

# Creative Cross-Cultural Project Communication

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## Abstract

*An interdisciplinary study is made of a subject of growing importance in temporary organisations of the 21st century: effective and creative cross-cultural communication (CCC) in multicultural projects that are spawned by increasing globalisation. Notable barriers to CCC are identified and examined, and creative responses to these are presented. The contribution of this paper is in its attempt to amalgamate concepts and theory from various disciplines toward a preliminary understanding of the challenges and promises of cross-cultural project communication.*

## 1.0 Introduction

**Let my house not be walled on four sides, let all the windows be open;  
Let all the cultures blow in, but let no culture blow me off my feet.**  
- Mahatma Gandhi

Communication is the life-blood of an organisation, whether permanent or temporary. Significant transfers of tacit and codified knowledge occur in both types of organisations, though at different velocities. Organising by projects involves dynamic, temporary entities generally characterised by somewhat flat network configurations (Figure 1). These projects are spawned, sponsored, and supplied by one or more permanent—and generally pyramidal—parent organisations. In today's prevailing turbulent economic environment, the strictest practicable time and resource constraints are being imposed on these temporary offspring by their parent organisations. This compels the networked, multi-disciplinary and dynamic project organisation to streamline and accelerate internal communications to accomplish rapid transfers of salient information and useful knowledge. This is imperative to maximise efficiency in project execution toward successful and timely termination. Obviously, barriers to communication can frustrate the day-to-day progress of the project. Therefore, persistent, creative efforts have to be made to overcome these barriers to ensure rapid, project-wide transfers of information and knowledge.

Against this backdrop, we have to consider a growing challenge of the 21<sup>st</sup> century: increasing globalisation. Porous international boundaries and trans-border flows of capital have precipitated a relentless proliferation of multicultural projects.<sup>1</sup> Project communication in its intensity is already prone to potential barriers due to personality conflicts, interdisciplinary misunderstandings and rivalry. In multicultural projects, further barriers to communication begin to manifest themselves due to cultural differences. Obviously, it is imperative to dissolve or minimise these potential impediments to project efficiency and morale. Considering the complexity of the challenge, including time constraints in a project, we have to adopt a creative approach to enhance CCC to optimise information and knowledge transfers throughout the project. A key premise of this paper is that creative cross-cultural

project communication can translate into unique and synergistic knowledge accumulation. Properly harnessed, this in turn will add intrinsic value to the project—and ultimately to the parent organisation and subsequent multinational projects. The level of analysis for this paper will be that of a transnational project, that is one with a multicultural composition and spawned by a multinational parent organisation.

This paper is based on interdisciplinary engagement, as the subject involves communication, project management, socio-linguistics, knowledge management, organisation theory and creativity. In the process, it looks at the peculiar challenges of cross-cultural barriers, and creative ways of neutralising them to optimise project communication. The contribution of this research is in its attempt to amalgamate concepts and strands of theory from various disciplines toward a preliminary understanding of the challenges of cross-cultural project communication. It also suggests creative ways to enhance the fluidity of information flows and knowledge transfers in multicultural projects.

## **2.0 Why Study Cross-Cultural Communication (CCC)?**

Globalisation has impacted project management profoundly, and has only reinforced the trend toward adoption of the project mode of work organisation.<sup>2</sup> A logical extension of this fact is that increasing numbers of 21<sup>st</sup> century projects will be executed using multicultural teams. For our purpose, transnational projects formed by multinational enterprises (MNEs) will constitute the level of analysis, as these are likely to have cross-cultural membership.<sup>3</sup>

With the maturation of organisational communication studies, CCC became topical in the early 1980s. Hofstede's<sup>4</sup> extensive study of multi-ethnic employees around the world in a multinational enterprise has been a springboard for a slew of further empirical treatment, criticism, and refinement of theory on CCC.<sup>5</sup>

Yet, research on CCC is in its infancy, compounded by its multi-disciplinary nature and analytical complexity. This paper will therefore look into existing related literature in the areas of knowledge management, information technology, communications, organisational theory, socio-linguistics and creativity to formulate an approach to gain further insights into CCC.

Barriers to CCC are real. This is because values rooted in cultures<sup>6</sup> manifest themselves in diverse assumptions (imbibed during primary socialisation<sup>7</sup>) about the same phenomenon. Differences in linguistic filters lead members of language communities to construct somewhat divergent worldviews so that the meanings embodied in equivalent words can have quite different nuances. There are systemic differences in the assumptions made by people of different cultures. Thus, assumptions and perceptions are found to be incongruent to each other. To minimise this dissonance, people tend to rather change their perceptions to seek common ground, than their more innate assumptions that could trigger misunderstandings.<sup>8</sup>

Creative CCC can actually encourage innovative thinking among players in a multi-cultural project to resolve potential communication barriers. This is well worth the effort. In a recent study involving cross-border acquisitions, it was found that multinational projects gain access to foreign routines and repertoires that enhance overall performance and enrich the project.<sup>9</sup> This paper will therefore develop creative approaches to transforming potential cultural clashes<sup>10</sup> into cultural synergy.

## 3.0 Conceptual Background

Relevant concepts and strands of theory from the literature will be discussed briefly in the context of cross-cultural project communications. This multi-disciplinary approach will be geared to enlightening us on such issues such as:

- (1) How to evaluate the socio-linguistic project environment
- (2) Synergising relevant multicultural experiences of participants
- (3) Understanding key dimensions of international cultural differences
- (4) Identifying how values affect project norms, practices, and behaviours
- (5) Creative use of IT to understand and influence project players trans-culturally
- (6) Studying how interpersonal cultural dynamics enhance socialisation
- (7) Understanding key elements of culturally-influenced communication styles
- (8) Transparent project communication across cultural lines based on trust
- (9) Reinforcing communication and relationship strategies through the project life
- (10) Future research in the area of creative cross-cultural project communication

### 3.1 Permanent and temporary organisations

In my view, permanent organisations are profit- and non-profit entities with a propensity for (pyramidal) hierarchy, organised with the intention of perpetual existence—notwithstanding the realities of death, decay, transformation, reincarnation, and possible merger at some future point in time. (This is evident from the fact that few Fortune 500 companies have retained their original structure/mandate, and fewer still have lasted a century). Temporary organisations, on the other hand, are created specifically with temporal constraints to achieve a specific objective, and cease to exist after the objective is attained or aborted.<sup>11</sup>

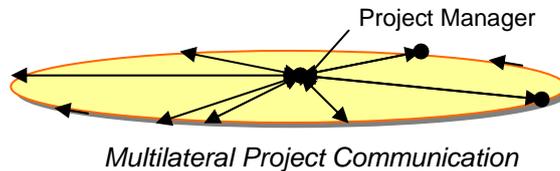
### 3.2 Globalisation and temporary organisations

Globalisation is an increasing trend that can be expected to generate a proliferation of multinational projects, especially in MNEs. These in turn spawn transnational projects that are “knowledge assembling temporary organisational units, involving members from different countries.”<sup>12</sup> To achieve sustainable global competitiveness and creativity, MNEs should incorporate organisational learning, innovation, and flexibility.<sup>13</sup>

### 3.3 Network configuration for temporary organisations

Pyramidal organisational structures tend to restrain internal knowledge transfers due to their sluggish, hierarchical communication channels, especially in knowledge-rich and turbulent environments. The network organisation has a superior learning configuration as it is an interdependent coalition of participants embedded by dense lateral connections, mutuality, and reciprocity.<sup>14</sup> Further, innovation does not mix with hierarchy, closed minds and closed doors! A *networked* project organisation would therefore appear to be ideal for sharing knowledge through multilateral communications, with the Project Manager (PM) in the centre (Figure 1). According to the Actor Network Theory (ANT),<sup>15</sup> a social network is deemed to consist of a series of direct and indirect ties from one actor to a collection of others, whether the central actor is an individual or an aggregation of individuals.<sup>16</sup> This can be operationalised in multicultural projects as high performance is aided by limited hierarchy.<sup>17</sup>

**Figure 1 – The Temporary (Project) Organisation As a Network**



### 3.4 Communication in temporary organisations

Communication has been studied for over 2,500 years and has been explicitly recognised as increasingly important for organisational viability during the past three decades.<sup>18</sup> Recent research suggests that communication in a project may engender three major effects depending on the quality of the information exchange within the project team:<sup>19</sup>

- (1) *Cognitive Effect*: Reduction of uncertainty perceived during the project life cycle (PLC);
- (2) *Affective Effect*: Improvement of the organisational climate surrounding the project, and;
- (3) *Conative Effect*: Achievement of cross-functional co-operation among project members.

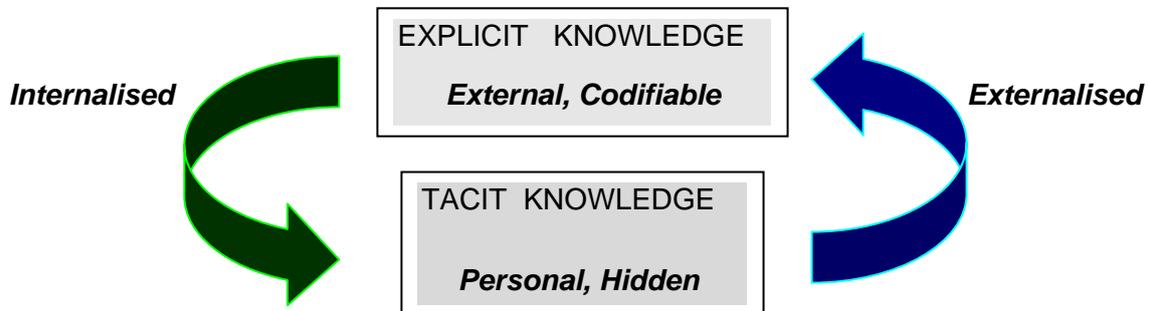
It is clearly necessary to reduce uncertainty by enhancing communication and co-operation. Uncertainty may be defined as the difference between the amount of information necessary to perform a task and the information already available within the organisation.<sup>20</sup> Thus uncertainty reduction appears to be a key impetus for MNEs to organise as projects in overseas locations in their quest for scarce information or new knowledge.<sup>21</sup> Unfettered communication facilitates the absorption of new knowledge in cross-cultural projects.

### 3.5 Information, tacit knowledge and codified knowledge

Information is data organised into meaningful patterns, and is descriptive and historical in that it is rooted in the past and present. Knowledge is information combined with experience, context, interpretation and reflection.<sup>22</sup> It is information transformed when a person reads, understands, interprets and applies the information to a specific work function. Knowledge is perishable but, properly harnessed, can result in wisdom that may be directed towards a plethora of operational tasks.<sup>23</sup> Knowledge is therefore both valuable and actionable.

Through knowledge<sup>24</sup> management using causal links, information is combined with experience, context, interpretation and reflection to form knowledge for specific application.<sup>25</sup> There are two kinds of knowledge that exist within an organisation: tacit and explicit (roughly corresponding respectively to high-context and low-context communication).<sup>26</sup> Whereas explicit knowledge is codified as text, blueprints and formulae,<sup>27</sup> tacit knowledge is personal knowledge in a non-verbal form that is internalised, and embedded in cultures.<sup>28</sup> Such knowledge is best transferred through strong social ties. As shown in Figure 2, when tacit knowledge is externalised, it becomes explicit knowledge which in turn can be codified, comprehended, and internalised by participant. There are three types of explicit knowledge resident in any organization—cognitive knowledge, advanced systems skills, and systems understanding.<sup>29</sup> Codification makes it easy to access and share among project participants.

**Figure 2 – Tacit and Explicit Knowledge**



### 3.6 Knowledge management, transfer and retention in projects

Knowledge management is the process of capturing the collective expertise and intelligence in an organisation and using them to foster innovation through continued organisational learning.<sup>30</sup> In knowledge transfer, there are three stages: temporality, absorption, and value.<sup>31</sup> *Temporality* is the speed, length of retention, and obsolescence rate of knowledge. *Absorption* is the cognitive capacity of individuals to absorb knowledge.<sup>32</sup> *Value* is the usefulness and esteem accorded to the knowledge, especially to tacit knowledge. *The conversion of tacit to explicit knowledge is a key process in creating new knowledge.*<sup>33</sup> The transferred knowledge needs to be captured and retained. Indeed, systematic knowledge transfer and retention creates a knowledge-producing environment that is necessary in organisations in general, and critical in a project organisation.<sup>34</sup>

Yet, a survey of 430 firms from Europe and North America confirmed that internal cultures comprised a significant barrier to effective knowledge transfer, and that employees' behaviours needed to change to overcome this barrier.<sup>35</sup> The technological know-how in multinational projects is often tacit and is best transmitted through personal relationships.<sup>36</sup> Enhanced socialisation throughout the project is needed to dissolve CCC barriers.

## 4.0 Creative cross-cultural project communication

### 4.1 Definition of cross-cultural project communication

Cross-cultural communication (CCC) is a subset of organisational communication, and comprises verbal and non-verbal communication. This in turn involves transfers of information and knowledge between individuals in the organisation with significantly different ethnographic profiles.<sup>37</sup> It follows that cross-cultural *project* communication could be seen as a distinctive variation of cross-cultural organisational communication, specifically addressing the process, impact, and outcome(s) of verbal and non-verbal interactions among diverse ethnic cultures in a multinational project organisation. In our discussion, the acronym CCC will be used generically to address the issue of cross-cultural project communication.

## 4.2 Barriers to cross-cultural project communication

It is apparent from the discussion so far that to overcome CCC barriers, creative solutions are needed. Creativity herein is not only about generating new ideas, but also about recombining and communicating known ideas in a creative fashion. In any realm of human activity, creativity should be appropriate to the problem or opportunity presented, and is the first vital step for long-term organisational success.<sup>38</sup> A creative approach should therefore start with an understanding of what these CCC barriers are, and a realistic combination of counter-measures formulated toward dissolving them. No single approach would be sufficient, but a creative combination of proactive policies and actions are needed. In reviewing the literature on organisational communication and multicultural interactions,<sup>39</sup> the most critical barriers to cross-cultural project communication could be identified as follows:

- (1) **Distrust between ethnic groups**
- (2) **Culturally insensitive leadership**
- (3) **Culture shock and ethnocentrism**
- (4) **Mono-cultural information technology**
- (5) **Low-context communication**
- (6) **High-context communication**
- (7) **Socio-cultural isolation**
- (8) **Multiple languages**
- (9) **Monochronic vs. polychronic time**

## 4.3 Creative cross-cultural project communication

According to the Componential Theory of Individual Creativity, the social environment can influence both the level and the frequency of creative behaviour.<sup>40</sup> Creative cross-cultural project communication is essentially based on rich social interactions, as well as externalisation and codification of intercultural tacit knowledge (Figure 2). Whereas intrinsic motivation is the primary fuel for creativity, it can be synergised with extrinsic motivation to some extent. For example, research in business organisations has uncovered several extrinsic motivators operating as supports to creativity: reward and recognition for creative ideas; clearly defined overall project goals; and frequent constructive feedback on the work.<sup>41</sup>

The greater the three components of creativity—expertise, creative-thinking skill, and intrinsic motivation,<sup>42</sup> the higher the chances of creative output. Each of the barriers to cross-cultural project communication identified in this paper may be overcome to varying degrees by creatively adopting the following courses of action that correspond to the barriers (Table 1). The net impact of these proactive steps would be to facilitate more fluid cross-cultural communications in transnational projects.

Project players come into the project as knowledge-bearers with knowledge that could be both explored and exploited (in the best sense of the term) to enrich the project.<sup>43</sup> To grow and thrive, CCC flows in a project organisation have to become multilateral arteries for the export and import of novel ideas embedded in cultures (Figures 1 and 2). Raw materials for these complex and value-additive tacit and explicit transactions include ideas, practices, experiences, theories, and even personal idiosyncracies. A dynamic transformation in the overall corporate personality fuelled by a supra-cultural synergy takes place with several cultures merging to form a stronger, overriding project culture.<sup>44</sup> New project knowledge is thereby created through analyses, recombinations, and creative syntheses. Table 1 shows actionable responses corresponding to the identified CCC barriers in multinational projects.

**Table 1 – CCC Barriers and Creative Responses**

No.	CCC Barriers	Creative Responses
1	Distrust between ethnic groups	Build trust and transparency
2	Culturally insensitive leadership	Ensure culturally sensitive leadership
3	Culture shock and ethnocentrism	Explicate organisational diversity policy
4	Mono-cultural information technology	Acculturise information technology (IT)
5	Low-context communication	Codify and transfer explicit knowledge
6	High-context communication	Harvest tacit intercultural knowledge
7	Socio-cultural isolation	Enrich cross-cultural socialisation
8	Multiple languages	Use a common link language
9	Monochronic vs. polychronic time	Task-deadline-oriented polychronic time

### **(1) Build trust and transparency**

For centuries, lack of trust has been the biggest impediment to cross-cultural enterprise,<sup>45</sup> and one of the biggest barriers to communication itself is lack of trust.<sup>46</sup> *The building of trust and a common language code will therefore be at the heart of effective CCC in a project.* In typological terms, this would be termed a "reciprocity" trust that promotes interdependency among culturally diverse participants.<sup>47</sup> This in turn will foster richer social interactions that will serve to dissolve multicultural barriers. Thus, each cross-cultural dialogue is unique in a multi-dimensional sense: creative combinations of personalities, time, place, theme and goal. Trust-building and transparency are nourished by a consistent and continual portrayal of truthfulness, sincerity and commitment. Mere opportunism should not be the driving factor as it is seen in most cultures as self-seeking. This is especially poignant in a projectised environment where the collective goals of the project supercede the individual's agenda. In this context, continuously building trust between individuals of different cultures is an irreducible imperative.

### **(2) Ensure culturally sensitive leadership**

The project manager must be culturally sensitive, and preferably, one who enjoys cross-cultural interactions—with a successful track record of participating in (perhaps leading) overseas projects. Such a leader must be excited about creativity and innovation through effective CCC, and must constantly visualise success while inspiring continuous learning. The project manager must articulate in verbal and non-verbal ways, a sense of pride in project team members, and enthusiasm about their potential—given their diverse backgrounds, skills and tacit knowledge. Such a leader builds trust through behaving consistently and motivating everyone to work toward common project goals.

Cross-cultural project leadership must come from the centre of the network organisation, rather than from the front or the top (Figure 1), because this way it would be based on trust, respect, and transparency—not on wall-building hierarchy. The extrinsic motivators unleashed by the project manager should include: (1) mechanisms for developing innovative ideas drawn from the multicultural mix, (2) facilitation of free, multilateral communication; and, (3) impartial evaluation and reward of performance. An overall strategy of strong cultural sensitivity, a willingness to try out new ideas from culturally diverse participants, and a sense of fair-mindedness, are essential for successful cross-cultural project leadership. Such a visionary leader should also be adept at conflict management, empowerment, inclusiveness, and collaborative negotiating skills.

### **(3) Explicate organisational diversity policy**

Nearly everyone experiences disorientation or culture shock (acculturative stress) when entering another culture.<sup>48</sup> The parent company must have a formal diversity policy to develop CCC skills among the employees as part of a broad corporate culture base. Companies such as Ford, Hewlett Packard, and Motorola incorporate cross-cultural training within their diversity policy,<sup>49</sup> Key project participants with such training would be better equipped for, and oriented to, successful CCC in projects.

### **(4) Acculturise information technology (IT)**

Computer-mediated communication (CMC) can be employed to maintain a centralised repository of information (such as a dedicated website and electronic reference book) on the various cultures, countries and languages represented in the project organisation. This would enable participants to acquire a keener sensitivity to cultural differences among them. Software in individual workstations that supports multiple languages and enables interactive translation can be used to build interpersonal CCC bridges. Indeed, a report from Allied Business Intelligence indicates that the language translation market is expected to reach \$20 billion by 2004.<sup>50</sup> Further, creative uses of web-based email, voice-mail, electronic bulletin boards, and teleconferencing (using both video and audio systems) can simulate, accelerate, and enrich project-wide CCC. The objective herein is to minimise linguistically embedded barriers to fluid communication flows.

### **(5) Codify and transfer explicit knowledge**

Project success is dependent on effective communication and sharing of knowledge among members.<sup>51</sup> In low-context communication, information is largely explicit. This needs to be codified for easy access and understanding by participants of all cultural backgrounds. A help-desk run by a multi-lingual/cosmopolitan individual would be a dynamic hub of synergised project information and knowledge. Codification of knowledge greatly improves the likelihood of its transfer and diffusion throughout the project.<sup>52</sup> This will also serve to minimise ambiguities and misunderstandings in CCC.

### **(6) Harvest tacit intercultural knowledge**

A high-context message has most of the information vested in the person, and is therefore tacit. Conversion of tacit knowledge into explicit knowledge is of utmost value to achieve "excellence" in an organisation.<sup>53</sup> Tacit knowledge, considered an "invisible, intangible, ephemeral, soft asset"<sup>54</sup> thereby becomes concrete, visible, reusable, and transferable. In short, it is externalised. (Figure 2). Further, action-oriented and task-fulfilling project teams are powerful in making tacit knowledge explicit.<sup>55</sup> Cross-cultural mentorship, networking, face-to-face interaction, and hands-on experience—all these in concert should accelerate the project-wide diffusion of intercultural tacit knowledge.

### **(7) Enrich cross-cultural socialisation**

Socialisation is the process by which new members in an organisational community become acquainted with behaviour expected of them.<sup>56</sup> The viability and effectiveness of an electronic network depend critically on an underlying network of social relationships based on face-to-face interactions.<sup>57</sup> Rich social interactions involve both verbal and nonverbal communication with hardly any cues filtered out. It fosters trust between individuals in a project environment. We can therefore see that though explicit knowledge may be shared through an IT system, tacit knowledge is best transmitted face-to-face.<sup>58</sup>

### **(8) Use a common link language**

Language constitutes the most important content and instrument of socialisation.<sup>59</sup> It influences our perception of social reality and of social acts which have their meanings in particular institutional contexts. Successful CCC involves the understanding of a common language by all participants.<sup>60</sup> English, the international business language and cultural integrator, would be ideal as the link language of communication in cross-cultural projects. Research has shown that at least 75 countries are familiar with the English language, with a population of over two billion routinely exposed to this language.<sup>61</sup> Historically, There are about 4000 most commonly used words in the dictionary, and communication in English could be limited to these essential and unambiguous words.<sup>62</sup>

### **(9) Task-deadline-oriented polychronic time**

Monochronic time is perceived as linear, low-context, as well as task-and-deadline-oriented. Those from cultures geared to *polychronic* time have an opposite perception: they are people-oriented, high-context, and can simultaneously handle several activities. Western and Eastern cultures respectively favour monochronic and polychronic time. As a networked project organisation in a multicultural context is people-and-knowledge-intensive, the polychronic time model is perhaps more appropriate. However, as projects by definition are time-constrained, the ideal compromise would be that of polychronic time infused with the monochronic sensitivity to task-and-deadline orientation.

## **5.0 Summary and Conclusions**

As there is a significant trend for projects in a globalising world to be multicultural in nature, it is imperative to creatively eliminate or minimise the inevitable cross-cultural barriers to communication. This is particularly poignant in such temporary organisations due to their stringent constraints of time, cost, and performance. The network configuration of temporary organisations makes it feasible to accelerate information flows by minimising hierarchy and structural inertia—thus perhaps providing an advantage over CCC in the hierarchical parent organisation. It is therefore of tactical and strategic importance to develop a committed, interactive, and participative community of multicultural project participants. The aim should be to facilitate a seamless flow of innovative knowledge throughout the project organisation.

Further, the key resource of an increasingly information-driven, globalising world is knowledge. Both generally explicit knowledge and culturally embedded tacit knowledge have to be harvested in a timely, efficient manner. This emphasises the need for creative cross-cultural project communication. Once knowledge from multi-national project participants is synthesised and synergised in the project, is it retained by the parent multinational enterprise (MNE) for use in its future cross-cultural projects? There is certainly a need for research on strategic knowledge retention and reuse in subsequent multicultural projects of the MNE.

This paper has explored a sparsely examined area of inquiry. While no claim is made of dramatic breakthroughs, a systematic and cogent treatment has been rendered to the subject. Culture as a construct has remained elusive for long, but needs to be addressed explicitly today. Much remains to be done to achieve a more comprehensive understanding of cross-cultural communication (CCC), specifically in multinational projects. This research has therefore been exploratory, with interdisciplinary, theory-based guidelines to overcome cross-cultural communication barriers in a project. It needs further theoretical refinement and field research. Future studies could also look at variables other than those considered here, such as effects caused by organisational culture, as well as by expatriates and repatriates.

## Acknowledgement

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## Endnotes

- <sup>1</sup> Schneider and Barsoux, 1997. p.182.
- <sup>2</sup> Lundin and Stablein, 2000. p.131.
- <sup>3</sup> Lagerström, 2001.
- <sup>4</sup> Hofstede, 1980.
- <sup>5</sup> Trompenaars, 1993; Maddox, 1993; Sölvell and Zander, 1994; Cheney and Martin, 1995; Lane et al., 1997.
- <sup>6</sup> Hofstede (1991) refers to this as “the collective programming of the mind which distinguishes one group or category of people from another.”
- <sup>7</sup> Berger and Luckmann, 1966.
- <sup>8</sup> Lane, et al, 1997. p.27.
- <sup>9</sup> Morosini, et al. 1998.
- <sup>10</sup> Schneider and Barsoux, 1997. p.9.
- <sup>11</sup> Lundin and Söderholm, 1995.
- <sup>12</sup> Lagerström, 2001. p.48.
- <sup>13</sup> Bartlett and Ghoshal, 1991. p.59.
- <sup>14</sup> Achrol and Kotler, 1999. p.148.
- <sup>15</sup> Law, 1992.
- <sup>16</sup> Jacob and Ebrahimpur, 2001, p.76.
- <sup>17</sup> Johnson, et al., 2000.
- <sup>18</sup> Hickson and Jennings, 1993.
- <sup>19</sup> Lievens, et al., 1997. p.28.
- <sup>20</sup> Souder and Moenaert, 1992; Galbraith, 1974.
- <sup>21</sup> Bartlett and Ghoshal, 1991. p.102.
- <sup>22</sup> Davenport et al., 1998. p.43.
- <sup>23</sup> Bennet and Gabriel, 1999. p.213.
- <sup>24</sup> Knowledge applies to facts or ideas acquired by “study, investigation, observation, or experience.” (*Miriam-Webster’s Collegiate Dictionary*).
- <sup>25</sup> Lee and Yang, 2000. p.792; Davenport, et al., 1998, p.43; Hall, 1976. p.91.
- <sup>26</sup> Hall, 1976. p.91.

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- <sup>27</sup> Sölvel and Zander, 1994. p.4.
- <sup>28</sup> Polanyi, 1962.
- <sup>29</sup> Meso and Smith, 2000. p.226.
- <sup>30</sup> Davenport, 1997.
- <sup>31</sup> Shariq, 1999, p.244.
- <sup>32</sup> Szulanski, 1996.
- <sup>33</sup> Lee and Yang, 2000. p.789.
- <sup>34</sup> Bennett and Gabriel, 1999. p.214.
- <sup>35</sup> Skyrme and Amidon, 1997.
- <sup>36</sup> Powell, 1996, p.55.
- <sup>37</sup> Wells and Spinks, 1994; Hofstede, 1980.
- <sup>38</sup> Amabile, 1997. p.39.
- <sup>39</sup> Chaney and Martin, 1995; Grosse, 2000; Dougan, 2000; Triandis and Albert, 1987.
- <sup>40</sup> Amabile, 1997. p.39.
- <sup>41</sup> Amabile, et al., 1996; Amabile and Gyskiewicz. 1989.
- <sup>42</sup> Amabile, 1997.
- <sup>43</sup> Björkegren, 1999.
- <sup>44</sup> Cheney and Martin, 1995. p.9.
- <sup>45</sup> Grosse, 2000. p.329.
- <sup>46</sup> Huemer, 1998; Owen, 1996.
- <sup>47</sup> Huemer, 1998. p.130.
- <sup>48</sup> Lane, et al., 1997. p.200.
- <sup>49</sup> Grosse, 2000. p.312,322.
- <sup>50</sup> Grosse, 2000. p.338.
- <sup>51</sup> Townsend and DeMarie, 1998; Ekstedt and Lundin, 1999. p. 157.
- <sup>52</sup> Schulz, 1998. p.21.
- <sup>53</sup> Haldin, 2000. p.359; Nanoka, 1999.
- <sup>54</sup> Clippinger, 1995, p.28; Nanoka, 1999.
- <sup>55</sup> Bennett and Gabriel, 1999. p.216; Nanoka, 1999; Milton and Milton, 2000.
- <sup>56</sup> Schneider and Barsoux, 1997. p.135.
- <sup>57</sup> Nohria and Eccles, 1992.
- <sup>58</sup> Lee and Yang, 2000. p.790.
- <sup>59</sup> Berger and Luckmann, 1966. p.133.
- <sup>60</sup> Cheney and Martin, 1995. p.138.
- <sup>61</sup> Crystal, D., 1997. p.60.
- <sup>62</sup> Cheney and Martin, 1995. pp.95-96.

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