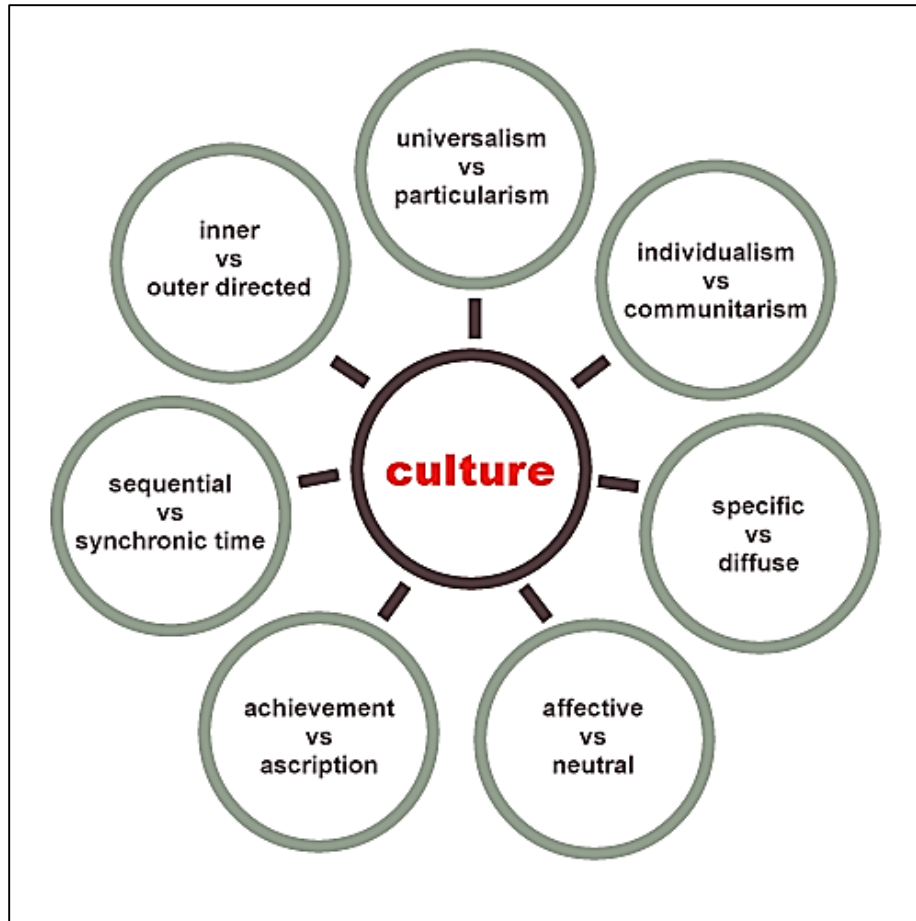
Figure 1: Trompenaars and Hampden-Turner's model of national culture differences

(Picture courtesy of http://www.provenmodels.com/580/image)

The framework points out that some cultural groups may have certain social practices that accentuate the responsibility of an individual to support as well as care for other members of their community. At this point, the framework assumes that each individual is part and parcel of the broader community and as such are obliged to contribute to the community's well-being (Trompenaars and Hampden-Turner 1998; Glazer 2006). Each person is thus given a fair chance to openly air their opinions and debate ideas likely to be part of the final solution. This yields the communitarian approach in social organizations that can then be exploited to build and nurture fruitful relationships in a manner that takes into consideration the needs and desires of everyone.

2.2 House et al. (2004) Cultural Framework

House et al. (2004), in the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) study, collected data on cultural practices and values from 17,300 middle managers working for 951 organizations in different countries. The framework was designed for purposes of analysing the association between leadership effectiveness and social practices and values. Project GLOBE framework outlined nine fundamental dimensions: assertiveness, power distance, uncertainty avoidance, collectivism I, collectivism II, future orientation, gender egalitarianism, human orientation, and performance orientation. See figure 2 below for illustration of the model. This is against Hofstede's five dimensions of cultural values. One thing that explicitly stands out in the GLOBE study is that it clearly differentiates societal practices from societal values founded on the fundamental challenges which face all societies around the world. The distinction was aimed at avoiding contradictions that have existed before with regard to using cultural values and practices interchangeably. Distinguishing the two is laudable given that cultural values and practices of a social group can be inconsistent and/or even contradictory for both levels of cultures.
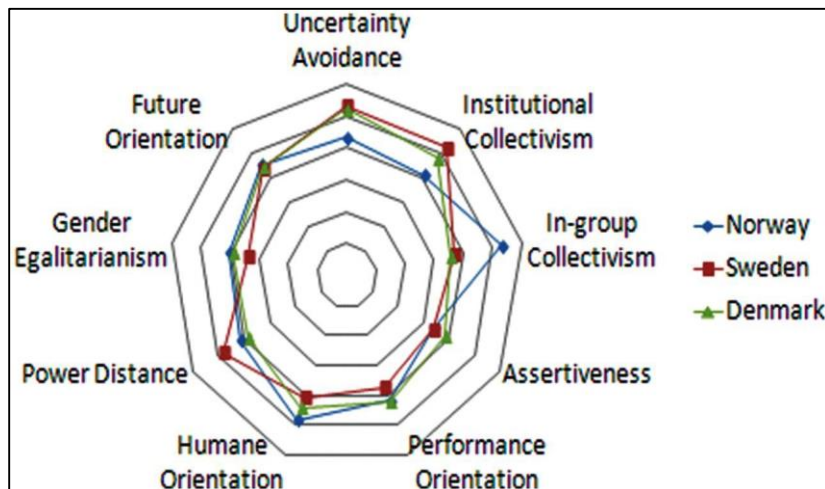
Figure 2: Societal Cultural Practices (Picture adapted from House et al. 2004)

On the one hand, House et al. (2004) found that high-scoring cultures have a tendency to focus on the future, achievement, job-based accomplishments, and taking initiatives. On the other hand, House and colleagues report that low-scoring cultures focus more on family, tradition, social ties, and affiliation. In the latter category, social relationships are emphasized more than achievement. Firms that utilize House and colleagues' framework increase convergence among consumers to levels where it becomes easy to formulate standardized brand marketing strategies (Venaik and

Brewer 2010). This therefore points towards adaptation as a prudent route for project management stakeholders.

While the framework is laudable in the way in which conceived the ideas, it focused more on the societal level than individual levels which may be detrimental to individual practices and values even though the framework tends to suggest that individuals are socialized by the values and practices of those with whom they share a culture (Brewer and Venaik 2011). As a result, such people are likely to adopt practices and values that are rewarded by members in their cultural group. However, this is not always guaranteed as individuals can sometimes deviate from cultural values and practices that a society holds dear.

2.3 Lewis' Culture Model

Lewis' framework focused on communication and people's interaction skills. The framework is based on the view that an individual's cultural behaviour is an end product of collected wisdom that has been filtered over the years and passed down to subsequent generations as core values, beliefs, persistent action plans, and notions. As a result, an individual's cultural behaviour is purposeful and not accidental (Lewis 2005). Lewis' framework classified cultures into three distinguished groups: reactive, linear-active, and multi-active (see figure 3 below). These categories correspond to the following classifications of information gathering: listeners, dialogue-oriented, and data-oriented. Listening culture describe reactive groups like Asians who have embraced information technology and are equally effective networkers. On the other hand, low- and high-context cultures are more associated with data- and dialogue oriented practices respectively.

Social groups from multi-active cultures are typically talkative, people-oriented, and often prioritize interpersonal relationships. Social groups of this profile are likely to talk more, use plans as outlines, display feelings and put such feelings before fact, and always have good explanations and/or excuses for their behaviour. Additionally, multi-active people are least interested in punctuality or respecting schedules but do not like to leave conversations unfinished. Completing conversations is a form of human transaction that they consider a worthwhile investment of their time. Reactive cultures are presented as have respect-oriented, introverted people who emphasize listening. In addition, individuals in reactive culture groups listen and react to their communication partner's actions, are good at concealing feelings, gracefully accept losses, are diplomatic about

issues, never interrupt conversations, are very people-oriented, and the statements they make translate into promises.

Finally, individuals in linear-active cultures are typically high-organized, task-oriented, and often emphasize planning. Furthermore, they hardly talk more than is necessary; use step-wise plans to do tasks, are polite but direct, do not like losing, job-oriented, confront with reason, and prefer truth to diplomacy. In this view, Lewis' model of culture points out that people in the multi-active and linear-active cultural groups are so different to each other to the extent that interactions between them easily results in irritation on both sides. Unless one party adapts to the other's way of life (culture), there is likely to be constant crises in the organization every time these two groups of people meet.

2.4 Hofstede's Cultural Model

Hofstede administered 116,000 survey questionnaires to IBM corporation employees distributed in 72 countries around the globe (Hofstede 1983). It is from this analysis that Hofstede founded his multidimensional cultural model (Minkov and Hofstede 2011). Hofstede developed a four dimensional cultural assessment framework from different national cultures from the forty larger subsidiaries he initially studied. Hofstede positioned the national cultures from high to low on the four dimensions, making each dimension have a distinctive cultural profile giving a general picture of what to expect when dealing with a people of a social group. The four dimensions of Hofstede's cultural model include: power-distance, uncertainty-avoidance, individualism, and masculinity (Hofstede 1980; Hofstede 1984). The subsequent paragraphs briefly discuss these dimensions in detail and make an effort to bring out the distinguishing differences between them.

Firstly, the power-distance dimension deals with the extent to which subordinates accept the seniority of their superiors as well as the distribution of power between and among various social actors. On the one hand, high power-distance cultures such as France and India take distinctions along power-distance very seriously and would always like to maintain the gap open between bosses and subordinates (Buttery and Wong 1999). In such societies, individuals accept inequality where everyone know the class they belong (Hofstede 1991; Ojiako et al. 2012). Organizations with such cultures have employees who are quite reluctant to air their grievances and disagreements with their seniors. On the other hand, individuals, both superiors and subordinates, in low power-distance cultures like Austria and Israel see each other as colleagues and equals.

Inequality is therefore significantly minimized to the level that individuals in powerful positions actually look less powerful than they actually are. Whereas the employees are afraid to express their disagreements with the superiors, they expect that their superiors will consult them before making any decision.

Second, the uncertainty-avoidance dimension concerns itself with cultures that embrace novelty and emphasize structure and rules. The Japanese and Greeks have strong uncertainty-avoidance cultures which makes it a common occurrence to find them seek clarity and order in activities they are assigned. They aim to avoid uncertain situations as much as possible because of their fear for high levels of anxiety and stress that often accompany uncertain and risky situations. To avoid the occurrence of such uncertainties, people in strong uncertainty-avoidance cultures emphasize hard work, intolerance to deviancy, and career stability (Hofstede 1991). Since they show inflexibility in relation to work environments, such people would rather work for one company until they retire. People in weak uncertainty-avoidance cultures like Denmark and Hong Kong view uncertainties as being inherent in life and thus take each day as it comes. They are very pragmatic in the way they handle issues and are flexible to organizational changes.

Thirdly, individualism-collectivism dimension concerns itself with the extent to which individuals and social groups, as social actors, are expected to act or behave based on certain norms, rather than further interests that are likely to disrupt the stability enjoyed by everyone in the society. Individual cultures such as Britain and the United States of America (USA) emphasize personal achievements and initiatives than sharing such initiatives and achievements with their families and immediate communities (Hofstede 1991; Hofstede 1994). Everyone's right to private life is protected and their opinions respected. The opposite is true in collective cultures like Iran and Peru where people form tighter social ties that bind them to extended families. Members of collective cultures protect each other as a sign of loyalty. They pursue personal initiatives with the aim of increasing the standing of the family as well as help other members of it.

Fourthly, the masculinity dimension seeks to bring out the discernible gender considerations in different national cultures. Highly masculine cultures accentuate performance, material stands, and money. Basically, motivation is the leading drive force. Masculine-oriented cultures like Australia and Italy generally tend to encourage assertiveness and competiveness in individuals and within social groups. In contrast, feminine-oriented cultures such as Netherlands and Sweden value

quality of life where people and their environment are actually very important matters of concern (Hofstede 1991). People in such countries get motivated by the need to serve even as sex roles become more flexible and gender equality is respected and it is not odd to find a man assuming a caring role in the family and at work.

However, Hofstede cautions practitioners against using his cultural framework as it is due to a few variations that might arise in the 40 cultures along these dimensions. First, the four dimensions are existent in all countries and it is often difficult to find a country that is only bent towards the extremes. That means that cultures are not only masculine or feminine, many countries such as Belgium are a blend of cultures. Secondly, generalizing the dimensions to a country based on Hofstede's findings could have a limitation given that not all characteristics of individuals will ascribe to the national work culture.

It is from the above viewpoints that Hofstede sought to give a distinction between national and organizational cultures. First, Hofstede contends that while organizational culture has a lot to do with sociology, national culture is more concerned with anthropology (Hofstede and Fink 2007). He further goes ahead to explain that organizational culture is based on practices and national culture to societal values which are learned at the tender ages of an individual's life. In addition to this, Hofstede argues that organizational cultures are loosely rooted and individuals are likely to acquire a new culture when they move from one company to the other. Where there is recognition that organizational culture can change, it is never an easy task as it requires great effort, time, significant management attention, and money.

It is not a secret that there are subcultures within national cultures which might greatly influence the outcome of any study given that differences arising from such subcultures can have even more significant impact on the findings of a research study. To take care of this limitation, Hofstede (1983) decided to exclude cultural differences subcultures that exist between groups in a country. This assumption sought to exclude cultural differences related to a people's regions, occupations, social classes, religion, gender, families, or even age. This assumption was based on the opinion that there are no significant differences in the way inhabitants of a country think and behave. Hofstede supported this assumption by stating that a country's people hardly take notice of their cultural similarities, instead, they focus on what makes them different from each other.

Although similar organizational differences are expected, a society's position on the behaviour and practice of its members has a strong impact on their self-concept and the manner in which they perceive their environment and those in it (Hofstede 1984). For instance, in some cultures, matters to do with an individual's high quality life are entirely controlled by that individual's success, self-actualization, achievement, and self-respect. On the other hand, however, collectivistic cultures view high quality life in relation to the success of their families and groups. In collectivist culture organizations, employees derive satisfaction when their work is well recognized. For individualistic organizational cultures, employees derive job satisfaction from what they perceive (as a person rather than an organization) as a job well done.

Based on the findings of the study, Hofstede held that private and job lives are separated in individualistic societies so that individuals only think about work-related matters during specific working hours only and not beyond. On the contrary, employees who embrace collectivist cultures see job as part of their private life and as such permit their roles at work to invade their private life. Even so, such employees expect their employers to take into consideration their family problems as well as allow them time to attend to their family duties (Hofstede 1984). Establishing a cordial relationship is thus emphasized in collectivist work organizations. This takes precedence over their roles and gives employees a strong sense of belonging even though this might take time. This is critical in achieving the tasks to which employees are assigned. Adoption of this cultural dimension is therefore a good business practice in cases where an organization is interested in having employees perform tasks as teams.

Another study that applied Hofstede's cultural model was Franke, Hofstede, and Bond's (1991) which aimed to establish the "cultural roots of economic performance." These scholars saw cultural individualisms as a liability and collectivism as a valuable asset in economic performance created by cohesive groups working together. There is therefore a salient exploitation of national differences as a determining factor of economic performance. In detail, the study found correlations between cultural variables and the countries' initial levels of gross national product (GNP) per capita. Thus, based on their assumption about causality, Franke, Hofstede, and Bond concluded that there is an association between cultural factors and a country's subsequent economic growth. These findings were consistent with Hofstede's study carried out in 1980 which found a strong and positive relationship between individualistic cultural index and level of GNP

per capita. The gap in knowledge exploited by Franke and colleagues was that Hofstede's previous study had not captured the aspect of economic growth.

Away from the works that have adopted Hofstede's cultural framework, there are other studies which criticize its conceptualization and use. One such study criticizes the way in which Hofstede's cultural model was conceptualized, underlying assumptions, and descriptions (McSweeney 2002). First criticism touches on Hofstede's framework assumption that a country's culture subsumes both the national and sub national constituents. The assumption upon which Hofstede based his framework was found weak because a national culture is merely an ideal characterized with absolute cultural differences among people living in the same nation. Secondly, the framework is faulted for assuming causality to a nation's culture. As per this argument, shared in cultural values and practices does not therefore hold in Hofstede's framework for national culture. The argument is that national culture is a powerless superstructure which cannot be taken as a supreme independent variable. That is, the results obtained to inform the classification of Hofstede's framework could have been caused by other factors not considered in the study or to chance.

While Fang (2003) appreciates Hofstede's strength in methodology with regard to selecting a comparable sample from a large number of countries, he critics Hofstede's cultural framework especially with regards to the introduction of the fifth dimension (Confucian dynamism) to the model.

The best thing to do would have been to include the new instrument (that purport to measure Confucian dynamism) to the earlier ones and employ the same techniques of factor analysis used earlier to validate the results. Given the distorted research methodology, the fifth dimension cannot lay claim to being a result of robust research (Fang 2003, p.362).

The introduction of the Confucian dynamism dimension is therefore faulted as flawed because it was not subjected to the same methodological procedure, hence resulting into unwarranted inferences. For this reason, Fang argues that such an addition to the initial four dimensions was not based on logic. Fang's criticisms were objective and warranted, and they also note that other factors such as market-oriented policies and a country's political environment might have had an influence on Hofstede's findings (Fang 2003; Yeh and Lawrence 1995).

2.5 Conclusion of theoretical

To conclude, cultural dimensions influence people's attitudes, values, practices, and behaviours (Trompenaars and Hampden-Turner 1998; House et al. 2004). Literature review shows that while Hofstede's framework is criticized for its assumptions on national cultures (Fang 2003; McSweeney 2002; Venaik and Brewer 2010; Brewer and Venaik, 2011), its application forms the theoretical foundation of many studies designed to explore patterns in national culture with existing frameworks showing little departure from Hofstede's model (Franke et al. 1991; Doney et al. 1998; Trompenaars and Hampden-Turner 1998; House et al. 2004; Lewis 2005). The conceptualization and flexibility with which Hofstede's cultural model has been developed makes it a suitable framework to adopt in project management research involving cross-cultural aspects (Ojiako et al. 2012). As such, it adoption in the current study will help guide the identification of the gaps of the study.

3. Literature review

It is important that a project manager understands and comprehends the culture of his or her organization to ensure its success in project management. Organizational culture is a different aspect from project management even though most managers tend to confuse the two. Despite the two concepts being different, they share similar underlying dimensions. Hofstede's definition of organizational culture is, "holistic… a whole which is more than the sum of its parts … historically determined … reflecting the history of the organisation" (Hofstede, 2001). According to Falkenberg, Hill, & Baba (1996), there are three different but interrelated forms of culture, which include national, corporate, and work culture. The most basic definition of organization culture as earlier highlighted is a system of shared values, assumptions, and beliefs. Each organizational culture carries a reflection of a socially constructed sense of the meaning of an organization and how it should be perceived. Each of these aspects represents the different perceptions of the organization or their interpretation of what a good organization is. Whereas culture reflects the organization's behaviour, it is manifested through the verbal or non-verbal behaviours of the individuals within the organization. Employees carry the image of any given organization and so poor ethics among them often results into a bad image for the organization. These behaviours are then aggregated to the level of the organization. According to Gray and Larson (2003), several characteristics highlight the significance of an organization's culture. It is worth noting, however, that none of these characteristics is superior to the other. Perceiving the culture of an organization in a project management perspective provides insights into the manner in which interdependent project members of a team carries out the projects in line with the project principles and practices.

According to Gray and Larson (2003), an ideal culture seeks to balance the outcomes and processes that facilitate the achievement of these outcomes. Gray and Larson (2003) likened the relationship between the success of a project and the project management culture to that of the boat and the river.

3.1 Culture framework

The culture framework is instrumental in facilitating the comprehension of culturally diverse stakeholders in project management. However, the concept of cultural framework has not been effectively tailored in line with project management. The success of any project heavily depends on the organizational culture. The organizational culture comprises of a framework, which

involves but not limited to process orientation, governance, training, and roles and responsibilities among others. Several organizations possess good processes, which employees follow. An organization that utilizes a good process of project management has higher chances of achieving its targets. On the other hand, some organizations have effective processes but lack someone to reinforce them. Governance refers to the management function, which ensures that people do what they are supposed to do. In general, having an effective management structure, which ensures that the project management process is followed, has higher chances of resulting into project success. An appropriate organizational culture should also support resources sharing. A culture in which expertise cannot be shared within the departments means that the organization may have to hire experts in each of the departments, which is an expensive affair. Extensive research has resulted to a number of scholars coming up with different models to try and solve the cultural challenge toward project management and ensure project success. Some of these authors include Kenra and Taplin, Trompenaars and Hampden-Turner, Hofstede and GLOBE. These authors had these models named after them.

3.2 Kendra and Taplin Model

Kendra and Taplin (2004) came up with a four-dimensional model of success, which outlines the roles of different players in project management. The roles outlined include those of the project manager, the project team, the processes, and the measurement systems towards the success of projects in an organization. This model comprised of four main dimensions which include the micro-social dimension. Second are the project manager's skills. The third dimension is the qualities of leadership, and their level of competence in subject areas such as management of tasks. The fourth dimension is the macro-social dimension, which encompasses exploration of the structures of the organization and the project level. Examples of the fourth dimension is cross-functional teams, the matrix structures; micro-technical dimension which involves measurement of the performance systems, and individual units of measurement including time, objectives of the business, and the costs; and finally the macro-technical dimension, which looks at the supporting management practices and putting together the structured business frameworks.

3.3 Trompenaars and Hampden-Turner

The seven dimensions of culture fronted by Trompenaars and Hampden-Turner (1997) are important in identifying and understanding these differences. Trompenaars and Hampden-Turner

came up with the model after serious research that took around 10 years in which they conducted their studies in different cultures around the world. In their findings, they established that people from different cultures do not merely differ from each other but rather these differences are more specific and are even predictable. This is because each culture has enthroned its way of thinking, values, and beliefs into myriad preferences governed by different factors. The authors then concluded that what differentiates people among these cultures is where the preferences within the seven dimension. The seven dimensions include;

3.3.1 Universalism vs. particularism

The Universalist approach focuses on the presumption that, "What is good and right can be defined and ALWAYS applies" (Trompenaars & Hampden-Turner, 1997). On the contrary, in a particularistic culture, greater emphasis is given on the responsibilities of relationships and the unique circumstances.

3.3.2 Individualism vs. Communitarianism

In an individualistic society such as the United States, people perceive themselves as individuals. This aspect of reasoning is important the manner in which the community is perceived rests with the individual person. Each person is thus held accountable for his or her actions that determine the ethics of a community (Trompenaars & Hampden-Turner, 1997). In a communitarian society, people look at themselves as a group and put the community first. In an organizational setup, an individualist perspective is the best since by each individual taking responsibility of their actions, nothing is bound to go wrong and so the project success is achievable.

3.3.3 Affective vs. neutral

If we handle issues emotively, the response is also likely to be emotive and vice versa. In cultures where people embrace a neutral approach to issues, individuals tend to suppress their feelings and keep calm. On the contrary, cultures, which embrace an affectivity approach, exhibit their feelings without restraint such as laughing, smiling, or gesturing (Trompenaars & Hampden-Turner, 1997). In a project management perspective, maintaining a neutral composed approach is the best. This is because organizations contain different people from different backgrounds.

3.3.4 Specific vs. Diffuse

In specific-oriented cultures, the work and life of a person are treated as two different entities. In this type of culture, the project leader assigns his subordinate a project and maintains a work relationship, keeping out of the subordinate's personal relationship. On the contrary, the diffuse dimension involves diffusion between the work and personal lives of the employees. For a teacher to a given student may double up as a friend to the student in their home life.

3.3.5 Achievement vs. Ascription

In an achievement dimension, people are judged basing on their achievements or accomplishments. For instance, in an achievement-oriented company, their hierarchy is determined by what one has achieved and so senior members are regarded to have achieved more as compared to new entrants who are juniors (Trompenaars & Hampden-Turner, 1997). In an ascription society, people achieve their status through things like their gender, age, and educational record. This type of status is usually called an ascribed status. Embracing an achievement culture in project management is important since it focuses on a person's potential. Depending on the prevailing circumstances of a person, he or she can achieve something.

3.3.6 Sequential time vs. Synchronous time

Cultures that embrace a sequential dimension of gauging time usually perceive time as a series of passing events (Trompenaars & Hampden-Turner, 1997). These people prefer planning and doing things as per the timeframe developed. They do not like deviating from their plans since it is through this that they can gauge what they are likely to achieve. On the other hand, people who structure their time synchronically see a correlation in the past, present and the future. They carry out several things at the same time.

3.3.7 Internal direction vs. Outer direction

This is the last model of the Trompenaars and Trampden-Turner (1997) theory and involves the manner in which people interact with the environment. It is concerned with whether people go with nature in their interactions or against it. According to this model, the authors term those individuals who believe that they can control nature as being inner-directed. Cultures that embrace the inner-directed dimension tend to be quite competitive. The inner-directed individuals possess

the belief that it is them who have to adapt to us and not the other way. On the contrary, there are those cultures, which believe that it is impossible to control nature. These are the outer-directed individuals.

3.4 Hofstede's framework

Geert Hofstede, Dutch psychologist, after thorough research, decided to come up with a framework to facilitate the comparison of culture using five dimensions. Hofstede established this framework after carrying out a study on 116000 employees of the IBM multinational company. These individuals were taken from 40 different countries, which contained subsidiaries of the IBM multinational corporation. The analysis focussed on ways in which employees from different countries of the same corporation differed from each other.

3.4.1 Power distance

This dimension deals with the manner in which different societies deal with the aspect of human inequity in terms of their characteristics, wealth, power, and status. Hofstede (2001) goes ahead to explain that the national culture has the mandate of deciding the extent to which these people can handle such power disparities. Power dependency gives an indication of the desirable and acceptable levels of inequalities in the society (Hofstede, 2001). Organizations in which the power-distance is large are more likely to consent to the hierarchical order in which each individual has his or her designated place. One contrary, those with a low power distance will have individuals striving for equality.

3.4.2 Uncertainty avoidance

This dimension concerns the manner in which societies or organizations handle life's uncertainties. According to Phatak et al., (2005), a society that has high uncertainty avoidance is usually characterized by reluctance to take risks, make independent decisions and the need for job security. Normally, the decision-making task is bestowed on the managers who then transfer the decisions to their subordinates. This hampers innovation and creativity in such organizations since people are not free to air their opinions. On the contrary, those societies, which have low uncertainty avoidance, are usually ready to undertake calculated risks and partake I problem-solving activities (Hofstede, 2001).

3.4.3 Individualism vs. Collectivism

This aspect of the national culture concerns whether the society is individualistic or collective. The manner in which the society reacts to the two aspects defines our co-existence. The individualist dimension concerns the duties that an individual is expected to perform for the good of the society. On the other hand, in a collectivist dimension, individuals are usually more focused on the community as a whole or a group of individuals. Whereas organizations in individualistic societies demand for the responsibility of each individual, those in a collective society demand for a significantly higher emotional dependence form its members (Hofstede, 2001).

3.4.4 Masculinity vs. femininity

This aspect is concerned with the manner in which the society deals with the various differences in gender roles. Even though there are similar variations between men and women in different societies, there are marked variations in labour. Masculine societies comprise of boundaries, which create a distinction between work roles, and non-work roles. On the other hand, non-work roles are those roles that are not defined by the organizations. They include roles such as parenthood, guardianship, or friendship among others. A highly masculine society is characterized competition, which serves as a motivator towards performance (Pagell *et al*., 2005).

3.4.5. Time orientation

The final dimension of the Hofstede model is the variations in emphasis on time that different organizations have. This dimension is also called the long-term vs. short-term orientation and Michael Bond is believed to be the founder of the dimension. In some cultures, time is a very important feature and so has to be fully utilized. In these cultures, lateness is considered a grave mistake and so one has to observe time in every aspect. In other cultures, it is not possible to exhaust time and so people tend to carry out activities in a more relaxed manner (Phatak et al., 2005).

3.5 Lewis culture model

According to Lewis (2010), "Determining national characteristics is treading a minefield of inaccurate assessment and surprising exception." Lewis, in this statement implies that it is hard to accurately determine the culture of a nation due to various cultures that may bring about some

exceptions to the generalizations that may arise. This led Lewis to classifying countries according to three categories, which include the linear active, the multi-actives, and the reactive. Linear-active individuals tend to be private, exhibit not emotion and task-oriented. They only focus on what they are supposed to do and always create a plan for all their events. They tend to enslave themselves on their schedules and mostly focus on one thing at a time. Multi-active persons are the opposite of the linear-active individuals. They are outgoing, emotional and tend to be inquisitive. This group is virtually unpredictable concerning following a fixed timetable. These people can multi-task, tend to disregard their timetables due to frequent change of plans, and do not mind seeking favours as long as it can help them get what they need. They do not fear confrontation and are always prepared to defend themselves. Reactive individuals form the third segment of the triad and possess features of both linear-active and multi-active individuals in their environmental response. They are quiet and caring at the same time and thus pass as very good listeners. They also avoid confrontation and never go about interrupting others. They are only reactive after analysing the general principles of a circumstance. A perfect example of people in this category is the Chinese and the Japanese.

Whereas the reactive individuals and the linear-active individuals resemble to a great extent, their differences especially in relation to culture become evident when comparing with the multi-linear type. In fact, most people falling in the category of the linear and reactive perceive those in the multi-linear category as being very rude. The impulsiveness and loudness exhibited by the multi-active category appear to the other groups as a show of impoliteness and in the event that they take this behaviour to the work environment, then they are perceived as being unprofessional. Another case, which tends to irritate the two groups from the multi-linear, is the interruptive nature of the latter. The multi-linear literally speak and listen at the same time. Rather than focussing on these differences to create a wedge among them, people from these three groups should take the opportunity to establish unique relationships, which will mutually benefit each other. A good example of such a relationship is the one developed between Switzerland and Italy. Italians usually come across as multi-active people. On the other hand, the Swiss come across as linear-active and despite this, the two countries have managed to learn from each other and get along quite well.

3.6 The GLOBE Model

GLOBE is a long-term research venture that was developed to assist in determining the effects of culture on various aspects of project management including leadership, effectiveness of the organizations, and the human conditions in different societies. The GLOBE study took place in the mid-1990s. The main purpose of the formulation of the GLOBE project is to increase knowledge on the cross-cultural interactions. The GLOBE researchers carried out measurements on culture at different levels and focussed on expanding Hofstede's work and to carry out a hypothesis testing advanced on certain project management topics. GLOBE then came up with nine dimensions which were measured twice as respective values and practices. The nine cultural dimensions developed include "Power Distance, Institutional Collectivism, In-Group Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, and Humane Orientation" (Xiumei & Jinying 2011, p. 11-17). In each of the dimensions, two questions arise. One of the questions measured the managerial reports that documented the actual practices taking place in organizations and the report on what should be taking place in the organization. The other question determines the reports of values and practices within these societies.

3.7 Comparison of the Globe model and the Hofstede model

Both the Globe Model and the Hofstede model are of great significance in research studies on project management. Given the ever-increasing globalization and interdependence between organizations, there is a need for a better comprehension of the differences among various cultures, which can have a significant impact on project management (House et al, 2004). The Hofstede research study involved analysis of data from a large multinational company called IBM along with its 53 subsidiaries in different regions that led to his findings on the national cultures. The participants of this study were mainly of non-managerial rank and the survey served as a management diagnostic tool to facilitate the comprehension of the different cultures and work backgrounds among the IBM staff. On the other hand, the GLOBE study comprised of approximately 170 researchers who carried out a study on around 951 organizations of non-multinational calibre (Hofstede, 2006). The participants to this study were of managerial ranks and the extensive research was theory-driven. Other than the methodological issues, the GLOBE study incorporated both organizational and societal levels of cultural dimensions. Examples of these dimensions included the institutional and in-group collectivism and performance-orientation that

happens not to be covered by Hofstede in his works (Pramila, 2009). Some scholars believe that Hofstede's studies did not incorporate a direct measurement of feminine scores. On the contrary, the GLOBE study took measurements of the feminine scores. From the above analysis, it is clear that the two studies share some similarities as well as differences. Some of the differences between the methods come in areas such as in the selection of data, the sources of the dimensions, and their perception of culture. However, the GLOBE survey involved a variety of cultural studies among them being Hofstede and this assigned scores to cultures according to the people's beliefs and values.

Culture has been a core factor in project management. Hofstede has been widely used due to its good ability to explain variations in project management practices. For instance, the model's aspect of power distance appears to have an impact on the style of leadership and the flow of information in the organization, uncertainty avoidance determines the whether or not the project management team should adopt given information systems. The individualism vs. collectivism drives the performance of the team and its level of corporation. These are just but a few examples of why the Hofstede model has been widely adopted as compared to other models.

4. Research Methodology

The methodology is a systematic way of analysing the cultural challenges on the project management framework. The chapter provides an overview of the qualitative approach, quantitative approach, and the mixed methods research. Additionally, the advantages and disadvantages of these methods are discussed in detail in this chapter.

4.1 Overview of qualitative research

Qualitative research is an organized activity that finds the observer within the population. It involves the subjective assessment of behaviour, attitudes and opinions. In this kind of research, the study is a function of the researcher's impressions and insights. It generates non-quantitative results or in a form that does not involve rigorous statistical analysis (Patton 2002). In this regards, qualitative research involves interpretation of observations which is a natural approach to the world. This means the qualitative research involves people's natural settings and their understanding of the existing phenomena according to how they view them.

4.1.1 Advantages of qualitative research

Qualitative research is very crucial in a study in its early stages during which the researcher is mostly likely not sure of what the study will focuses on accurately. Before such research begins, it's is not restricted by a research plan. For this reason, the study unfolds more naturally to the researcher (Denzin & Lincoln 2001). Other advantages include an in-depth examination of issues that ensures that all matters relating to the study are examined in details. The researcher sets the time to address each of the issues under study in points of interest. All relevant information is gathered and recorded accurately for analysis. The meetings in view based on the qualitative research are flexible since they can be guided by the researcher in real time, and the scope of inquiries is not limited. Moreover, the information accumulated on the basis of participants experience is very powerful and very compelling. Additionally, the findings collected from a few cases due to sampling are transferable to another setting regardless of the fact that they cannot be generalized to the whole population. Furthermore, in case new information emerges in the cause of the study the direction of the research and its framework can be revised quickly (Newman &Benz 2006).

4.1.5 Disadvantages of qualitative research

Some of the disadvantages of qualitative research are; Firstly, it involves analysis and interpretation of large volumes of data which consumes a lot of time. Secondly, the personal research skills of the researcher are vital to the success of the research and, therefore, the researcher's individual idiosyncrasies and bias may easily influence the study. Furthermore, the researcher may view the study subjectively since there is heavy involvement of the researcher in the process. Such a situation may lead to the wrong conclusion of the study (Theide & Johnson 2002). Thirdly, the participant's responses may be influenced by the unavoidable presence of the researcher during the data gathering exercise. Additionally, it is not possible to ensure the confidentiality and anonymity when presenting the findings of the study.

4.2 Overview of quantitative research

The researcher used quantitative research approach to describe the cultural challenges to the common project management framework. It was instrumental in the collection of numerical data that was analysed with mathematical methods, particularly statistics (Watzlawik & Born 2007). The key element of the research was explaining the phenomena of culture in project management. To analyse this information clearly statistical data was collected and used. Furthermore, to apply the mathematically based techniques the data had to be in numerical form. For the collection of quantitative data particular questions were immediately suited for this particular study. These questions, involved the ones that can be addressed quantitatively since the data being sort was numerical.

The researcher in this study achieved this by designing specific instruments that were able to convert the phenomena that did not occur in quantitative form naturally into quantitative form. The data was then analysed statistically. The data that was existing naturally in non-quantitative form included the people's attitudes and beliefs. Cultural beliefs and employee project workers obviously are not quantitative. However, the researcher formulated questions that asked the participants to rate a number of statements. Questions were being rated as either 'strongly disagree ', 'disagree', 'neither agree nor disagree', 'agree', 'strongly agree '. The answers were then assigned numbers, for example, 1 for strongly agree, 2 for agree, 3 for neither disagree nor agree, 4 disagree, 5 strongly disagree (Watzlawik & Born 2007). By the use of this method, the researcher was able to collect quantitative data on the people's attitude on various issues.

The use of tests and questionnaires was very instrumental in gathering data that does not exist in quantitative form naturally (Heidegger & Dahlstrom 2005).

Since Quantitative research approach focuses on theory and hypothesis testing, it uses scientific methods. It uses a "narrow-angle lens" to focus on a few casual factors at a particular point in time. In determining the cultural challenges on the project management framework, the researcher held the factors that were not being studied constant to establish and understand the relationship. Quantitative research involves observing things that happen and explaining them, collecting relevant information and analysing it. These parts of a quantitative research approach are crucial when reporting the findings clearly.

A survey research that uses questionnaires, interviews and sampling polls was used to get a sense of the cultural challenge on the project management with precision. A survey type of quantitative research enables the judgment of behaviour and presentation of the research findings in the most accurate way possible. In this study, the participants were sampled randomly from the population to constitute a smaller sample. By using the random sample, the researcher was able to present the findings more accurately across a bigger spectrum of participants.

4.2.1 Advantages of quantitative research

A quantitative approach towards data collection and analyses provides many advantages in enabling a clear reporting of accurate findings. These advantages include; the research findings of a smaller sample of the population can be generalized to the entire population. The ability to generalize results enables the researcher to cut on costs since the research is based on a smaller group rather than the whole population. It also helps in reducing the time taken in conducting the research to a reasonable level. It is easy to establish a cause-effect relationship in a quantitative study since a situation that removes the effect of many variables can be built without losing meaning. The quantitative approach also applies statistical software thereby data analysis consumes relatively less time; moreover, it provides accurate numerical, quantitative data. The techniques used to collect quantitative data are relatively quick such as telephone interviews. In such a case, the interviewer does not have to travel to the field to collect data but rather he can conduct the research from the office. Additionally, a quantitative approach usually has more credibility among many people with power such as politicians, administrators and people who fund

projects. Furthermore, the study outcome is heavily dependent on the researcher that is very significant statistically (Watzlawik & Born 2007).

4.2.2 Disadvantages of quantitative research approach

Since the quantitative research focus on existing theories and testing predetermined hypotheses the research may fail to notice very important phenomena, this leads to the confirmation bias. The area of study may present new phenomena that are not captured in the theories that create the background for a particular research. Therefore, since quantitative research does not focus on the generation of theories or hypothesis, the research may miss out on very important information. Another significant disadvantage of the quantitative research approach is the possibility of generating knowledge that is too general and abstract to apply to local contexts, individuals and situations directly. It is also argued that a quantitative research is not adequate in understanding some kinds of information such as behaviour, emotions and feelings among others. Phenomenologists argue that this approach is just an artificial creation of the researcher since it asks only a small amount of information that is not backed by an explanation. Furthermore, by developing the questionnaires the researcher imposes decisions and assumptions regarding what are important or not. Such imposition may cause the researcher to miss important information during the research (Creswell 2012).

4.3 Overview mixed research methods

The mixed research method involves the use of both qualitative and quantitative research methods in a single research (Johnson, Onwuegbuzie & Turner 2007). A researcher must understand both qualitative and quantitative approaches to use this method effectively. The instruments used in qualitative and quantitative research are combined to provide a more detailed study with better results in terms of accuracy (Greene, Caracelli & Graham 2001).

The emergence of this research method was in response to the disadvantages of qualitative and quantitative methods and currently it is considered as a legitimate alternative to the sole qualitative and quantitative methods.
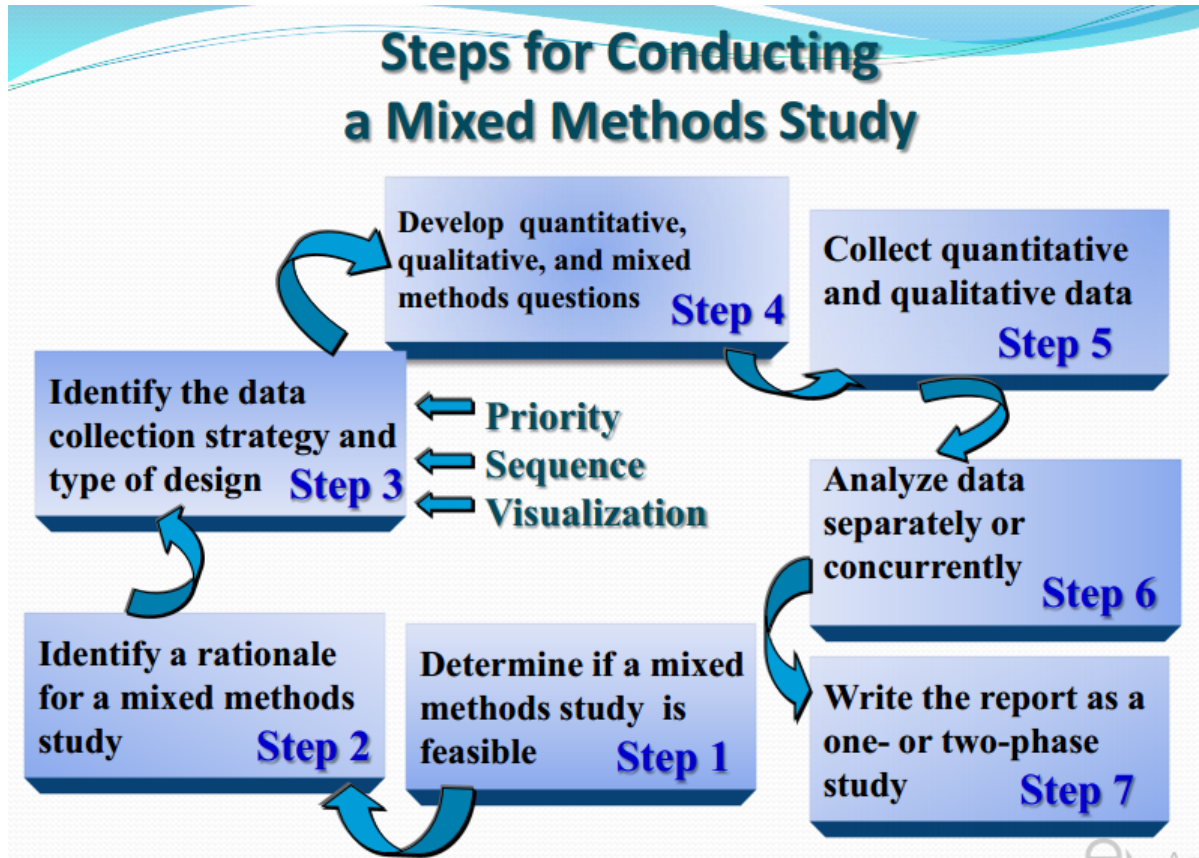
Figure 1: steps of conducting a mixed methods research (Creswell2003)

In the first step, the researcher determines whether the mixed methods study is feasible (Bamberger 2000). At this stage, the researcher examines the objectives of the study as well as the methods used in other studies in the literature review. In the second step, the researcher determines the reasons why the mixed methods research is considered effective for a particular study. By establishing the kind of information that will be handled and the kind of tools that will be needed to analyze that particular information the researcher can form a basis for selecting the mixed methods research. After identifying the rationale, identification of the strategy for collecting data and the type of design follows.

The crucial things that have to be kept in mind in this step include; the priority, sequence of data collection and the visualization. The strategy should ensure that the data is collected according to the order of importance. The data should be collected in an orderly sequence to make the analysis easy. The questions are then developed to start collecting both qualitative and quantitative data for analysis. The data from both approaches can then be analyzed separately or concurrently

depending on the type of study and data collected. Finally, the researcher writes a report of the findings as one- or two –phase research (Johnson& Onwuegbuzie 2004). At this final step, the researcher should ensure that the outcomes of the study are presented accurately according to the responses of the participants.

4.4 Ethical considerations

The researcher needs to be aware of all ethical considerations involved in research to come up with an ethical study (Westenholz & Achola 2007). In this study, the researcher took steps to ensure that the rights of the respondents to informed consent, anonymity, confidentiality, and self-determination are observed. The researcher ensured that the participant's details were kept confidential to avoid unauthorized access that could have negative consequences for the participants. The assurance of confidentiality made the participants feel free to give all the information that the researcher required to draw conclusions. The researcher obtained written consent from all the public relations departments of the organizations involved in the study. Additionally, verbal permission was obtained from all the organizations from which the participants were picked.

The participant's consent was sought before they were requested to respond to the questions in the questionnaires and participate in the interviews. As argued by Kimmel (2007), informed consent is the agreement by the respondents to offer voluntarily their help in the study. Before the study begun officially, the researcher took the time to explain to the participants what they will be required to do in the study and the rights that they have.

To maintain confidentiality during result publication or reporting the identities of the various participants from different organizations were not revealed. The study questionnaires were properly numbered after data was collected to ensure their reliability in the study (Kimmel, 2007). The researcher used the information obtained from individuals in different institutions lawfully and for the specific purpose of the research only. The personal data collected from the participants was relevant, adequate and not excessive for the purpose of the study. Measures to ensure that the data collected did not fall in the wrong hands or accidental loss or destruction were put in place. At the end of the research, the results presented were free from any falsification. The results were accurately presented as per the findings of the study. What the researcher was told during the data collection was reported in an accurate and honest way. The Interviewer ensured that the interviews

were kept within the context of the study throughout. Any information that could have kept the respondents uncomfortable during the interviews was avoided completely.

4.5 Research Framework and Methodology

The use of cross-cultural research framework serves as a structural basis for this research project.

There are several frameworks that can be applied in the research methodology. This research project adopts the Cavusgil and Das (1997) framework. There is a major reason as to why the research team opted for this framework. It is a more apporopriate framework for using the cross-cultural research. This has been due to its simple structure that can be compared against its relationship to this study.

On the other hand, mixing several research methods can besuccessful in conducting a research. This simply means taking several methods and putting them into use. For instance, one may combine individual quantitative methods during data analysis stage. Similarly, the multi-stage research approach can be used.

The research framework adopted in this project is as shown in Fig: 1 on diagram page.

Stage 1: Research Purpose

This entails stating the problem under investigation. In this case, the problem under examination is; analyizing the cultural challenges on the project management framework.

Stage 2: Research Questions

This involves the statement of the pertinent questions that the research project seeks to tackle. This questions define the purpose of the study. In conducting the research, these questions are provided with practical answers. Examples of research questions for this paper include: What are the cultural practices that influence the performance of a project?; How do the identified cultural practices affect the successor failure of a project?

Stae 3: Research Structure

This entails the methodology used in the research project. It also involves stating the targeted number of respondents. Questionnaire survey was adopted in this study as it provides more details

to the subject area. The research criteria is comprised of language, instrumentation, administration and response equivalence.

Stage 4: Data Analysis

This stage involves the extraction of raw data from the sources. This involves use of a variety of methods like tabulation and use of graphs. Exploratory Data Analysis (EDA) helped in the synthesis of the main cultural factors that affect the performance of a project. The fundamental features of a set of raw facts collected were analyzed using this approach. The graphical representations were made possible by this approach.

Stage 5: Dissemination

This is the final stage of the research framework and it entails the statement of findings and conclusion.

4.6 Choice of Research Framework

For the choice of research method, reference was made to the works of Stuart et al. (2002) and Voss et al. (2002) who all provide guidance on the selection of research methods. Based on this, the work being undertaken can be regarded as 'theory validation (Handfield and Melnyk, 1998; p. 324; Voss et al., 1998; p. 198). This implies undertaken the study utilizing 'open and closed-ended questions' (Handfield and Melnyk, 1998; p. 324). For the purpose of this study, the National culture and perceptions questionnaire developed by Ojiako (see Ojiako et al., 2012; Ojiako and Chipulu, 2014), was employed. The questionnaire is attached at the end of the dissertation (Appendix).

4.7 Justification

The research has used the following methodology because tt is also possible to eliminate the chances of interviewer's biasedness as the questions and expected responses are already predetermined. Lastly questionnaire eliminate chances of distorting the information that is intended to be collected. The quantititive research can be done among a larger sample thus getting more data. Also the interview cannot have the quantitative analysis. The quantitative analysis is

eay to represent in the graphs and tables and thus easy to interpret. The opinons and bieasdnss of any individual inerviewees can be avoided by not taking interviews.
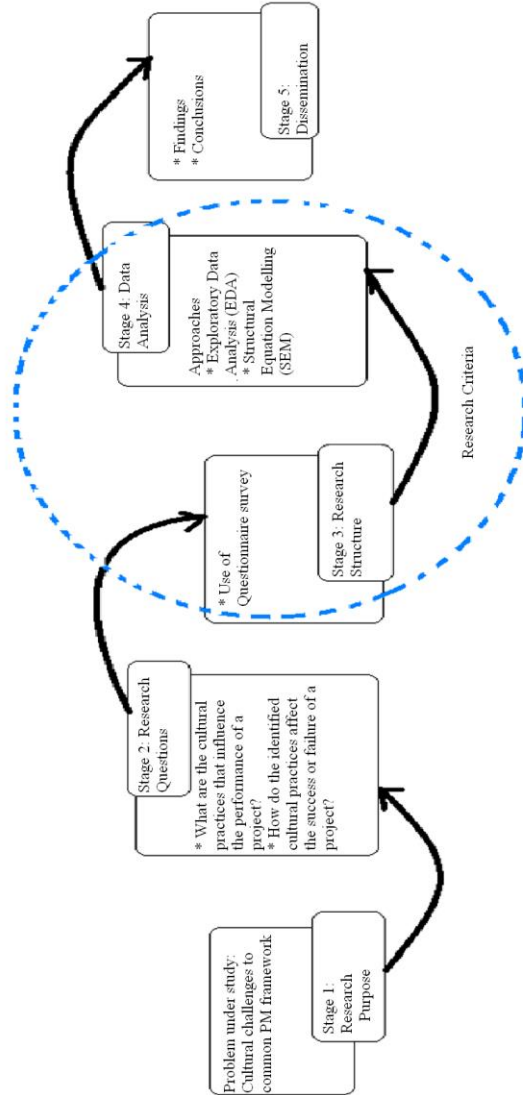
Figure 1: Research Framework

5. Discussions of results:

The Survey was conducted as per the questionnaire as attached in Appendix A. There were 150 people who had filled the survey and the following section would discuss the data. Data is analysed through SPSS and Excel. The following section discusses the key results of the research and how these results are helping in understanding this research. Although there were over 20 questions with over 70 sub sections in the result section, the section only discussed the key results in the following section.

How cross cultured is the Construction Industry:

Q. What is the country of origin of the people who filled the survey?

Country of Origin	Frequency	%
USA	20	13.33%
UK	10	6.67%
UAE	45	30.00%
Saudi Arabia	6	4.00%
India	40	26.67%
Germany	17	11.33%
France	12	8.00%
	150	100.00%

While the survey was taken of the people working in the construction and infrastructure business of UAE, there were nationals from different nationality participating in the survey as the industry is filled with multi-cultural citizens. In the survey it was found that around 45 samples or 30 % of the total samples were Emirates (nationals of UAE). In the expat society the maximum samples were from India with 40 samples of around 26.67 % of the total samples. After India, nationals

from USA were 3rd highest with 20 samples of 13.33 % of total samples. There were good number of representatives of the UK, Saudi Arabia, France and Germany too in the survey.

Q. Apart from the countries where respondents were born and are living presently, in how many countries have you stayed for up to 3 weeks

Apart from the countries mentioned in the previous two questions, in how many countries have you stayed for up to 3 weeks	Frequency	%
None	5	3.33%
Less than five	61	40.67%
five to ten	39	26.00%
More than ten	45	30.00%
Total	150	100.00%

Most of the samples were expats living in UAE with over 70 % being non Emirates. Hence the cultural influence in the work would be evident as there are different cultures working in the Industry. However they were also asked if they have stayed in many more nations. Thus when asked if "Apart from the countries they were born and now they live, in how many countries have you stayed for up to 3 weeks". It was interesting to see that over 61 samples or 40.67 % of the total samples has stayed is less than 5 nations for up to 3 weeks. Next 45 samples or around 30 samples indicated that they have stayed in over 10 nations or more for up to 3 weeks. Around 39 samples or 26% of the total samples has said that they have lived in5 to 10 nations for up to 3 weeks. There were 5 samples of the remaining who said that they have never lived anywhere else apart from the nation they were born and they live today.

Q. Apart from the countries where respondents were born and are living presently, in how many countries have you stayed for more than 3 weeks?

Apart from the countries mentioned in the previous two questions, in how many countries have you stayed for more than 3 weeks	Frequency	%
None	95	63.33%
less than five	49	32.67%
five to ten	6	4.00%
Total	150	100.00%

Now to certain how these samples have lived in the nations for longer duration they were asked "Apart from the countries where they were born and now they live, in how many countries have you stayed for more than 3 weeks". It was revealed that not many people have actually stayed in countries more than 3 weeks. There were 95 nationals or 63.33% of the samples indicating that they have never lived in nations for more than 3weeks. However 49 samples or 32.67 % indicated that they have lived in 5 countries or less for over 3 weeks. The remaining 6 samples of 4 % said that they have lived in 5-to 10 nations for over 3weeks.

Q. How many languages apart from native language do respondents speak fluently?

How many languages apart from native language do you speak fluently	Frequency	%
1	95	0.633333
2	53	0.353333
3	2	0.013333
Total	150	1

The cultural influence is understood when the research can certain how much people have travelled and how many languages they have learned. It was in interesting questions and people were asked to certain how many languages they have learnt after their native language. Around 95 of the total samples of 63.33 % said that they can fluently speak 1 more language apart from their native language. Around 53 samples or 35.33 % said that they can speak 2 more languages apart from the native language and the rest 2 samples said that they can speak 3 more languages apart from the native language.

Q. Have you attended cross cultural classes?

Have you attended cross cultural classes	Frequency	%
Yes	83	55.33%
No	67	44.67%
Total	150	100.00%

While most of the samples in the responses were multicultural, still it was valid to ask if they have ever attended any cross cultural classes. It was quite mix samples with over 83 responses or around 53.33 % of the samples saying that they have attended cross cultural classes and there were 67 or 44.67 % of the responses saying that they have never attended cross cultural classes. The high % of the yes suggest that there are many people who believe that it is important to attend these classes so that they can actually understand different cultures and they can positively work in multicultural environment.

Q. Would you say that you identify with the cultures of other countries?

Would you say that you identify with the cultures of other countries	Frequency	%
Yes	111	74.00%

No	39	26.00%
Total	150	100.00%

Although only 55 % of the sample said they have attended the cross cultural classes, however over 111 or 74 % said that they can identify the culture of different countries. The rest said no. This can be attributed to facts that apart from learning the cross culture classes the people have also learned from living in so many nations.

Cross Tabulation of "Have you attended cross cultural classes" and "Would you say that you identify with the cultures of other countries"

Would you say that you identify with the cultures of other countries * Have you attended cross cultural classes Crosstabulation

Count

		Have you attended cross cultural classes		Total
		0	1	
Would you say that you identify with the cultures of other countries	0	17	22	39
	1	50	61	111
Total		67	83	150

0 = NO

1 = Yes

Here is a cross tabulation of "Have you attended cross cultural classes" and "Would you say that you identify with the cultures of other countries" and it shows something interesting about the samples. We can see that there are 17 people who have said that they have not attended the cross cultural classes and at the same time they do not identify other cultures. But at the same time there are 22people who have attended the classes but do not know identifying the cultures. There are 61 people in the samples that know about cultures and at the same time they have attended the cross cultural classes also. There are further 50 people who actually have not attended any classes but yet can identify other cultures. Overall there are 111 people who can identify cultures despite only

83 attended the classes. Hence, even though people may not have taken classes on cross culture, the experience of living in multi cultured society has actually helped them in leaning about other cultures.

Table: T test for project success failure and success factors and their importance

Independent factor: Would you say that you identify the cultures of other countries.

Group Statistics

	Would you say that you identify with the cultures of other countries	N	Mean	Std. Deviation	Std. Error Mean
Project success/failure factor: Contribution to business goals and/or strategy	1	111	2.56	.709	.067
	0	39	2.62	.673	.108
Project success/failure factor: Contribution to economy/society/community	1	111	2.77	.738	.070
	0	39	2.79	.656	.105
Project success/failure factor: Achievement of intended outcomes as defiend by clients/owner/sponser	1	111	1.40	.491	.047
	0	39	1.36	.486	.078
Project success/failure factor: Planned and approved project scope	1	111	2.00	.556	.053
	0	39	2.13	.469	.075
Project success/failure factor: Planned and approved project time	1	111	1.92	.542	.051
	0	39	1.82	.756	.121
Project success/failure factor: Planned and approved project budget	1	111	1.41	.546	.052
	0	39	1.56	.502	.080
Project success/failure factor: planned and approved quality and performance criteria	1	111	2.73	.738	.070
	0	39	2.77	.627	.100
Project success/failure factor: Project leadership and decision making	1	111	2.05	.529	.050
	0	39	1.95	.510	.082
Project success/failure factor: The project team	1	111	1.99	.495	.047
	0	39	2.05	.560	.090
Project success/failure factor: Community risk and safety measurement	1	111	2.72	.703	.067
	0	39	2.74	.595	.095

Project success/failure factor: Contribution to business goals and/or strategy: The average for people who can identify others culture was 2.56 as compared to people who said they could not identify the culture with score of 2.62. Hence people could identify culture are almost similarly agreeing to the fact that business goals and strategy are important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that business goals and strategy is project failure factor/success factor.

Project success/failure factor: Contribution to economy/society/community: The average for people who can identify others culture was 2.77 as compared to people who said they could not identify the culture with score of 2.79. Hence people could identify culture are almost similarly agreeing to the fact that economy, society and community are important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that business economy, society and community are project failure and success factor.

Project success/failure factor: Achievement of intended outcomes as defined by clients/owner/sponsor: The average for people who can identify others culture was 1.40 as compared to people who said they could not identify the culture with score of 1.36. Hence people could identify culture are almost similarly agreeing to the fact that Achievement of intended outcomes as defined by clients/owner/sponsor are very important factor (score is very high). As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that Achievement of intended outcomes as defined by clients/owner/sponsor is project failure factor/success factor.

Project success/failure factor: Planned and approved project scope: The average for people who can identify others culture was 2.00 as compared to people who said they could not identify the culture with score of 2.13. Hence people could identify culture are almost similarly agreeing to the fact that Planned and approved project scope are important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the

slight difference is only due to error and both groups equally believe that Planned and approved project scope is project failure factor/success factor.

Project success/failure factor: Planned and approved project time: The average for people who can identify others culture was 1.92 as compared to people who said they could not identify the culture with score of 1.82. Hence people could identify culture are almost similarly agreeing to the fact that Planned and approved project time are very important factor (high score). As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that Planned and approved project time is project failure and success factor.

Project success/failure factor: Planned and approved project budget: The average for people who can identify others culture was 1.41 as compared to people who said they could not identify the culture with score of 1.56. Hence people could identify culture are almost similarly agreeing to the fact that Planned and approved project budget are very important factor (high score). As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that Planned and approved project budget is project failure and success factor.

Project success/failure factor: planned and approved quality and performance criteria: The average for people who can identify others culture was 2.73 as compared to people who said they could not identify the culture with score of 2.77. Hence people could identify culture are almost similarly agreeing to the fact that planned and approved quality and performance criteria are not very important factor (neutral score). As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that planned and approved quality and performance criteria are project failure and success factor.

Project success/failure factor: Project leadership and decision making: The average for people who can identify others culture was 2.05 as compared to people who said they could not identify the culture with score of 1.95. Hence people could identify culture are almost similarly agreeing to the fact that Project leadership and decision making are important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the

slight difference is only due to error and both groups equally believe that Project leadership and decision making is project failure and success factor.

Project success/failure factor: The project team: The average for people who can identify others culture was 1.99 as compared to people who said they could not identify the culture with score of 2.05. Hence people could identify culture are almost similarly agreeing to the fact that the project team are important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that the project team is project failure factor/success factor.

Project success/failure factor: Community risk and safety measurement: The average for people who can identify others culture was 2.72 as compared to people who said they could not identify the culture with score of 2.74. Hence people could identify culture are almost similarly agreeing to the fact that Community risk and safety measurement is not important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal. Hence, the slight difference is only due to error and both groups equally believe that Community risk and safety measurement is project failure factor/success factor.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Project success/failure factor: Contribution to business goals and/or strategy	Equal variances assumed	.092	.762	-.436	148	.664	-.057	.130	-.314	.201
	Equal variances not assumed			-.447	69.757	.656	-.057	.127	-.310	.197
Project success/failure factor: Contribution to economy/society/community	Equal variances assumed	.171	.680	-.218	148	.828	-.029	.134	-.293	.235
	Equal variances not assumed			-.230	74.224	.818	-.029	.126	-.281	.222
Project success/failure factor: Achievement of intended outcomes as defiend by clients/owner/sponser	Equal variances assumed	.772	.381	.410	148	.682	.037	.091	-.143	.218
	Equal variances not assumed			.412	67.206	.681	.037	.091	-.144	.218
Project success/failure factor: Planned and approved project scope	Equal variances assumed	.007	.935	-1.287	148	.200	-.128	.100	-.325	.069
	Equal variances not assumed			-1.397	78.198	.166	-.128	.092	-.311	.055
Project success/failure factor: Planned and approved project time	Equal variances assumed	10.039	.002	.875	148	.383	.098	.112	-.124	.321
	Equal variances not assumed			.748	52.337	.458	.098	.132	-.166	.362
Project success/failure factor: Planned and approved project budget	Equal variances assumed	.136	.713	-1.594	148	.113	-.159	.100	-.355	.038
	Equal variances not assumed			-1.659	71.779	.102	-.159	.096	-.349	.032
Project success/failure factor: planned and approved quality and performance criteria	Equal variances assumed	.708	.402	-.298	148	.766	-.040	.132	-.301	.222
	Equal variances not assumed			-.323	77.672	.748	-.040	.122	-.283	.204
Project success/failure factor: Project leadership and decision making	Equal variances assumed	.051	.822	.987	148	.325	.096	.098	-.097	.289
	Equal variances not assumed			1.004	68.714	.319	.096	.096	-.095	.288
Project success/failure factor: The project team	Equal variances assumed	1.278	.260	-.632	148	.528	-.060	.095	-.249	.128
	Equal variances not assumed			-.596	60.231	.554	-.060	.101	-.263	.142
Project success/failure factor: Community risk and safety measurement	Equal variances assumed	2.483	.117	-.182	148	.856	-.023	.126	-.272	.226
	Equal variances not assumed			-.197	77.975	.845	-.023	.116	-.254	.209

Group Statistics

	Would you say that you identify with the cultures of other countries	N	Mean	Std. Deviation	Std. Error Mean
For each project success/failure factor how much level of importance would change as a result of project context: Contribution to business goals and/or strategy	1	111	1.88	.535	.051
	0	39	2.00	.725	.116
For each project success/failure factor how much level of importance would change as a result of project context: Contribution to economy/society/community	1	111	2.87	.702	.067
	0	39	2.49	.683	.109
For each project success/failure factor how much level of importance would change as a result of project context: Achievement of intended outcomes as defiend by clients/owner/sponser	1	111	1.93	.534	.051
	0	39	1.90	.754	.121
For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project scope	1	111	1.87	.620	.059
	0	39	1.82	.506	.081

For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project time	1	111	1.86	.547	.052
	0	39	2.00	.688	.110
For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project budget	1	111	1.92	.574	.055
	0	39	1.72	.605	.097
For each project success/failure factor how much level of importance would change as a result of project context: planned and approved quality and performance criteria	1	111	1.41	.495	.047
	0	39	1.28	.456	.073
For each project success/failure factor how much level of importance would change as a result of project context: Project leadership and decision making	1	111	1.86	.601	.057
	0	39	1.87	.570	.091
For each project success/failure factor how much level of importance would change as a result of project context: The project team	1	111	1.83	.570	.054
	0	39	2.08	.703	.113
For each project success/failure factor how much level of importance would change as a result of project context: Community risk and safety measurement	1	111	1.95	.616	.058
	0	39	1.72	.605	.097

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
For each project success/failure factor how much level of importance would change as a result of project context: Contribution to business goals and/or strategy	Equal variances assumed	1.798	.182	-1.067	148	.288	-.117	.110	-.334	.100
	Equal variances not assumed			-.924	53.234	.360	-.117	.127	-.371	.137
For each project success/failure factor how much level of importance would change as a result of project context: Contribution to economy/society/commu nity	Equal variances assumed	1.716	.192	2.979	148	.003	.387	.130	.130	.643
	Equal variances not assumed			3.018	68.184	.004	.387	.128	.131	.642
For each project success/failure factor how much level of importance would change as a result of project context: Achievement of intended outcomes as defiend by clients/owner/sponser	Equal variances assumed	7.858	.006	.274	148	.785	.030	.111	-.190	.251
	Equal variances not assumed			.233	52.051	.817	.030	.131	-.232	.293
For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project	Equal variances assumed	.666	.416	.484	148	.629	.053	.110	-.165	.271
	Equal variances not assumed			.533	80.779	.596	.053	.100	-.146	.253
For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project time	Equal variances assumed	.194	.660	-1.237	148	.218	-.135	.109	-.351	.081
	Equal variances not assumed			-1.109	55.823	.272	-.135	.122	-.379	.109
For each project success/failure factor how much level of importance would change as a result of project context: Planned and approved project budget	Equal variances assumed	3.893	.050	1.854	148	.066	.201	.108	-.013	.415
	Equal variances not assumed			1.809	63.680	.075	.201	.111	-.021	.423
For each project success/failure factor how much level of importance would change as a result of project context: planned and approved quality and performance criteria	Equal variances assumed	12.044	.001	1.466	148	.145	.132	.090	-.046	.311
	Equal variances not assumed			1.525	71.730	.132	.132	.087	-.041	.305
For each project success/failure factor how much level of importance would change as a result of project context: Project leadership and decision making	Equal variances assumed	.148	.701	-.144	148	.885	-.016	.110	-.234	.202
	Equal variances not assumed			-.148	69.740	.883	-.016	.108	-.231	.199
For each project success/failure factor how much level of importance would change as a result of project context: The project team	Equal variances assumed	.570	.451	-2.196	148	.030	-.248	.113	-.471	-.025
	Equal variances not assumed			-1.987	56.556	.052	-.248	.125	-.498	.002
For each project success/failure factor how much level of importance would change as a result of project context: Community risk and safety measurement	Equal variances assumed	2.847	.094	1.999	148	.047	.228	.114	.003	.453
	Equal variances not assumed			2.016	67.603	.048	.228	.113	.002	.454

From the previous section, this time the samples were asked how much the context of project would change the importance of the project success/failure factor.

Project success/failure factor: Contribution to business goals and/or strategy: The average for people who can identify others culture was 1.88 as compared to people who said they could not identify the culture with score of 2.00. Hence people less likely (low score) change their level of importance for identify business goals and strategy as important factor. As the Significance value is greater than 0.05, the means are not significantly different hence the means are equal.

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	Have you attended cross cultural classes	N	Mean	Std. Deviation	Std. Error Mean
Is this aspect affect the projct success/failure: Client /owner/sponsor	1	83	1.37	.487	.053
	0	67	1.39	.491	.060
Is this aspect affect the projct success/failure: Project Manager	1	83	1.42	.497	.055
	0	67	1.34	.478	.058
Is this aspect affect the projct success/failure: other stakeholders	1	83	2.73	.700	.077
	0	67	2.82	.737	.090
Is this aspect affect the projct success/failure: The internal environment	1	83	3.60	.764	.084
	0	67	3.45	.803	.098
Is this aspect affect the projct success/failure: The External Environment	1	83	2.67	.718	.079
	0	67	2.90	.699	.085
Is this aspect affect the projct success/failure: Politics	1	83	1.34	.476	.052
	0	67	1.45	.501	.061
Is this aspect affect the projct success/failure: Culture	1	83	2.78	.699	.077
	0	67	2.79	.749	.092
Is this aspect affect the projct success/failure: Benchmarking	1	83	1.90	.617	.068
	0	67	1.82	.601	.073
Is this aspect affect the projct success/failure: Clarity of Objectives	1	83	1.98	.662	.073
	0	67	1.76	.553	.068
Is this aspect affect the projct success/failure: End user/custoemr satisfaction	1	83	3.54	.860	.094
	0	67	3.52	.704	.086

Is this aspect affect the projct success/failure: Communication and knowledge sharing	1	83	1.84	.614	.067
	0	67	1.91	.514	.063
Is this aspect affect the projct success/failure: Knowledge sharing	1	83	1.82	.566	.062
	0	67	1.88	.616	.075
Is this aspect affect the projct success/failure: Human Resource	1	83	2.76	.726	.080
	0	67	2.75	.682	.083
Is this aspect affect the projct success/failure: Planning and Management	1	83	2.84	.653	.072
	0	67	2.70	.718	.088
Is this aspect affect the projct success/failure: Contracutral Management	1	83	2.69	.731	.080
	0	67	2.84	.642	.078
Is this aspect affect the projct success/failure: Project Leadership and decision making	1	83	2.81	.756	.083
	0	67	2.75	.704	.086
Is this aspect affect the projct success/failure: The Project Team	1	83	1.86	.608	.067
	0	67	1.84	.567	.069
Is this aspect affect the projct success/failure: Risk Management	1	83	2.80	.712	.078
	0	67	2.72	.692	.085

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Is this aspect affect the projct success/failure: Client /owner/sponsor	Equal variances assumed	.130	.719	-.182	148	.856	-.015	.080	-.173	.144
	Equal variances not assumed			-.181	140.880	.856	-.015	.080	-.173	.144
Is this aspect affect the projct success/failure: Project Manager	Equal variances assumed	3.763	.054	.977	148	.330	.078	.080	-.080	.237
	Equal variances not assumed			.981	143.440	.328	.078	.080	-.080	.236
Is this aspect affect the projct success/failure: other stakeholders	Equal variances assumed	.414	.521	-.730	148	.466	-.086	.118	-.319	.147
	Equal variances not assumed			-.726	138.145	.469	-.086	.118	-.320	.148
Is this aspect affect the projct success/failure: The internal environment	Equal variances assumed	.276	.600	1.205	148	.230	.155	.128	-.099	.408
	Equal variances not assumed			1.198	138.275	.233	.155	.129	-.101	.410
Is this aspect affect the projct success/failure: The External Environment	Equal variances assumed	2.281	.133	-1.895	148	.060	-.221	.117	-.451	.009
	Equal variances not assumed			-1.901	142.828	.059	-.221	.116	-.450	.009
Is this aspect affect the projct success/failure: Politics	Equal variances assumed	5.762	.018	-1.380	148	.170	-.110	.080	-.269	.048
	Equal variances not assumed			-1.372	138.129	.172	-.110	.080	-.269	.049
Is this aspect affect the projct success/failure: Culture	Equal variances assumed	.206	.651	-.067	148	.947	-.008	.119	-.242	.226
	Equal variances not assumed			-.066	136.925	.947	-.008	.119	-.244	.228
Is this aspect affect the projct success/failure: Benchmarking	Equal variances assumed	.148	.701	.826	148	.410	.083	.100	-.115	.281
	Equal variances not assumed			.828	142.849	.409	.083	.100	-.115	.280
Is this aspect affect the projct success/failure: Clarity of Objectives	Equal variances assumed	.565	.453	2.123	148	.035	.215	.101	.015	.415
	Equal variances not assumed			2.164	147.816	.032	.215	.099	.019	.411
Is this aspect affect the projct success/failure: End user/custoemr satisfaction	Equal variances assumed	3.602	.060	.152	148	.880	.020	.130	-.238	.277
	Equal variances not assumed			.155	147.963	.877	.020	.128	-.233	.272
Is this aspect affect the projct success/failure: Communication and knowledge sharing	Equal variances assumed	3.249	.074	-.714	148	.476	-.067	.094	-.253	.119
	Equal variances not assumed			-.728	147.790	.468	-.067	.092	-.249	.115
Is this aspect affect the projct success/failure: Knowledge sharing	Equal variances assumed	.043	.835	-.634	148	.527	-.061	.097	-.252	.130
	Equal variances not assumed			-.628	135.861	.531	-.061	.098	-.254	.132
Is this aspect affect the projct success/failure: Human Resource	Equal variances assumed	.846	.359	.110	148	.913	.013	.116	-.217	.242
	Equal variances not assumed			.111	144.580	.912	.013	.115	-.215	.241
Is this aspect affect the projct success/failure: Planning and Management	Equal variances assumed	1.890	.171	1.265	148	.208	.142	.112	-.080	.363
	Equal variances not assumed			1.252	135.079	.213	.142	.113	-.082	.366
Is this aspect affect the projct success/failure: Contracutral Management	Equal variances assumed	2.768	.098	-1.310	148	.192	-.149	.114	-.374	.076
	Equal variances not assumed			-1.328	146.932	.186	-.149	.112	-.371	.073
Is this aspect affect the projct success/failure: Project Leadership and decision making	Equal variances assumed	.014	.906	.506	148	.614	.061	.120	-.177	.299
	Equal variances not assumed			.510	145.000	.611	.061	.120	-.175	.297
Is this aspect affect the projct success/failure: The Project Team	Equal variances assumed	.017	.895	.202	148	.840	.020	.097	-.172	.211
	Equal variances not assumed			.204	144.894	.839	.020	.096	-.170	.210
Is this aspect affect the projct success/failure: Risk Management	Equal variances assumed	.067	.797	.682	148	.496	.079	.115	-.149	.307
	Equal variances not assumed			.684	142.929	.495	.079	.115	-.149	.306

A T test for factors that might influence the project success or failure factors was done while taking "Attending the cross cultural class" as the independent variable.

Client, owner or sponsor is the influencer: The average score for group attended the course is 1.37 while for other the score is 1.39. For both groups the score is very high meaning that the sample believes that client, owner or sponsor is a very important influencer for factors. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Project manager is the influencer: The average score for group attended the course is 1.42 while for other the score is 1.34. For both groups the score is very high meaning that the sample believes that Project manager is a very important influencer for factor. The score are not equal and low significance value (less than 0.1) indicates that they are indeed different within group with group of no classes of cross culture laying more importance.

Other stakeholder is the influencer: The average score for group attended the course is 2.73 while for other the score is 2.82. For both groups the score is very medium meaning that the sample believes that other stakeholder is not important influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Internal environment is the influencer: The average score for group attended the course is 3.60 while for other the score is 3.45. For both groups the score is very low meaning that the sample believes that internal environment is a very unimportant influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

External environment is the influencer: The average score for group attended the course is 2.67 while for other the score is 2.90. For both groups the score is medium meaning that the sample believes that external environment is not much important influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Politics is the influencer: The average score for group attended the course is 1.34 while for other the score is 1.45. For both groups the score is very high meaning that the sample believes that Politics is a very important for factor. The score are not equal and has high low significance value

(less than 0.1) indicates that they are indeed different within group with group of classes of cross culture laying more importance.

Culture is the factor influencer: The average score for group attended the course is 2.78 while for other the score is 2.79. For both groups the score is medium meaning that the sample believes that culture is not very important influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Bench marking is the factor influencer: The average score for group attended the course is 1.90 while for other the score is 1.82. For both groups the score is very high meaning that the sample believes that client, bench marking is a very important influencer for the success/failure factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Clarity of objectives is the influencer: The average score for group attended the course is 1.98 while for other the score is 176. For both groups the score is very high meaning that the sample believes that clarity of objectives is a very important influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

End user satisfaction is the factor: The average score for group attended the course is 3.54 while for other the score is 3.52. For both groups the score is very low meaning that the sample believes that end user satisfaction is an unimportant influencer factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Communication and knowledge sharing is the influencer: The average score for group attended the course is 1.84 while for other the score is 1.91. For both groups the score is very high meaning that the sample believes that communication and knowledge sharing is a very important influencer factor. The score are bit different and low significance value (less than 0.1) indicates that they are indeed different within group with group of classes of cross culture laying more importance.

Human resource is the influencer: The average score for group attended the course is 2.76 while for other the score is 2.75. For both groups the score is moderate meaning that the sample believes

that human resource is a moderate influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Contractual management is the factor: The average score for group attended the course is 2.69 while for other the score is 2.84. For both groups the score is medium meaning that the sample believes that Contractual management is a medium influencer for factor. The score are bit different and high significance value (less than 0.1) indicates that they are indeed different within group with group of classes of cross culture laying more importance.

Client, owner or sponsor is the factor: The average score for group attended the course is 1.37 while for other the score is 1.39. For both groups the score is very high meaning that the sample believes that client, owner or sponsor is a very important factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Project leadership and decision making is the influencer: The average score for group attended the course is 2.81 while for other the score is 2.75. For both groups the score is very high meaning that the sample believes that Project leadership and decision making is a medium influencer for factors. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Project team is the influencer: The average score for group attended the course is 1.86 while for other the score is 1.84. For both groups the score is very high meaning that the sample believes that Project team is a very important influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

Risk management is the influencer for factor: The average score for group attended the course is 2.80 while for other the score is 2.72. For both groups the score is medium meaning that the sample believes that risk management is a medium influencer for factor. The score are almost equal and high significance value (more than 0.1) indicates that they are indeed same with no significance difference.

	Have you attended cross cultural classes	N	Mean	Std. Deviation	Std. Error Mean
It may happen that some cirumstances may lead to change in perception of project. Which of these circumstances is important to influence the perception: Differences between stakeholders	1	83	2.76	.709	.078
	0	67	2.76	.698	.085
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Difference in interests	1	83	1.87	.580	.064
	0	67	1.90	.526	.064
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Conflicting views	1	83	1.88	.572	.063
	0	67	1.88	.537	.066
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Nature of project	1	83	2.01	.615	.067
	0	67	1.79	.538	.066
It may happen that some curumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Type of Project	1	83	1.92	.589	.065
	0	67	1.84	.510	.062
It may happen that some circumstances may lead to change in perception of project. Which of these circumstances is important to influence the perception: Size of Project	1	83	1.36	.483	.053
	0	67	1.39	.491	.060

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
It may happen that some cirumstances may lead to change in perception of project. Which of these circumstances is important to influence the perception: Differences between stakeholders	Equal variances assumed	.013	.911	-.019	148	.985	-.002	.116	-.231	.226
	Equal variances not assumed			-.019	142.236	.985	-.002	.115	-.230	.226
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Difference in interests	Equal variances assumed	.549	.460	-.307	148	.759	-.028	.091	-.209	.153
	Equal variances not assumed			-.310	145.928	.757	-.028	.090	-.207	.151
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Conflicting views	Equal variances assumed	.040	.841	-.012	148	.991	-.001	.091	-.182	.180
	Equal variances not assumed			-.012	144.577	.991	-.001	.091	-.181	.178
It may happen that some circumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Nature of project	Equal variances assumed	1.589	.209	2.314	148	.022	.221	.096	.032	.410
	Equal variances not assumed			2.347	147.022	.020	.221	.094	.035	.407
It may happen that some curumstances may lead to change in perception of project. Which of thses circumstances is important to influence the perception: Type of Project	Equal variances assumed	.000	.990	.876	148	.383	.080	.091	-.100	.260
	Equal variances not assumed			.889	147.214	.375	.080	.090	-.098	.257
It may happen that some circumstances may lead to change in perception of project. Which of these circumstances is important to influence the perception: Size of Project	Equal variances assumed	.430	.513	-.333	148	.740	-.027	.080	-.185	.131
	Equal variances not assumed			-.332	140.464	.740	-.027	.080	-.185	.132

A T- Sample test was done for the circumstances that they may affect the perception of project. The independent factor was if people have attended the cross cultural classes.

Factor 1 Difference between stakeholders: The mean for both people who attended was 2.75 and who did not attend cross cultural class were also 2.76. The significance score was more than 0.05 hence the score was not significant means were equal. Hence both groups had similar score that the difference between stakeholders is a moderate factor.

Factor 2 Difference in interests: The mean for people who attended was 1.90 and who did not attend cross cultural class was 1.87. The significance score was more than 0.05 hence the score was not significant means were equal. Hence both groups had similar score that the difference in interests is a big factor.

Factor 3 Conflicting views: The mean for both people who attended and who did not attend cross cultural class was 1.88. The significance score was more than 0.05 hence the score was not

significant means were equal. Hence both groups had similar score that the conflicting view is a moderate factor.

Factor 4 Nature of project: The mean for people who attended was 2.01 and who did not attend cross cultural class was 1.79. The significance score was less than 0.05 hence the score was significant means were not equal. Hence the group with cross culture classless laid less importance to the nature of project than the people who did not attend the class.

Factor 5 Type of Project: The mean for people who attended 1.92 and who did not attend cross cultural class was 1.84. The significance score was more than 0.05 hence the score was not significant means were equal. Hence both groups had similar score that the Type of Project is a moderate factor.

Factor 1 Size of project: The mean for both people who attended and who did not attend cross cultural class was 1.88. The significance score was more than 0.05 hence the score was not significant means were equal. Hence both groups had similar score that the size of project is a moderate factor.

6. Conclusion and Recommendation:

6.1 Why this topic is important?

As discussed before that the UAE has recovered from its poor economic conditions from 2010 and the country is in good shape. The IMF concluded that the UAE's GDP would remain firm and stable due to the ongoing momentum in the non-oil activity industry. These activities also include the construction industry that is leading the pace now in terms of developing infrastructure. While nation developed at around 4% at GDP, the construction industry is expected to contribute to 11.1% of the GDP in the UAE in 2015. The construction industry seems to be returning to full capacity as there major ongoing projects in pipeline and social infrastructure. The UAE sector remains heavily dominated by Dubai and Abu Dhabi as they are both the country's main source of growth. Abu Dhabi's market has remained stable over the last first and second quarter of 2014, and Dubai's Real Estate market is showing fast growth. Now with such a booming industry, and high cultural diversity in the nation, it is important to know how culture can play for or against the project management in this industry. The research tried to conclude how projects management that is important in the industry can have an effect by culture. Project culture is one of the most influential factors in the success of a project and is also important in the overall organizational culture. The project culture in the attitude with which the projects carried forward and this attitude can decide the success or failure of the project. As the projects are of long duration, the culture of the project management can help the team to keep the positivity or negativity in the course of the project when they face many challenges. As most projects do not work in isolation, and they have to operate within a business environment that complements the requirements of the organization, its culture plays the binding role in between.

The topic is important not just because the project culture is important in the organization, but it is also influential in many ways specially the project culture can influence the project management, strategic planning, and planning and implementation and also success and failure of the project at these stages can be related to the project culture. Organizational culture affects the project in four ways:

1. The culture influences the level of the workers' commitment to the goals of the project especially when it comes to balancing the goals with other activities of the organization.

2. It affects how the departments are expected to support and interact with another and pursuit of the goals of the project.

3. The culture also affects how the managers determine the performance of the team and how they view the project's outcome.

4. The culture influences the project planning such as how resources are estimated or how work is estimate.

If an organization's culture is not accommodating of project management, project management is often viewed as interference or a burden to the daily work of the organization. If there exists no effective project management office and no standard procedures, processes, measurement and organizational culture across projects, project performance across various projects will differ. Project culture within an organization can break or make the project within an organization.

During the start-up of a project, managers have a great opportunity to create a project culture. The project culture represents the beliefs, norms and assumptions of the project team. Understanding the novel parts of a project culture and building up the right the right culture to match the complexity of the project is important for project management abilities. Culture guides behaviour and communicates what is important for establishing certain priorities. Projects that have a sturdy culture of conviction, team members feel free to challenge anybody who breaks the confidence of the group. The culture of integrity normally is stronger than the cultural aspects of the power of management. When project stakeholders do not share a universal culture, project management must adjust its organizations and various work processes to cope up with the cultural differences. The three aspects of cultural difference that can affect a project include; communications, negotiations and decision-making. Various studies have been carried out to establish the various dimensions of organizational culture that are necessary for project management to be successful. It has also been widely accepted that culture has a huge influence on performance

6.2 What did we try to do in this research?

Culture is commonly constructed based on the following characteristics: it is (1) determined by historical events, (2) holistic, (3) associated with anthropological concepts, (4) socially constructed, and (5) level of resistance to change. It is for this reason that corporate/organizational culture is seen as partly overlapping with strategies of management. This research paper therefore looks at the influence of national cultures on organizations' management processes. The research paper is trying to understand the influence of the culture on project management in the construction industry of UAE. The research paper tried to create a common framework of project management and cultural influence on the project management framework. The construction industry of UAE is very multi-cultural in nature and many ethnic people work in the industry. The industry is thus prone to many cultural issues. These cultural differences can help the industry or wrap-up the industry. To understand the overall role of culture in the industry, it is very important for the industry to know the overall effect of culture in the industry and how it can be improved if there are some issues. The research tried to understand the overall problems and complexities of culture in the industry. The research discussed about factors that many affect the project management and reviewed these factors with groups that are familiar to cross culture and the groups that is not much familiar to cross culture. The research tried to find the level of importance that may be changed as per the factors contributing the project management. The research also tried to find the influencers that may affect the project management success or failure factors.   The research also did a small report on the circumstances that many change the perception of the success or failure of the project. All these analyses were done to understand the role of culture.

6.3 Major findings from the research:

The research was successful in finding many new aspects of the cultural influence on the framework of project management. There are many factors that affected the project management and these factors were discussed two times once how likely they can affect the project management and how these perceptions are likely to change in between. These factors were studied along with the people who have done cross cultural courses and it helped the research to understand how people with cross culture studies can affect the overall perception over the failure and success of the research. The finding was done for 6 stages of the project management at the stage of planning,

reaching major milestone, completion of project, handling of project and decommissioning of project. These 6 stages and the perception of each stage about the success and failure of the project were done and this brought some new insights of the research. Few of the findings are highlighted below:

The factors that are very crucial to the success and failure of the project are:

1. Achievement of intended outcomes as defined by clients/owner/sponsor

2. Planned and approved project scope

3. Planned and approved project time

4. Planned and approved project budget

5. The project team

The following factors were not very crucial to the success or failure of the project:

1. Contribution to business goals and/or strategy

2. Contribution to economy, society and community

3. Planned and approved quality and performance criteria

4. Project leadership and decision making

5. Community risk and safety measurement

However, it may be noted that for each of these factors the difference between the group that could identify different cultures and that could not identify different cultures was not much different. It meant that these factors influenced the project management with much influence of the cultural knowledge of the individuals.

The research also deducted the crucial influencer to the project factors that determine success and failure of the project management. The most crucial influences of factors were: Client, owner or sponsor, Bench marking, Clarity of objectives, Project team is the influencer. These factors influenced the factors that determine the failure and success of the project management and they

were equally chosen by both the groups that did course in cross culture and the group that did. This means that groups did not identify much difference in between them while choosing these factors.

The following factors were also chosen as very heavy influencer but both groups of cross cultured studied and not studied people has differences in choosing these factors as one group always asserted extra influence of these factors. The factors were: Project manager, Politics, Communication and knowledge sharing.

The following influencer did not play much role on the factors that can affect the project management: Other stakeholder, internal environment, External environment, Culture, End user satisfaction, Human resource Contractual management, Project leadership and decision making and Risk management.

The research also found different circumstances that they may affect the perception of project. The factors that have the capability to change the perceptions to the most were difference in interests, conflicting views, nature of the project, and type of project and size of project. However different between stakeholders may not be able to change the perceptions of the success and failure of the project management.

The research also found the relation between people having or not having cross cultural classes against people who could identify different cultures. There were more people who have actually accepted that they have knowledge of different cultures than the people who actually attended the cross cultural classes. Even though people may not have taken classes on cross culture, the experience of living in multi cultured society has actually helped them in leaning about other cultures. Hence people living in many different countries have helped them to understand the cultural differences.

6.4 Distinctive contribution of the paper

The research paper has contributed in the field of cultural influence on the management of the organization. However the distinctive nature of the research is that instead of just finding the differences in the whole organization the research focussed on the project management and provided a new research that can be further studied in the field of project management. The research tried to be different from the other research as first it tried to understand how cross cultural coursers can influence the project management and next it also studied project management

through people who could identify different culture against group of people who could not identify the same. The research used extensive factors that could affect the project management and then for same factors asked if the perceptions can be changed in between again relating them to the culture. The research paper then also studied many influencers that can actually affect the role of factors that can change the project and thus intensifying the role of culture again.

6.5 Summarize what has been achieved. What was the contribution?

The research can be understood into 2 pats. The first part is the literature review that analysed all the models that that have been written to understand. The literature review started with the concept of culture and its importance in the construction business. The literature review also discussed models of Trompenaars and Hampden-Turner (1998) that tried to develop a cross-cultural framework which attempts to explain people's cultural differences in relation to fundamental challenges that they face while trying to organize social communities. House et al. in 2004 did a research that created a framework for purposes of analysing the association between leadership effectiveness and social practices and values. The research concluded that high-scoring cultures have a tendency to focus on the future, achievement, job-based accomplishments, and taking initiatives. On the other hand, House and colleagues report that low-scoring cultures focus more on family, tradition, social ties, and affiliation. In the latter category, social relationships are emphasized more than achievement. The research also discussed Lewis' framework (2005) that focused on communication and people's interaction skills. The framework is based on the view that an individual's cultural behaviour is an end product of collected wisdom that has been filtered over the years and passed down to subsequent generations as core values, beliefs, persistent action plans, and notions. Hofstede developed a model that explaining cultural influence by 4 dimensions in 1980. The four dimensions of Hofstede's cultural model include: power-distance, uncertainty-avoidance, individualism, and masculinity.

Thus the literature review was able to understand the role of culture from different aspects on the organization and its management. These factors were used in the survey analyses to understand the scope of these factors on the project management. The research was able to positively contribute towards its objectives due to the expensive survey and research that was done. The factors, influencers, perceptions etc. were all done on groups to determine the influence of culture or not.

6.6 Managerial and academic implications:

The dissertation was done to accomplish academic requirement. The research as such has a great academic value and managerial learning. Moving ahead the managerial and academic implications from the research cannot be neglected. The implications can be divided into 2 parts.

1. Learning from the research

2. Learning by doing the research

Implications by doing this research: The research was conducted in a short duration of time and it had many issues that the researcher had to solve, working on the research was helpful from the managerial point of view as this research helped the researcher to learn "Problem solving", "construction of problem statement", "handling a project", "Time management", "resolving issues", "quantitative analytics and solving" and "analysing solutions." These are very important aspect of managerial jobs and managers are required to have these abilities. This research helped the researcher in going through problems that required the research to use the above issues and the research was able to use them in the end. Thus the research was a great way to analyse the researcher's abilities and capabilities. The research has helped me to become a better manager and I have gained more through this research than any other assignment in the course. The research was also beneficial that it provided be with an opportunity to actually work in the industry and gain the real perspective than just study in the books. The research was actually like a real time and real life problem that had to be solved within the given time frame. The situation while dealing with over 150 people to collect data and pleasing them to answer over 68 responses was a big task and managing these tasks along with my other schedule has taught me how can I manage my time effectively. In terms of academic learning, the research has been helpful in understand the academic course that we were completing. The research helped us to understand all the theoretical knowledge that we get from the books. These all information were used in the research and research was more like a reflection of the academic knowledge with even more practical aspects and many issues that came in between taught me how a real life issues can differ from books.

Learning from the research: The managerial learning from the research itself was great. As the research is done on a real industry in the real environment, the learning from the research paper

would help me understand the importance of culture and its effect on the project management. As a management graduate, it was important for me to understand the culture and its implications and living in a country like UAE that is so multicultural, it is real possibility to have cultural issues in the organization where I would work. The research has given me an insight of the industry and the data collection and research methodology has ascertained my knowledge and its application. I was able to use quantitative data and SPSS without much interference and thus as a manager I am more confident of doing research in real life even for the organization where I would eventually work.

6.7 Future Opportunities:

The research has opened avenues for both the organization in the construction industry to further strengthen the aspect of cultural influence in the project management framework and also an opportunity for researchers to further study the subject with more details as they are understood. The cultural influence is a vast subject and the research has tried to understand its one aspect on the project management. There are many more aspects that can be studied like how project management can be affected by the team with different nationals working together. The research was more limited to effect of individuals' effect on the project management. The research offers wide opportunity for the researchers to stud similar studies in future in different fields and not just the construction industry. Also the research can be carried out in different countries as this was limited to UAE only. As the research was done of the factors and the influencers of the project management, there were other factors like gender role, age, nationality etc. that were missed in this research due to lack of data. Due to insufficient female contributors the gender role could not be ascertained. The research has many more dimensions that can be developed as we have seen there are many studies and models that have been created in the field and they were mostly not used in the research. The research has further chance to study the Kendra and Taplin's model of "Four-dimensions for success." The model outlines the roles of different people contributing to the project and this research has not much discussed about the roles of people associated in the project management. The roles outlined include those of the project manager, the project team, the processes, and the measurement systems towards the success of projects in an organization. The four dimensions that can be discussed by this model are micro-social dimension, the project manager's skill, the qualities of leadership, and their level of competence in subject areas such as

management of tasks and the final dimension is the macro-social dimension, which encompasses exploration of the structures of the organization and the project level.

6.8 Limitations:

Although the research was done as a part of study in the college, the research was able to generate good results and great learning. Overall the research looks satisfactory but it comes with few limitations that need to be understood. The research is done on the construction industry and it is limited to same industry only and hence can't be imposed on other industry.

The research was done of 6 nationals living in UAE hence the research his limited to certain demography living in a particular culture of UAE. The research may fail to show similar results in other nations and even in UAE it is not a universal research as it did not take man other nationals living in UAE.

The research was done as a part of dissertation and being a student, the research was done in short duration of time. The research samples were limited to 150 only which might not be sufficient to describe the whole population of construction industry in UAE.

The meaning of culture is too vast and thus the research was limited to certain aspects and not able to cover many other factors and influencers that might have significant influence on the project management.

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8. Appendix:

Research Questions

Research Statement

The objective of this survey is to explore how different stakeholders of projects perceive the success or failure of projects. Primarily, we aim to examine the extent to which national and/or cultural perspectives impact on perceived project success or failure.

Please respond to each question in the context of your own experiences. Data collected will be used solely for the study. Any data for research publication purposes will be treated with anonymity unless permission is granted for it to be used otherwise. For further clarification, please contact:

The researcher who distributes the survey in each country should insert their contact details here.

●●●

SECTION A: General Data

In this section of the questionnaire, we wish to gather general information

1.   Please state the country in which you were born.

●●●

2.   Please state the country in which you currently live.

●●●

3.   How many years have you lived in the country in which you currently live? (please put 0.5 if less than 1 year)

●●●

4.   In how many other countries, in addition to those mentioned in questions 4 and 5, have you stayed *for up to three weeks?*
   O   None
   O   Less than five
   O   Five to ten
   O   More than ten

5.   In how many other countries, in addition to those mentioned in questions 4 and 5, have you stayed *longer than three weeks?*
   O   None
   O   Less than five
   O   Five to ten
   O   More than ten

6. Please indicate your gender O Male O Female

7. Please state your age (number of years)

....

8. How many languages other than your native language do you speak fluently?

....

9. Would you say that you identify with other cultures other than your own native culture?
   O Yes
   O No

10. Have you attended classes in cross-cultural relations?
   O Yes
   O No

Section B: project success / failure perception

In this section of the questionnaire, we wish to gather your views about project failure and/or success

12. **Below are some project success / failure factors. For each factor, state the level that comes closest to matching your view of its importance in a current or recent project that you were involved in.**

Success or failure factor	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important
Factor: **Contribution to business goals and/or strategy.** (For example, the project made a significant and valuable contribution to business goals and/or strategy. Or, the project made no contribution to business goals and/or strategy.)					
Factor: **Contribution to society/community/economy.** (For example, the project made a significant and valuable contribution to society/community/economy. Or, the project made no contribution to society/community/economy.)					
Factor: **Achievement of intended outcomes as defined by the sponsor/owner/client.** (For example, the project achieved all its intended outcomes as defined by the sponsor/owner/client. Or, the project achieved none of its intended outcomes as defined by the sponsor/owner/client.)					
Factor: **Planned and approved project scope (including any approved changes).** (For example, the project was completed within scope. Or, the project was completed significantly under or over scope.)					
Factor: **Planned and approved project time (including any approved changes).** (For example, the project was completed on time. Or, the project was completed significantly early or late.)					
Factor: **Planned and approved budget (including any approved changes)** (For example, the project was completed on budget. Or, the project was completed significantly under or over budget.)					
Factor: **Planned and approved quality and performance criteria.** (For example, the project met or exceeded all quality and performance criteria. Or, some or all of the project's quality and/or performance criteria were not met.)					
Factor: **Project leadership and decision making** (For example, most stakeholders agree that project leadership and decision making were appropriate and effective. Or, most stakeholders agree that project leadership and decision making were neither appropriate nor effective.)					
Factor: **The project team** (For example, the project team worked effectively and lessons were learned for future projects. Or, the project team did not work effectively and lessons were not learned for future projects.)					

Success or failure factor	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important
Factor: Communications, risk, and safety management. (For example, communications, risk, and safety were effectively managed. Or, communications, risk and safety were poorly managed.)					
Other:					
Other:					
Other:					

13. For each project success/failure factor, please state how much the level of importance you indicated in question 12 above would change as a result of project context.

Success or failure factor	Not at all	A small amount	A fair amount	A large Amount	A very large amount
Contribution to business goals and/or strategy.					
Contribution to society/community/economy.					
Achievement of intended outcomes as defined by the sponsor/owner/client.					
Planned and approved project scope (including any approved changes).					
Planned and approved project time (including any approved changes).					
Planned and approved budget (including any approved changes)					
Planned and approved quality and performance criteria.					
Project leadership and decision making.					
The project team					
Communications, risk, and safety management.					
Other:					
Other:					
Other:					

14. Below are some project aspects and participants: These may or may not influence the level of project success/failure factors. For each influencer, state the level that comes closest to your view of its impact on success/failure factors.

	Not at all	A small amount	A fair amount	A large amount	A very large amount
Client or owner or sponsor					
Project Manager					
Other stakeholders					
The internal environment					
The external environment					
Politics					
Culture					
Benchmarking					
Clarity of objectives					
End user/customer satisfaction					
Communication and knowledge sharing					
Knowledge sharing					
Human resources					
Planning and management					
Contractual arrangements					
Project leadership and decision making					
The project team					
Risk management					
Other:					
Other:					
Other:					

15. Can project success or failure be graded?
   O   No: In my view, a project either succeeds or fails
   O   Yes: It is possible to grade the success or failure of a project so that, for example, some projects are very successful, some are partially successful, some are partially unsuccessful, some are very unsuccessful, etc.

16. A project participant may form an initial perception about whether the project will be successful at different stages in the project life cycle.

For each of the project stages below, state how likely you are to form a perception about success or failure of the project.

	Very Unlikely	Unlikely	Not applicable	Likely	Very Likely
Planning stage					
When a major milestone is reached					
Handover stage					
After the project is completed					
After the project has been operational for some time					
After the project has been decommissioned					

17. Once formed, perceptions of project success or failure may change later on. For each of the stages of a project below, state how likely it is that your perceptions of success or failure formed at that stage will change later on.

	Very Unlikely	Unlikely	Not applicable	Likely	Very Likely
Planning stage					
When a major milestone is reached					
Handover stage					
After the project is completed					
After the project has been operational for some time					
After the project has been decommissioned					

18. It is possible that differences in the perceptions of success or failure of projects among participants may be caused by certain characteristics of the participants or the circumstances.

For each circumstance/participant listed below, state the level that comes closest to matching your view of how important is its influence on how perceptions of failure or success are formed.

	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important
Differences between stakeholders					
Differences in interests					
Conflicting views (e.g., understanding of the problem to be solved)					
Nature of the project (e.g., complexity)					
Type of project (e.g., construction, IT, etc.)					
Size of the project					
Other 1					
Other 2					

19. Which of the following best describes the majority of your experience of project management?
- O Project Consultant
- O Project End User
- O Project Sponsor (or client) of the project
- O Project Manager
- O Project Director
- O Project Support
- O Steering Committee or Project Board member
- O Member of the public
- O Little or no experience of Project Management

Other (please specify)

End of Survey: Thank you so much for your help.