LEADER'S COMPETENCE IN MANAGING MULTICULTURAL TEAMS

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Summary- In modern organizations, mutual penetration and influence on people from different cultures is a natural consequence of the globalization process. The challenges of multiculturalism may create advantages as well as lead to failure . On one hand, international teams allow to broader perspective and generate more ideas. On the other hand, the misunderstanding of different cultures can lead to conflicts and create distance. Teams composed of many nationalities require an understanding of cultural differences and the leaders are able to learn from diversity. Selection of the right leaders is, therefore, one of the key factors. The tip consists of three parts. First part focuses on cultural competences, cultural intelligence, the second one discusses multicultural teams, and the third takes into account the important role of the leader who should lead a multicultural team to success.

Keywords- multicultural teams, cultural competences, cultural intelligence, leadership, teamwork

I. INTRODUCTION

Worldwide, organizations seek to cooperate in teams. The ability to collaborate with others often means that annemployee is accepted into the organization. In the face of new challenges, companies are looking for the best global specialists, thus creating teams culturally diverse. According to Malcolm Fraser, cultural diversity is in a set of basic values that enables coexistence on the principles of complementarity rather than competition. In multicultural teams it is easier to find non-standard solutions due to the different ways of thinking of team members, which increases the flexibility of the organization. [Stoner, Freeman, Gilbert, 2011]. For a multicultural team to achieve success an important role is played by a leader who should have a high level of necessary cultural competence, cultural intelligence essential to work in an international environment [Kotler, 2005].

II. CULTURAL COMPETENCES, CULTURAL INTELLIGENCE

Contemporary organizations face challenges of team multiculturalism, clashing, coexistence and the need to understand the values of different cultures, and thus to treat cultural diversity as a kind of asset, facilitating the acquisition of a competitive advantage. The phenomenon of multiculturalism should lead to mutual respect of individuality in the process of performing work and rebuilding social awareness towards tolerance towards another culture, its canons and various religions. Reconstruction of consciousness must start already through school education in order to create jobs free of discrimination in adult life [Janowska, 2011].
Understanding cultural patterns and using diversity affect efficiency and achieving the goal. Recognition of cultural differences requires, however, appropriate cultural competences and the development of cultural intelligence, which is necessary in working in multicultural teams. Cultural competences are usually defined as features and abilities, the possession of which enables participation in culture in accordance with the normsand values. Cultural competences allow you to communicate and enterin interaction with members of another culture, group or community [Repeckiene, Kvedaraite, Jankauskiene, 2011].
The context of intercultural competence is a matter that can be talked about cultural intelligence, which in its simplest terms is the ability to use foreign genes of culture [Herley, Soon, 2003].
According to Earley and Masakowski, cultural intelligence is also the innate ability of an outsider to read alien to her culturally and thus seemingly incomprehensible gestures, as other people brought up in a given culture do [Earley, Mosakowski, 2007].
According to Brislin, Worthley and MacNab, it is good to be able to cope with a foreign environment, to be culturally intelligent, and so to know what behavior is considered intelligent in other cultures, that is, appropriate and acceptable. [Brislin, Worthley, MacNab,2006].
Earley and Ang have created a model of cultural intelligence, which consists of three components assigned to a part of the human body:
- cognitive (head), is the ability to gather knowledge about the rules and norms prevailing in a given culture,
- motivational (heart) is the motivation to get to know and understand different normsand cultural values and behavior resulting from them,
- behavioral (body), it is the ability to quickly assimilate behavior and attitudes typical of the cultural circle, because understanding the rules is not enough. Inability to imitate natural and proper understanding of gestures and behaviors typical of a given culture testifies to the low development of cultural intelligence in the behavioral sphere. It should be emphasized that this is not the case for forcing oneself to artificial imitation of behavior and

attitudes; it is about adjusting one's behavior towards a culturally different interlocutor so that one does not feel discomfort in their presence [Earley, Soo Ang,2003].

Possessing cultural competences is necessary in the process of managing diversity, it allows to reduce potential negative effects of cultural differences concerning artifacts, values, norms and behaviors. The development and improvement of cultural intelligence is an indispensable process stretched in time, difficult but can bring satisfaction, facilitating the overcoming of stereotypes that hinder relations between representatives of different cultures.

III. MULTICULTURAL TEAM

A multicultural team gathers employees representing various nationalities.
A multicultural team can be divided as follows:
- a symbolic team, where only one member of the team represents a different culture, the other members are not culturally diverse,
- a bicultural team composed of representatives of two different cultures,
- a multicultural team, created by representatives of many different cultures (at least three) [Adler, Gundersen, 2007].

The reasons for building multicultural teams are obtained.
According to McFarlin and Sweeney, the following factors influence the effectiveness of multicultural teams:
- selection of team members (the team should be composed of specialists with high competences and different approaches to problem solving),
- recognition of cultural differences (already at the beginning team members should be aware of the differences resulting from multiculturalism and treat them with understanding),
- a common vision of action (it is important to set common values and goals),
- establishing an equal status for group members (team members, regardless of their origin should be equal in the team, participants representing countries with a large distance of power, can not question the leader's point of view),
- providing feedback (it is necessary to establish common criteria for assessing the effects of group work, and to regularly inform about the progress of activities, which strengthens the team's coherence [McFarlin, Sweeney, 2006].

Members of a multicultural team can understand the way in a completely different way and style of management, the way of conducting negotiations, performing tasks, observing standards of behavior. It is assumed that multicultural teams sometimes go too far to the point of the task and do not spend enough time on other issues related to the group process. [Schneider, Barsoux, 2003].
In culturally diversified teams, one should strive to develop such an approach, thanks to which cultural diversity will be an advantage which will allow to transform losses into profits. Bretter, Behfard and Kern pay attention to problems in multicultural teams, strategies of behavior and possible difficulties [Brett, Behfar, Kern, 2006].

Typical problems	Situational conditions	The type of strategy	Complications
Conflicts result from differences in decision making. Lack of communication or blocking it results from communication differences.	Team members are able to attribute controversy to culture, but not to people's personalities. The senior manager is unavailable or it would be difficult for the team to get involved.	Adaptation.	Team members must be extremely aware of the differences. Negotiating a joint agreement takes time.
Emotional tensions appear in a team, the source of which is a weaker knowledge of language or prejudice. Members feel self-conscious because they feel the differences in the statute in the team.	The team can be divided or mixed up with culture or knowledge. You can also divide tasks.	Structural intervention.	If team members are not carefully assigned to tasks, subgroups can be created to strengthen the differences. Solutions developed by the subgroups must match each other.

Breaking rules of the hierarchy caused compromise of a part of the team. Lack of elementary rules led to a conflict.	The problem was caused by strong emotions. The senior manager may and wants to intervene.	Managerial intervention.	The team surrenders to the actions of one manager. Team members must be pushed aside or resisted.
A team member can not face the challenges and is not able to get involved in the project.	The band is rather permanent and not temporary. Emotions will not be able to silence the intervention. There was embarrassment.	Removal.	The talent will not be used and the training costs will be written off.

Orygination: Brett, Behfar, Kern, 2010.

IV. LEADER IN A MULTICULTURAL TEAM

Contemporary conditions in which companies operate, employee turnover, loss of satisfaction, lack of commitment cause the redefinition of the roles of leaders as leaders.

It is assumed that leadership and ability to influence a group to achieve goals, this process is done by involving others in its implementation as a part of a larger system and taking account of the environment. Nowadays, leadership does not mean commanding anymore, and power is not drawn from power and position, but from knowledge and authority built on outstanding skills [Jędrych, 2007]. An interesting definition of leadership is given by Owen, recognizing that leadership is the art of bringing people to where they could not get by themselves [Owen, 2003].

In culturally diverse teams, the role of the leader takes on a completely different dimension, hence the necessity of having other competences necessary to achieve a goal. In addition to the standard competencies necessary for work. In an international environment, such as: knowledge of foreign languages, high interpersonal skills, openness to new ideas, willingness to learn, it is important to be able to draw on cultural differences and tolerance towards diversity [Janowska, 2014] The role of a leader in a multicultural team is to create and inspire team members [Harris, Moran, 1988], what is needed for the leader's curiosity towards other cultures, patience, strong personality and empathy [Nowakowski, 1999].

The selection of appropriate competences allows leaders to communicate, the ability to understand the cultural dimension of perception of beliefs about themselves and others.

Horsede and G.J. points out that the culture in which man grows affects behavior, values and norms, and those in a confrontation with others they can be undermined which causes frustration, discouragement of contact, as well as maintaining stereotypes and prejudices [Horsede and G.J. Hofstede, 2007].

Leaders in multicultural teams should at the outset take the following assumptions:

- emphasis on a description that is more than an interpretation or assessment of something that someone said or did,
- recognize cultural differences in the group rather than similarities until the latter are proven,
- interpret a given situation, looking at it from the point of view of a representative of another culture,
- treat the event as probable, not as certain [Adler, 1986].

Effective running of a culturally diverse team requires skills that allow for the creation of properly functioning areas of compliance with oneself, with the organization, with the area of the company's activity and with the community. Each of these areas covers a different scope. The first refers to thoughtful and consistent action and an endless process of improvement. The second one, concerning the relationship with the organization, concerns continuous observation and control over the community and the company. Relationship with others means building and nurturing contacts with the team. Building a relationship with the company's area of activity takes place through the deepening of knowledge, and affects equally the entire organization, as well as the sector in which the company moves, and the impact of the environment. The last relation is the ability to share knowledge and experience. These skills enable a better understanding of representatives of different cultures and conducting a substantive dialogue aimed at achieving the intended goals [Pocztowski, Świątkowski, 2000].

CONCLUSION

The functioning of multicultural teams can lead to success of companies. Leadership in multicultural teams requires leaders to have cultural competencies, develop cultural intelligence, understand cultural differences, communicate skills with respect for other people and cultures, tolerance and acceptance for diversity. Leaders should recognize and accept diversity, try to use cultural diversity as an asset, thanks to which a multicultural team can achieve above-average successes.

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