INSTITUTO
UNIVERSITÁRIO
DE LISBOA

International Teams: Practices and Policies that Promote Organizational Citizenship Behavior

Margarida Ascenso Louro

Masters in
Human Resources Management and Organizational Consultancy

Supervised by
Professora Maria João Perdigão Velez, Professora Auxiliar
ISCTE - Instituto Universitário de Lisboa

October, 2024

BUSINESS
SCHOOL

Departamento de Recursos Humanos e Comportamento Organizacional

International Teams: Practices and Policies that Promote Organizational Citizenship Behavior

Margarida Ascenso Louro

Masters in
Human Resources Management and Organizational Consultancy

Supervised by
Professora Maria João Perdigão Velez, Professora Auxiliar
ISCTE - Instituto Universitário de Lisboa

October, 2024

Resumo

A globalização e os avanços tecnológicos das últimas décadas aumentou significativamente a diversidade no local de trabalho. Este estudo explora o papel do Organizational Citizenship Behavior (OCB) na promoção da colaboração e na redução de conflitos em equipas internacionais. A investigação procura identificar as políticas e práticas que promovem o OCB e melhoram o desempenho organizacional em ambientes multiculturais. Os resultados indicam que, embora os membros de equipas internacionais não possuam uma característica única para gerir a diversidade, demonstram elevados níveis de OCB, o que ajuda a navegar as diferenças culturais através de cooperação, flexibilidade e apoio. Embora não se tenham estabelecido diferenças essenciais entre equipas internacionais e equipas nacionais, alguns desafios são específicos das equipas multiculturais. Os membros entrevistados destacaram a importância de políticas que promovam o OCB, como iniciativas de equilíbrio entre vida pessoal e profissional e formação sobre multiculturalidade, para melhorar a inteligência cultural (CQ) e reduzir conflitos. A liderança e a gestão foram identificadas como atores-chave na promoção da consciência cultural. Embora seja necessária investigação adicional, as conclusões fornecem informações valiosas para as organizações sobre como apoiar melhor as equipas internacionais e reforçar o OCB. Este estudo contribui para a compreensão da gestão da diversidade e oferece recomendações práticas para promover um ambiente de trabalho cooperativo e positivo.

Palavras-chave: Equipas Internacionais, Multiculturalidade, Organizational Citizenship Behavior (OCB), Cultural Intelligence (CQ), Políticas e Práticas de RH.

JEL Classification System: M14 – Corporate Culture; O15 – Human Resources; Human Development;

Abstract

Globalization and technological advances in recent decades have significantly increased diversity in the workplace. This study explores the role of Organizational Citizenship Behavior (OCB) in promoting collaboration and reducing conflict in international teams. The research seeks to identify the policies and practices that promote OCB and improve organizational performance in multicultural environments. The results indicate that although members of international teams do not possess a single characteristic for managing diversity, they demonstrate high levels of OCB, which helps to navigate cultural differences through cooperation, flexibility and support. Although no essential differences were established between international teams and national teams, some challenges are specific to multicultural teams. The members interviewed highlighted the importance of policies that promote OCB, such as work-life balance initiatives and training on multiculturalism, to improve cultural intelligence (CQ) and reduce conflicts. Leadership and management were identified as key players in promoting cultural awareness. Although further research is needed, the findings provide valuable information for organizations on how to better support international teams and strengthen OCB. This study contributes to the understanding of diversity management and offers practical recommendations for fostering a culturally aware environment.

Keywords: International Teams, Multiculturality, Organizational Citizenship Behavior (OCB), Cultural Intelligence (CQ), HR Policies and Practices.

JEL Classification System: M14 – Corporate Culture; O15 – Human Resources; Human Development;

Contents

Introduction 1
Literature Review 7
Methodology 17
Procedure 19
Sample 21
Results and findings 25
Discussion 47
Conclusions 53
Practical and Theoretical Implications 55
Limitations and Future Studies Avenues 57
References 59
Annexes 64

Introduction

Since Globalization and the technological advancements of the 80s and 90s internationality has been a hot topic since globalization has led to increased diversity (Human Resource Management International Digest, 2021), which can have both positive and negative effects on the workplace, such as increased knowledge, skills, and experience. As for today, according to Eurofound's European Company Survey (van Houten & Russo, 2020) around 47% of European companies reported having employees from other EU countries. This indicated that nearly half of European companies have to deal with multiculturality and diversity in some way, bringing even more relevance and significance to the study of this topic. This is the demonstration that diversity is becoming less and less of a distress to organizations and their boards since the outcome has been increasingly positive (Urbancova et al., 2020). From retention of key employees by 43.9%, improved motivation and performance of existing employees by 39.3%, and improved workplace atmosphere by 33.9%. Even though global mobility and expatriation are a current trend due to their previously illustrated benefits, according to Ridgway and Langinier (2023) research, these decisions are becoming more strategic due to their overall impact on organizational success (Herring, 2009).

Nonetheless, global mobility and international or multicultural teams bring along some challenges. These are usually related to the core differences in these individual's ways of working, acting, and thinking (Hofstede, 1980 & 2001). When we are exposed to multiculturality, or according to Maddux et al. (2021,p.345) exposed "to or interactions with elements or members of a different culture(s)" these circumstances "affect individuals' brains, groups' behaviors, and organizations'" (p.368). Making them distinct from the individuals who take part in teams where all members have the same nationality. We live in a time where corporations are working intensively to keep up with the trends, diversifying their workforces in all conceivable ways, but also making an effort to tackle the adversities of diversity. According to McKinsey's research ((McKinsey & Company, 2023, p.43) "more than 70 percent of companies surveyed express transformative DEI (Diversity Equity and Inclusion) aspirations, but less than half (47 percent) have the infrastructure in place to realize these aspirations". This phenomenon constitutes a significant problem and is worthy of study since teams are becoming increasingly diverse, and even though companies are starting to have an increased cultural awareness there is a necessity to "reconceptualizing and reconciling the expatriate experience" (Ridgway &

Langinier, 2023) focusing more on individuals, organizations, and execution of advancements rather than in terms of studies and research. Organizations have access to the information that they require to change and improve in this area, however, according to the McKinsey stats (McKinsey & Company, 2023)presented above the implementation is the problematic area that still imposes barriers to change.

It is in this panorama that this research will fit into. In a corporate environment diverse teams, where its members bring to the table different cultures, backgrounds, perspectives, and experiences, deal every day with these nuances of diversity. Understanding how they deal and interact closely with diversity can help understand what else can be done in practical terms to better support them. The HR area can provide support in this case by considering policies and practices that will tackle the main challenges that are exhibited, given that HRM practices significantly influence the performance and conduct of employees in an organization (Van Beurden et al., 2021). Considering that HRM practices and policies have a high impact on employee's conduct and that according to the existent literature, a group having a lower level of organizational citizenship behavior (OCB) engagement can reduce feelings of appreciation in employees (Yang & Chae, 2022). When designing policies to act on diversity challenges this implication should be considered by linking problem-solving strategies that promote OCB and therefore obtain a positive reception from the workforce (Kuknor et al., 2023).

Hence, the present research study will focus on policies and practices that promote OCB within international teams, since this kind of behavior is associated with positive inclusion, and its absence is related to reduced attitudes of appreciation (Kuknor et al., 2023). The decision to focus on the individual's perceptions was taken because teams increasingly produce more frequently cited research and high-impact research than individuals, transforming the process of knowledge creation (Wuchty et al., 2007). In this study individual perceptions are going to be used to understand the team's context and main challenges, however, the conclusions that I intend to withdraw are going to be linked to what is needed to make an international team more cooperative and better environment to integrate diversity. If this study were to focus on a more team perspective *a priori*, it would be tougher to draw relevant and impactful insights since it would make the data more prone to biases and group pressure (Blau, 1964). Since one of the main goals of this research is to produce significant conclusions that can have a real-world impact a more individual perception of the team study would be more impactful than a team perception

one (Wuchty et al., 2007). While the choice to focus on OCB rather than any other type of conduct bases itself on the impact of OCB on the overall workplace environment. Since OCB, according to Sadeghi, 2016, apud. Seggay et al., 2024, p.615) "is crucial for organizational performance". Making OCB is a type of conduct that the literature believes builds a safe and cooperative environment, improving job satisfaction and increasing overall productivity. Taking into consideration that in an international context, there is a wide variety of actors involved in the workplace, which can create more moments of conflict and tension (Martin, 2014). The choice to focus on policies and practices is justified by the possibility that by enhancing these kinds of behaviors the conflicts that arise due to diversity and multiculturality are less prevalent improving the exchanges between the members of these teams.

Through interviewing members of international teams the main goal is to understand what is being done within this context and what are the current challenges and consequences of those in the individual and their teams. By understanding the behavioral and environmental context it will be possible to then answer the main research question (RQ): "Which policies and practices promote OCB in International Teams?". To appropriately answer to the RQ research goals (RG) were established, with these being, to understand the particularities of a multicultural team, bring awareness into what the employees value in terms of policies and practices inside international teams, prove that OCB might have, until a certain point, an attenuating effect when it comes to cultural differences and conflicts. Finally, by not being affiliated to any specific sector or organization this study intends to provide more unbiased conclusions, which being associated with an organization wouldn't allow due to ingrained prejudices and cultural norms that all corporations end up having (Hofstede, 1984).

	Research Goals	Research questions
Dissertation	Understand the particularities of a multicultural team.	1. How do international team members describe their unique abilities or characteristics in managing multicultural interactions? 2. In what ways do team members perceive their characteristics as contributing to positive team dynamics, such as organizational citizenship behavior (OCB)? 3. What differences do members observe between their international team and all-national teams, if any? 4. How do team members describe the challenges they face in an international team, and to what extent do they attribute these challenges to multiculturality versus general team dynamics?
	Bring awareness into what the employees value in terms of policies and practices inside international teams.	5. According to international team members, what are the most effective practices or policies for managing diverse teams? 6. What types of policies or practices do team members believe are most effective in encouraging OCB within international teams?
	Prove that OCB might have, until a certain point, an attenuating effect when it comes to cultural differences and conflicts.	7. How do international team members view the role of OCB in managing cultural differences and potential conflicts? 8. What connections do team members make between counterproductive work behavior (CWB) and diversity or cultural differences? 9. How do members perceive the relationship between cultural awareness and levels of OCB within their team? 10. Who do team members identify as having the most influence on promoting cultural awareness within their team? 11. How do team members perceive the impact of training on cultural awareness and team cohesion?
	Provide an unbiased study by not being linked to a specific sector or organization.	

The relevance of this study goes further than the fact that teams now have more than ever a mix of cultures and contexts that create dynamic and complex environments. This research intends to provide deeper insights into how some international team members reflect on how their companies deal with multiculturality management and the

kind of policies and practices used to foster OCB and avoid counterproductive work behavior (CWB). The study of this matter is crucial for this area since cultural differences impact work behavior and policies very deeply (Hofstede, 1984), and due to organizations struggle to self-assess their core dynamics due to deep-rooted cultural norms and implicit biases, as it was mentioned above. This reinforces the relevance and importance of assessing multicultural management practices and policies independently, without any link to a specific organization or sector in order to avoid biased insights (Blau, 1964).

Even though studies have been conducted on the connection between diversity and OCB (Yang & Chae, 2022; Kuknor et al., 2023) certain gaps remain in the body of knowledge. Although diversity and organizational citizenship behavior (OCB) have been linked in some past studies, there are still several gaps. The distinct effects of some ways of variety, such as language and cultural diversity, on OCB in multinational teams (P. M. Podsakoff et al., 2018) have been often ignored by prior research. Also, little is known about how cultural intelligence (CQ) influences OCB and counterproductive work behavior (CWB) (Van Dyne et al., 2012). Employee opinions regarding leadership's impact on OCB and diversity policies (Chrobot-Mason & Aramovich, 2013; Graen & Uhl-Bien, 1995) are commonly overlooked and due to that understudied. In multicultural teams, filling in these gaps might yield important insights into promoting OCB and reducing the cultural differences impact.

The present report initiates with a literature review, where previous studies on the subject are analyzed and gaps that need to be filled are identified. The research design, data collecting, and analysis strategies employed to investigate the research questions are described in the Methodology section. The gathered data is provided in an understandable and organized manner in the results section, followed by the findings, which demonstrate the research issues were addressed. In the discussion, the results obtained through the analysis of the data will be linked and supported by relevant literature that will indicate the significance of the findings. This will be followed by the conclusions where the main findings will be summarized and connected to the research goals and questions initially settled, additionally providing recommendations. This will be followed by the study's contributions to the current literature and will be highlighted and followed by real-life theoretical and practical implications of the findings. Finalizing with the limitations found when conducting the study that might have influenced its outcome, and suggestions for further research and studies based on the found limitations.

Literature Review

The modern workplace has changed in recent decades due to globalization and technological improvements, making diversity not only inevitable but crucial for creativity and expansion (Martin, 2014). Understanding how diversity affects team dynamics and organizational performance has become crucial research as businesses operate in more heterogeneous environments. Effectively managing diversity in the workplace is crucial, as nearly half of European businesses currently report hiring people from different EU nations (Eurofound, 2019). Although diverse teams offer a multitude of abilities, viewpoints, and experiences, they also present difficulties because of variations in work methods, communication styles, and values (Hofstede, 1980; Maddux et al., 2021).

In light of this, Organizational Citizenship Behavior (OCB) becomes a particularly important function. It has been demonstrated that OCB, which is defined as voluntary activities that improve the organizational environment, increases job satisfaction, fosters team cohesion, and eases tensions at work (Sadeghi et al., 2016). This kind of conduct creates a more welcoming environment, which is crucial for optimizing the advantages of diversity in global teams. However, there are still issues, though, as businesses find it difficult to put diversity and inclusion (DEI) strategies into practice. Recent research indicates a persisting gap between aspiration and action, with over 70% of firms having set revolutionary DEI goals and less than half having the infrastructure to execute them (McKinsey & Company, 2023).

With an emphasis on how OCB can lessen diversity-related difficulties, this review of the literature examines previous research on the impact of multiculturalism and diversity on team dynamics. It also looks at how important Human Resource Management (HRM) policies are for encouraging OCB in diverse teams and lowering detrimental work behaviors (CWB). The foundation for understanding what practices can improve collaboration and inclusion in global teams is laid by this review, which fills in the gaps regarding the ways in which particular facets of diversity affect OCB and looks at the impact of leadership and cultural intelligence. This foundation serves as a starting point for research into procedures and policies that might enhance the support of diverse teams in the contemporary workplace.

Globalization and Workforce Diversity

In today's world, diversity is recognized and welcomed as a solution to emerging challenges within the workplace. Cletus et al. (2018) define workplace diversity (WPD) as a holistic concept that encompasses the myriad differences among individuals in an organization. This includes a range of attributes such as gender, ethnicity, sexual orientation, and religious beliefs, which collectively shape team dynamics. The significance of this concept is underscored by the Pew Research Center, which suggests that the existence of a single racial or ethnic majority in the United States will cease by 2055 (apud. Cletus et al., 2018). This projection signals that diversity is becoming the new norm, necessitating an understanding of both its benefits and challenges.

Historically, cultural diversity in the workplace has grown in tandem with globalization, particularly since the technological advancements of the 1980s and 1990s. These advancements facilitated greater interaction among diverse populations, bringing new cultures and perspectives into organizations (Martin, 2014). As a result, teams are now more likely to be composed of individuals from varying backgrounds, each contributing unique insights and approaches to problem-solving (Cletus et al., 2018). This influx of diverse perspectives promotes employee progression and fosters innovation, ultimately enhancing a company's competitiveness and attractiveness in the market.

However, the incorporation of diversity is not without its challenges. As Martin ((2014) notes, increased diversity can lead to dysfunctional conflicts, reduced productivity, and difficulties in achieving team harmony. These conflicts often stem from deep-seated issues related to gender, lifestyle choices, ethnic and cultural differences, physical or mental disabilities, communication styles, and generational gaps. When these sensitive topics arise in the workplace, they can create hostility and discrimination, negatively impacting teamwork and diminishing the organization's appeal.

To effectively harness the benefits of diversity while mitigating its downsides, organizations must implement strategic management practices. Martin (2014), emphasizes that the way employees are overseen significantly influences the outcomes of diversity initiatives. Moreover, Cletus et al. (2018) advocate for comprehensive training programs aimed at limiting individual biases, promoting an inclusive culture, and establishing clear guidelines for workplace conduct. Early-stage hiring processes should also prioritize cultural fit to ensure team cohesion and alignment.

Research by Herring (2009) provides valuable insights into diversity within organizations, presenting three perspectives on its impact. The first, the value-in-diversity perspective, argues that a diverse workforce yields better business results compared to a homogeneous one. The second perspective, known as the diversity-as-process-loss perspective, raises skepticism about the benefits of diversity, suggesting it may lead to counterproductive outcomes. The third perspective offers a more nuanced view, positing that greater diversity can lead to increased group conflict but also to better business performance. This paradoxical view suggests that the contestation of ideas inherent in diverse teams can foster creativity and generate superior solutions.

Ultimately, Herring ((Herring, 2009)) concludes that while diversity presents challenges, it also drives creativity, problem-solving, and innovation within organizations. Conflicts may arise, and communication may not always be clear; however, as Herring argues, conflict compels teams to explore solutions beyond those easily reached in more homogenous groups. This exploration is associated with measurable business benefits, including increased sales revenue, a broader customer base, greater market share, and improved relative profits (Herring, 2009).

Multicultural Teams and Workplace Behavior

The diversity of cultural backgrounds, languages, and viewpoints that characterize international and multicultural teams can present both benefits and difficulties. This variation improves problem-solving skills and stimulates creativity (Stahl et al., 2010). However, team members may misinterpret one another due to disparities in communication norms and styles (Gibson & Gibbs, 2006). Cultural intelligence (CQ), which allows people to negotiate cultural differences and improve collaboration, is crucial to these teams' efficacy (Kadam et al., 2021). Furthermore, fostering a positive atmosphere that optimizes the potential of heterogeneous teams requires inclusive leadership (Morrison, 1996). Coordination can be challenging, though, due to pragmatic concerns such time zone differences and differing expectations for work-life balance (S. Yadav & Lenka, 2020). All things considered, multicultural teams can spur creativity and output, but their success depends on their ability to recognize and handle cultural differences.

Due to this differences, diversity within teams can lead to conflicts arising from differing mental models, beliefs, and socialization cues (Martin, 2014; Hofstede, 1980).

In organizations, these conflicts may contribute to counterproductive work behaviors (CWB). Organizational Citizenship Behavior (OCB) can serve as a positive approach to managing these disputes, as it "is crucial for organizational performance" (Sadeghi, 2016, apud. Seggay, 2024, p. 615). OCB promotes a safe and cooperative environment, enhancing job satisfaction and increasing overall productivity. Understanding the impact of culture on information processing and behaviors is vital when exploring workforce diversity (Hofstede, 1980). Hofstede's research emphasizes that cultural assumptions significantly affect task effectiveness and interpersonal interactions, particularly in diverse teams. According to Schein (1985), culture represents "the way a group of people solves problems and reconciles dilemmas," influencing decision-making processes. A lack of awareness or sensitivity to these cultural differences can exacerbate challenges, as individuals may assume their perspectives are superior.

Hofstede (1980 & 1991) describes culture as the "collective programming of the mind," distinguishing members of one group from another. This collective understanding shapes behaviors and problem-solving approaches across generations. Culture affects how individuals perceive trust and intentions, which influences critical organizational processes, including recruitment, compensation, training, labor relations, and performance management(Hofstede, 1991). Therefore, the impact of culture on an organization's outcomes is significant. Hofstede's studies (1980 & 1998 & 2010) reveal six dimensions in which organizational members vary according to their national origins. These dimensions help predict behaviors and their consequences within organizations (Hofstede, 2010). These dimensions are: Power Distance Index (PDI) – measures the acceptance of power inequality within organizations – Individualism versus Collectivism – illustrates whether a society prioritizes individual achievement or group cohesion – Masculinity versus Femininity – assesses the extent to which a society values masculine traits, such as achievement and assertiveness, versus feminine traits, such as cooperation and quality of life – Uncertainty Avoidance Index (UAI) – indicates a society's tolerance for ambiguity and uncertainty – Long-term versus Short-term Orientation – reflecting how societies balance ties to the past with future challenges – Indulgence versus Restraint – assesses how societies regulate gratification of desires, with indulgent societies embracing free expression and restrained societies adhering to strict social norms.

Understanding these cultural dimensions (Hofstede, 2010) is crucial for addressing the unique characteristics of multicultural teams. Culturally diverse

environments often present challenges, particularly when team members lack sensitivity to these variations and assume their interpretations of procedures are universal. Earley and Ang (2003) introduced the concept of Cultural Intelligence (CQ), defined as the ability to function effectively in culturally diverse situations. CQ is essential for managing the diversity and biases inherent in multicultural teams. Kadam et al. (2021, p. 604) highlighted that “CQ enables one to correctly interpret the cultural nuances of an environment and thus, understand the notions of OCB.” When exposed to diverse cultures, individuals can adapt their behaviors to demonstrate culturally responsive actions, rather than relying solely on their own cultural norms. CQ serves as an intermediary in multicultural settings, enabling organizations to harness the strengths of diversity and achieve high performance.

The primary research question (RQ), "Which policies and practices promote OCB in international teams?" can be addressed by understanding the behavioral and environmental context. Research goals (RG) include comprehending the unique characteristics of multicultural teams, identifying valued policies and practices, demonstrating OCB’s potential to mitigate cultural differences, and providing an objective study independent of organizational biases. This means that linking diverse cultures within organizations can lead to challenges due to differing perceptions of behavior. While workplace diversity enhances employee skills and attracts talent, it also necessitates proactive measures to address hostility, disrespect, and discrimination. Authors such as Cletus (2018), Martin (2014), and Herring (2009) emphasize that diverse perspectives contribute to improved decision-making and productivity. Therefore, organizations must understand diversity's impact on performance and implement strategies to manage it effectively. (Galinsky et al., 2015) suggest that policies promoting “accountability and transparency” can help overcome barriers that limit diversity.

OCB in Multicultural Teams

Multicultural teams have become a significant feature of organizational dynamics. These teams bring together individuals from diverse cultural backgrounds, which can enhance creativity, problem-solving, and innovation (Herring 2009). However, such diversity can also lead to misunderstandings, conflicts, and challenges in collaboration (Martin, 2014). Therefore, fostering Organizational Citizenship Behavior (OCB) is essential in these contexts, as it helps mitigate potential conflicts and enhances cooperation among team members (P. M. Podsakoff et al., 2000). In multicultural teams,

promoting OCB can create an inclusive atmosphere that encourages positive interactions and mutual respect, ultimately leading to improved organizational performance and job satisfaction (Hofstede, 1991). Understanding the factors that promote OCB in diverse teams is crucial for organizations aiming to leverage the benefits of multicultural collaboration while addressing the complexities it entails (Kadam et al., 2021; Morin & Talbot, 2024).

It is however important to delimitate the differences between OCB and Counterproductive Work Behavior (CWB), these are two distinct types of behavioral conduct. (Lai et al., 2013) provided a comprehensive overview of OCB, where the original definition of OCB was compared with its updates. Initially, as proposed by Organ (1988, p. 4, apud. Lai et al., 2013, p. 139), OCB describes it as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization.". Organ (1997, apud. Lai et al., 2013) later refined this definition, characterizing OCB as "performance that supports the social and psychological environment in which task performance takes place" (p. 95). According to (N. P. Podsakoff et al., 2009), this redefinition offers several advantages, such as maintaining the distinction between task performance and OCB, aligning with the contextual performance view (Borman & Motowidlo, 1997), and acknowledging the significance of the context in which task performance occurs. Given this updated understanding, the concept of OCB must consider the social and psychological environment surrounding individuals in the workplace. Thus, OCB reflects how individuals conduct themselves in a specific organizational context, emphasizing the positive psychological implications of their actions.

In diverse work settings, the expression and perception of OCB can be influenced by cultural factors. Kadam et al. (2021) conducted research aimed at identifying the capabilities necessary for individuals to exhibit OCB in multicultural environments. The significance of cultural distance and cultural intelligence (CQ), which "enables one to correctly interpret the cultural nuances of an environment and thus, understand the notions of OCB" (Kadam et al., 2021, p. 604) was underlined. Subsequently, it was proposed that cultural distance (CD) serves as a contextual moderator for the CQ-OCB relationship, suggesting that CQ is key to understanding these nuances. CQ equips individuals with the ability to navigate various cultural contexts effectively, including multicultural, single-

culture, or cross-cultural environments. Yari et al. (2020, p. 618, apud. Kadam et al., 2021) further asserted that CQ is essential for success in challenging cross-cultural settings, encompassing knowledge, motivation, and appropriate behaviors.

Counterproductive Work Behavior (CWB) is intrinsically linked to OCB. While some scholars debate whether they represent opposing behaviors, it is generally accepted that both are intentional and can significantly impact workplace dynamics. Sackett and DeVore (2001, apud. Gruys & Sackett, 2003, p. 30) define CWB as "any intentional behavior on the part of an organization member viewed by the organization as contrary to its legitimate interests." This definition emphasizes the behavior itself, focusing on intent rather than consequences. Additionally, Coyne et al. (2013) concluded that the conceptualization and relationship between OCB and CWB appear to be culturally universal, with findings in U.S. samples replicable in non-U.S. contexts. Their research indicates that while OCB and CWB are distinct behaviors, they do not represent the extremes of a continuum of non-task-related conduct. In this specific case, the CWB is going to help highlight the challenges and barriers felt inside the IT.

HRM Policies and Practices for International Teams

Effective management of diversity is essential for maximizing the benefits of a multicultural workplace. As noted by Galinsky et al. (2015), the management of diversity significantly influences the productivity and success of diverse teams. Rijamampianina (1996) emphasizes that organizations must effectively manage their employees to cultivate an inclusive environment. This approach involves informal learning practices, such as sharing successes and mental models, which can lead to improved performance in culturally diverse settings (Rijamampianina, 1996). Employee perceptions of human resource (HR) practices also play a crucial role in determining outcomes like motivation, well-being, and overall organizational performance (Van Beurden et al., 2021). Therefore, organizations must tailor their HR practices to address the specific needs and perceptions of their diverse workforce to mitigate Counterproductive Work Behavior (CWB) and foster Organizational Citizenship Behavior (OCB).

For Galinsky et al. (2015), effective management of diversity is what transforms a diverse workplace into a beneficial environment. Rijamampianina (1996, p.160) expands on this idea by asserting that the essential component for organizations is to "recruit people of competence, regardless of their backgrounds and origins, then to

manage them effectively." He highlights informal learning practices as key to achieving better management in diverse workplaces, noting that sharing success, mental models, a co-created vision, and competencies fosters superior performance (Rijamampianina, 1996).

While these authors agree that promoting transparency (Galinsky et al., 2015) and communication (Rijamampianina, 1996) are crucial for managing workplace diversity, it is also important to consider employee perceptions of such policies. According to Van Beurden et al. (2021), "employee perceptions of HR practices are an important predictor of outcomes such as employee motivational outcomes, employee well-being, and organizational performance" (Nishii et al., 2008 apud. Van Beurden et al., 2021, p.386). This underscores the necessity for tailored HR practices, as "the success of HR practices ultimately impacts performance." In the context of diverse teams, where individuals may not share the same mental models (Hofstede, 1980, 1991, and 2001), the effectiveness of policies can be influenced by shifting personal priorities and individual functioning.

Organizations typically operate under a set of HRM policies that guide daily operations and people management. This research focuses on the policies that members of international teams perceive as preventing CWB and promoting OCB. According to Morrison (1996), HRM policies that encourage OCB are usually aligned with the organization's overall human resource strategy, encompassing selection, socialization, appraisal, and reward practices. Moreover, considering a diverse workforce that may include expatriates, it is essential to take into account the findings of Ren et al. (2014, p. 232), who concluded that "embeddedness serves as a critical pathway to expatriate retention" and emphasized the importance of fostering an environment conducive to feelings of attachment and connectedness.

In diverse teams, members may prioritize socialization policies and work-life balance (WLB) to seek support. Furthermore, certain policies significantly impact the overall organizational environment. Yadav et al. (2022) identified work-life integration policies as critical for enhancing employee engagement, which, in turn, leads to increased organizational effectiveness. Their research asserts that such policies can mitigate the complexities arising from diverse teams by guiding and influencing employee behaviors.

Morrison (1996, p.509) also notes that "an organization's overall human resource philosophy will affect the willingness and ability of employees to display service-oriented

forms of organizational citizenship behavior." For OCB to flourish, Morrison (1996) identifies three necessary conditions in the employee-employer relationship: social interaction, alignment with organizational goals, and empowerment. By establishing and fostering positive social interactions and ensuring cultural alignment, organizations can facilitate goal achievement and maintain employee motivation, ultimately enhancing OCB in multicultural environments.

Gaps in Literature

Preceding research persistently ignores certain ways of variety, including language or cultural diversity, and the consequence of these on members of multicultural team's conduct (OCB) ((Podsakoff et al., 2018). Also, even though cultural intelligence (CQ) has been repeatedly linked with improved team interactions, insufficient studies examine how this cultural awareness may impact and even reduce OCB and CWB ((Van Dyne et al., 2012)). There is also an existent absence of knowledge concerning whether team members see difficulties as unique to diversity or as a component of larger team dynamics. Strategies for managing ethnic teams may benefit from considering this distinction (Klein & Harrison, 2007). More research is also required to understand how employees feel about diversity policies since most studies present managerial opinions rather than employee's perceptions of how beneficial policies are for OCB in a variety of contexts (Chrobot-Mason & Aramovich, 2013; (Ely & Thomas, 2001)). Even though there is proof that leaders have a big influence on trust and support in diverse teams, research hardly looks at the roles that peers and leadership play in fostering cultural awareness and OCB (Graen & Uhl-Bien, 1995b). Lastly, research on the actual efficacy of training in practice is lacking, even though it is a popular strategy for raising cultural awareness (Earley & Peterson, 2004). One of the goals of this research is to provide new insights that could help fill some of these gaps and give its contribution to multicultural management.

To summarize, the literature on this topic has extensively explored its ramifications, yet significant gaps remain, particularly in policies and practices that promote OCB on multicultural teams and organizations. While studies by Hofstede (1980) and Christopher Earley and Soon Ang (2003) provide valuable insights into the implications of multiculturality management, there is a noticeable lack of research addressing specific policies and practices to be used in this context.

Methodology

This study takes place in a time setting where most companies have diverse workforces, due to globalization and migration the employees have now remarkably diverse backgrounds which create many challenges to the organizations, management, and even the members of diverse teams. It is in this challenging corporate setting that this study takes place. The main goal is to understand the perceptions and challenges of the interviewed members of culturally diverse teams and provide insights on how to better support them with more accurate policies and practices.

The present study will be approached qualitatively, utilizing the Content Analysis (Krippendorff, 2018) method to analyze the withdrawn data. The qualitative method is usually chosen for studies that handle complex events (Cresswell, 2013), where context becomes necessary to make sense of the retreated data. This is the case of this study since it retains international teams as the research's core and HR as the action area. Both the theme (Hofstede 1980, 1991 & 2001) and the area (Cooke, 2018) of the dissertation need context to provide insightful and relevant conclusions, as the main reason that supports the utilization of this research method. Cooke (2018) provides the reasoning behind the necessity for further background and fully supports the type of data and data collection method chosen to conduct this research. Events related to HRM are reliant on context, meaning "that "generalisability" may not be used as a key criterion to assess the quality of each study" (p.10). This signifies that generalization in this field is not everything, context is necessary and most of the situations happen in such unique settings that is not possible to use the same solution for different problems. However, sharing different problems and solutions to that specific problem can help get perspective and enrich people's overview of certain situations. Additionally, the fact that qualitative studies uncover deep descriptive data (Creswell & Poth, 2016) allows to capture the diversity of these existing perspectives, making it possible to give voice to distinct people (Hesse-Biber & Levy, 2010). This type of study also allows a higher level of flexibility and adaptability ((Patton et al., 2015)), allowing changes to be made throughout the research process, due to this, qualitative studies end up serving as a basis for further quantitative studies since they come to pass unveiling new theories and innovative hypotheses (Charmaz, 2014).

In terms of data analysis and processing, Content Analysis (Krippendorff, 2018) was the selected and used method. This is an approach that allows to find patterns, themes, and meanings by methodically analyzing and coding communication, whether it is through media, interviews, or texts. However, the following themes were included in the script based on the literature, the team characteristics (Maddux et al., 2021), challenges/conflicts (Martin, 2014), direct leader (Martin, 2014), and training on multiculturality (Cletus, 2018). The main purpose of choosing this technic over the remaining ones is the fact that this technique allows the identification of patterns and trends focusing on organizing data into codes and categories. Since the goal of this research, is to understand which policies and practices can enhance OCB within organizations, that can be accomplished through the analysis of the behavioral patterns and policies/practices used by the organizations that we are going to acquire our insights.

Procedure

The data about the employees' perspectives was obtained through the conduction of semi-structured interviews. These offer a sufficient framework to guarantee that important subjects of interest are covered during the interview, even though they include a flexible set of questions (Cresswell, 2013). The interviews were organized into three main sections: Section 1 - Personal Experiences and Perspectives, Section 2 - Understanding the International Team Environment, and Section 3: Practices and Policies. For each section, some questions were designed but mostly the goal was to get the participants' perspectives without interfering and biasing their answers with very structured questions, that's why it was used a semi-structured guide. Twelve interviews were conducted under this approach between January and March of 2024, and all the interviews had a duration of approximately forty minutes to one hour.

Conducting a content analysis firstly requires the definition of the research goals and questions, which allows to delimitate the scope of the research, and only then it is possible to start collecting and assorting the data (Krippendorff, 2018). To group the highlighted segments, it is necessary to review them and start gathering those in potential themes by similarity, with the goal being to identify themes that capture significant aspects of the data about the research question. After a thorough revision, the themes should be coherent, consistent, and distinct. After this process, it was possible to start the data analysis and production of the present report, by selecting compelling examples from the data to illustrate themes, relating the analysis to the research question and literature, and ensuring the report tells a coherent story of the data, to present a narrative that conveys the themes and their significance in addressing the research question.

The relevant themes that gather the highlighted segments mentioned above correspond to the codes, and the gathering of the information corresponds to the categorization. The process of methodically classifying qualitative data involves coding, which involves giving labels (codes) to data segments that are pertinent to the study questions. These codes help break down the data into manageable parts, making it easier to analyze. In the case of this research, it was not possible to define a lot of codes *a priori*, however, it was possible to define some interest categories that were extracted from the interview script: Personal Characteristics; Organization Characteristics; Team Characteristics; Challenges; OCB Experience; CWB Experience; Direct Leader; Training on multiculturality; Practices and Policies.

Past experiences can always influence the way facts are interpreted. For the good conveyance of this research, I kept myself aware of biases, tried to tackle them, and doubted them every time they surfaced (reflective journaling). In terms of the trustworthiness and rigor of the data, its credibility was established through triangulation, combining interview data with existing literature. Descriptions of the research setting, participant selection, and data collection techniques were given to facilitate transferability. This makes it possible for the study to be reproduced and obtain the same results. By keeping an audit trail and recording every stage of the data collecting and analysis procedure, dependability was guaranteed. In qualitative research, confirmability is the extent to which the conclusions are affected by the experiences of the participants and the data, as opposed to the researcher's prejudices, presumptions, or personal interests. To reduce research bias and guarantee that the results were based on the experiences of the participants and not on my expectations or prejudices, confirmability was addressed by employing reflective journaling. This was done by taking notes during and after the interviews, about specific topics that were mentioned more often or with more or less enthusiasm, indicating emotional attachment to the subject.

Sample

To achieve the final sample (n=12) some inclusion and exclusion criteria were established. These criteria matter since they preserve the overall quality of the research's findings (Cresswell, 2013), by uniformizing the participant selection which will increase its reproducibility by other researchers (Elo et al., 2014). Inclusion criteria will ideally make sure that the participants have specific characteristics that make them significant, taking into consideration the research goals, while exclusion criteria make sure that participants that have certain attributes that could affect the outcome of the research are excluded (Creswell, 2013).

In this specific case, and regarding inclusion criteria, to be a participant in this study the participants needed to be members of teams that are inserted in a culturally diverse workforce, meaning that the team is constituted by individuals who have diverse cultural backgrounds, which can be in terms of nationality or family heritage. Also, the participants needed to be in a culturally diverse team for a longer period than six months or had worked in these circumstances for a longer period than six months. Also, this study did not restrict in terms of the working sector (all sectors were accepted), academic background, and the highest level of education, role, and main functions of the position.

In terms of exclusion criteria, age was one of the used ones, since the participants need to be active workers they need to be older than eighteen years old, so participants under eighteen years old were not considered. Regarding tenure, participants with less than six months of experience in a multicultural environment were also excluded, since the adaptation period must be over for the employees some time to realize the real challenges and benefits of the new workplace (Bauer & Erdogan, 2011). However, by not restricting it to many points, it is possible to get a particularly good overview of the way organizations are dealing with cultural diversity within teams across multiple contexts and areas which seems important. This population is relevant to the search since it is this population that is directly affected by the practices and policies imposed by management and are the ones who conduct behaviors like OCB and CWB.

Sample Description

The interviewed sample was constituted by twelve participants (n=12) for this study. In terms of characteristics, this sample was on average twenty-nine years old (29,16), being twenty-three the age of the youngest interviewee, and forty the oldest.

While in terms of nationalities, it was possible to access seven diverse cultural backgrounds (Annex B), 41,66% Portuguese and 58,34% other nationalities, such as Ukrainian (16%), Brazilian (8%), Italian (8%), Peruvian Spanish (8%), Spanish (8%) and Indian (8%).

In terms of the highest level of education (Annex C), 66% of the sample has a master's degree, while the rest of the sample have acquired a PhD (8%), a Bachelor's (16%), and a technical degree (8%) as their highest level of achieved education. From those academic degrees, we have eight different academic backgrounds (Annex D). The most predominant: Engineering (25%), Marketing (16,66%) and International Business (16,66%). The rest of the backgrounds are Management (8,33%), Architecture (8,33%), Film Production (8,33%), Microbiology (8,33%) and Math (8,33%).

In terms of the base country of the sample (Annex E), 58,33% (n=7) of the interviewees are based in Portugal, while the rest of them are based in the Netherlands (25%), Panama (8,33%) and Poland (8,33%). Regarding the area of operation of the organizations (Annex F) where the interviews are integrated we are before a great variety, our sample contains nine different areas of operation, which are: Beauty industry (8,33%), E-commerce (8,33%), Telcom (16,66%), Technology (16,66%), Trading (8,33%), Learning and Development (16,66%), Mortgages and Investments (8,33%), Retail – Fashion (8,33%), and Architecture (8,33%). Concerning the company's headquarters and home country (Annex G), the companies where the interviewees of this study work are established across the world, but mainly in the USA (25%), France (25%), UK (16,66%), Netherlands (16,66%), Germany (8,66%) and Peru (8,66%). Work-model wise (Annex H) the participants are mainly under a hybrid work model (n=10=83,33%), while the remaining are either under a remote work model (8,33%) or a fully-presential work model (8,33%). The interviewees have a wide variety of positions (Annex I) that they occupy inside their teams and organizations these being, Planning and Merchandising Analyst (8,33%), Advertising Management (8,33%), Head of AI and Data Analytics (8,33%), Autonomous-Driving Engineer (8,33%), Privacy Specialist (8,33%), Hardware Engineer (8,33%), Recruitment Researcher (8,33%), Full-stack Developer (8,33%), Data Analyst (8,33%), Architecture Project Manager (8,33%), CRM specialist (8,33%), and Learning Designer (8,33%). Observing tenure (Annex J), we have 41% of our interviewees with two years (n=5), 33% with 1 year (n=4), and 25% with three years (n=3).

Team-wise (Annex K), the participants in this study are, on average were integrated in teams with fourteen elements, with an average of six different nationalities per team. In terms of age, the participant's teams have an average of twenty-three as the minimum age among all teams and 42,9 as the maximum age of those same teams.

Summing up, this sample is mainly constituted by citizens with diverse nationalities (n=6=58,31%), Master's graduates (n=8=66,66%), wide variety of academic backgrounds, not existing a predominant one, same happens with organization HQ and role in the company/team. In terms of base country most of the assessed population is based in Portugal (n=7=58,33%) and work in a hybrid work model (n=10=83,33%). Finally in terms of tenure, the assessed population has mainly worked for the same company for a period superior to two years (n=5=41,66%).

Results and findings

Throughout these interviews it was possible to realize that every single one of the participants had unique experiences, and through this sharing moment that these interviews create it is possible to get to know all different perspectives about the theme and the diverse struggles that they have come across with which ended up enriching this research.

Section 1: Personal Experiences and Perspectives

Self-perception

In this section the participants were asked to describe themselves as a member of the team, the purpose of this question is linked with the RG that is focused on understanding the particularities of a multicultural team. By assessing their self-perception as an IT member it might be possible to understand if they exhibit special characteristics. As a result, some described themselves personality and behavior-wise, considering the team, while others opted to utilize the description of their role (task-related) to describe themselves. The way they decided to describe themselves generated the categories that can be observed in Table 1. Additionally, the link to OCB was made in the behavioral category to understand if there was any connection between the exhibited behaviors and the OCB. Some of the participants decided to describe themselves behaviorally and others more task based wise. The ones who choose to describe themselves in terms of behavioral role on the team choose expressions as “coordinator and support” (I1: 10’), “control and support” (I2: 3’), “unblocker” (I3: 2’), “integrator and facilitator” (I4: 2’), “support” (I5: 4’), “point of contact” (I6: 3’). The rest of the participants focused more in task based behaviors, describing themselves as “guardian” (I7: 2’), “senior” (I8: 4’), “facilitating and making the processes more efficient” (I9: 2’), “communication position” (I10: 5’), “product focused and customer centric” (I11: 4’), and “developer or a facilitator” (I12: 2’, in terms of support, a lot of them mentioned that they support their colleagues (“help if some of my team has questions” (I2: 3’); “I usually offer support to all of my team . . . Anytime they need something, they go to me. So, I am basically the support of everyone. (I5: 5’) which helps maintain a cooperative environment. Most of the participants view themselves either as behaviorally supportive or task-competent, which is a positive indicator.

Theme	Sub-Themes		Nº Impressions
Self-Perception	Behaviorally	OCB	12
		Non OCB	0
	Task-related		13

Table 1 - Nº of Impressions: Self-Perception

Personal challenges

Ten out of twelve participants revealed having personal challenges when it came to the team/organization dynamics. The ones who did not reveal a personal challenge revealed other challenges, either team-wise or management-wise. On Table 2 it is possible to visualize the main challenges mentioned by the participants, which generated the exhibited categories.

In terms of personal challenges communication difficulties were highlighted by more than half of the participants (seven out of twelve - I1, I2, I4, I7, I8, I10, and I12). Even when the language is common there are regional differences in expressions and accents which create a barrier to clear and concise communication. Interviewee 1 (I1) mentioned exactly a situation like that. Being a Spanish national working in Peru in an international context (with colleagues from diverse Latino countries) she stated: "I mean we didn't have language barriers, but we have like understanding barriers in the same language. (I1: 13'). The same situation occurred with I8 where he mentioned: "I understood, 20% of the words he says. And I was surprised that my colleagues understood . . . he has that accent" (I8: 31'). I8 is a Brazilian working in Portugal, however, common language doesn't mean the same accent and the same level of understanding, and since I8 was working with a colleague from one of the Portuguese Islands – Madeira – who are known to have a very specific a deep accent it was very hard from him to understand him, he stated that "It's a challenge that I couldn't achieve" (I8: 34') meaning that he never got over that specific challenge. I12 also mentioned communication has its main challenge ("Mainly it was the language for me because I speak very less Portuguese" (I12: 4')) and an Indian national working with a Portuguese team, the participant mentioned that the only way possible to overcome those challenges was because of the flexibility of the team to speak mainly in English.

Matters of understanding are also a concern topic for some of the interviewees, as we previously approached in terms of accent understanding and distinct levels of the same language. For some the main challenge was the understanding barrier, meaning that either

in terms of expression of a point of view or poor linguistic skills misunderstandings tend to happen. I2 stated that his main problem was to "find the right explanation for something that needs to be done, you know because there's two different ways to understand everything" (I2: 4'). While I10 mentioned that "sometimes you need to really explain things that maybe are obvious for you. So not everything is obvious for everyone. Because of the difference in backgrounds, in the language skills" (I10: 8'). Additionally, I10 mentioned "And also the other way around, you need to lose time understanding some of the choices that are not that obvious for you. Which is also a positive aspect because it means that you can really learn something new, something really different. But also, it takes a lot of time. Like a lot of a lot more time than it would to people from the same background." (I10: 8').

Due to the differences in the mental models, we share within each culture (Hofstead, 1980 &2001) according to I6 it is necessary and important to bring up "topics and being relevant in the team . . . You have to learn to be more vocal . . . and being involved in groups" (I6: 7') making this extra effort to connect and get informed to create better connections is a way this interviewee found to stay relevant within the team. However, sometimes it is not possible, and there are cases where the biggest difficulty is creating deep connections. I8 due to the understanding differences "never felt integrated into the team" (I8: 8'), while I7 felt that sometimes their colleagues (all from the same cultural background) had more "personal level relationships . . . between each other than with me" (I7: 6'). In both of these cases the things that had most impact was the differences in the way to deal with the other. I7 suffered with the cultural differences between southern and northern cultures. She was used to a northern way of dealing with others and in her Portuguese workplace people would hug and kiss as greetings and make polite chitchat. From a northern view this was stepping into personal boundaries and sometimes she did not feel comfortable with the social conduct ("I need to play some role" (I7: 9')). Northern and southern social traits are quite different as I11 mentioned "I feel a substantial difference between northern and southern Europe . . . people from the south . . . especially are much more outgoing" (I11:10').

Some minor challenges mentioned by some participants were dealing with different time zones (I11: 49'), different work ethics ("for me to understand their ways of working has was a little bit challenging" (I12:15') which is related to different ways of working and prioritizing tasks. Different perceptions of time was also highlighted since

culturally there is a big difference in what it means to be late and to be on time ("the time it was so different for everyone." (I1: 13')). Finally, feedback was mentioned by I8 as a personal challenge. As a Brazilian in Portugal, and when the participant compared both countries the conclusion was that in Portugal the way of providing feedback is very harsh. I8 believes that in this culture they are not used to "sugar coating" feedback as much as he was used to in his home countries, which for him it constitutes a problem and a challenge ("feedback . . . it was a challenge" (I8: 10').

Theme	Sub-Themes	Nº Impressions
Personal Challenges	Communication/ Understanding	11
	Feedback	1
	Integration	6
	Time-zones	2
	Different work-ethics	9

Table 2 - Nº of Impressions: Personal Challenges

IT essential characteristics

On this phase, the participants were asked about their perceptions of the necessary core characteristics to succeed as an IT member and navigate a multicultural work environment. More specifically if there were any specific characteristics that the participants believed were helping them navigate multiculturality in the International Teams there are part of. On Table 3 it is possible to visualize the categories retrieved from the answers, and that most of the participants answered in the same line of thought believing that certain personal characteristics are the ones who help them succeed in an IT environment. These mainly believe that adaptability (I1), empathy (I1, I8, and I12), proactivity (I4), communication skills ("feedback" (I3:12'); I6; "communicate respectfully" (I10:9')), openness (I5), and flexibility (I7, I9, and I11) are the main personal characteristics that one must have to effectively navigate a multicultural work environment. It was possible to understand that from the retrieved and mentioned characteristics the majority can be linked with OCB characteristics ("OCB related" category mentioned in Table 3).

As for the other two categories mentioned in Table 3 are allusive to the participants that believe that is not so much about personal characteristics that help them

succeed in an IT environment. Regarding the "management-related" category (Table 3), some participants consider that these characteristics are not indicative, since they can vary according to "experience and each individual's goals in its position" (I2:7'). Reflecting that the overall success of effectively navigating this environment is due to management ("If you know what you do and have a good manager and you have doable goals, it doesn't matter." (I2:7')). Regarding "Cultural Fit" (Table 3), some interviewees mentioned that it is the appropriate cultural fit of the individual in the team that makes a difference when it comes to making an IT work.

The participants believe in a majority that for a diverse environment to work there needs to be more nurturing and understanding behaviors to support it. Most of the characteristics mentioned are surprisingly positive and easily related to OCB. It could be possible that this diversity, and the fact that in these teams' members are constantly dealing with such diverse backgrounds might be more prone to OCB by never overlooking empathy.

Theme	Sub-Themes	Nº Impressions
IT Essential Characteristics	Management related	1
	Cultural fit	3
	OCB related	33

Table 3 - Nº of Impressions: IT Essential Characteristics

AN team experience

From the whole sample (n=12) 66% (Annex A) had experience in their home countries in All-Nationals teams (I1, I2, I3, I7, I8, I10, I11, and I12), where everyone had the same nationality or cultural background. While only 33% did not have any working experience in their home country (I4, I5, I6, and I9) and entered the labor market directly in a foreign country. In this section the goal was to understand the participant's perception of comparing both experiences (ANT and IT), 66% of the sample could compare both experiences based on experiences that generated the categories observed in Table 4. On the Table underneath it is possible to observe that the category with the most expression is the lack of diversity when comparing both experiences. Lack of diversity was highly mentioned by the participants as the main difference between an IT and an ANT. Participants highlighted the similarity in backgrounds ("same . . . three or four top core universities" (I1:12'); "people come . . . from just one or maximum 2 universities . . .

same type of academic background" (I10:6') and lack of image diversity (" at (previous ANT) you didn't see a single person with a tattoo in a visible place, whereas where I am currently (someone) has a tattoo on the forehead and . . . different hair every day" (I11:8')).

Theme	Sub-Themes		Nº Impressions
AN Team Experience	Experience		8
	Perception:		
		Lack of diversity	13
	No experience		5

Table 4 - Nº of Impressions: AN Team Experience

Differences between AN and IT

Being able to compare what it feels like in both types of teams (IT and ANT), the participants highlighted some main differences, as is possible to observe in Table 5. In this section the participants who had experiences in both types of teams (IT and ANT) were taken into consideration and the categories were created according to their opinions. These were previously divided into the ones who didn't spot any differences and the ones who spotted differences. Then the differences were subdivided according to the perceptions of the participants who had experiences in these two types of teams.

When comparing interviewees 2 and 7 did not spot major differences between being members of both types of teams. I2 believes it is not possible to spot many differences since the job is very knowledge-based, very segmented, and regulated. I7 believes that it is not possible to identify variations because both teams were the same age group, and had the same roles and experience on the job. While the rest of the interviewees spotted many differences, especially in the frameworks they were used to in their home countries such as work ethics, – "Some more productive, less productive, more helpers" (I4:4') – language, socialization with others, different belief systems, communication style, and different views on the role of women (also related to different belief systems).

I2, I10, and I11 all mentioned that one thing that surprised them when it came to IT was the diversity of backgrounds. Everyone in their previous AN team had more or less the same background in terms of universities and life experiences (vacations in the same place, etc.). They were not expecting this to have such a significant impact but truly

it impacts everything, especially socialization, conflict, and problem-solving. Both reflected that in their previous AN team it was possible to “judge” someone based on their background (academic, familiar, etc.) while in IT it doesn’t work like that because “it doesn't matter” (I1:26’) no one understands the “framework” of your country so usually they won’t judge and emit opinion on things they don’t know.

Work ethics was mentioned by most of the participants, as it can be observed in Table 5, since it includes so many aspects. Different mental maps shift priorities and the way people attribute value to certain things, which affects the way they manage their time differently. Depending on the culture, the concept of time, and time-sensitive subjects really changes. Additionally, the self-perception of their work’s value is also a tad different as some cultures “are centered in selling themselves and . . . showing off their job, their work” (I10:16’).

Communication is also a big topic, as most of the participants either mention it in terms of understanding since there are different levels of proficiency of the same language (“None of us speak English natively” (I3:4’), or in terms of interpretation since the way of speaking (“Communication also ends up being less personal” (I4:4’) can become more professional and less friendly when speaking a different language than our mother tongue. For example, I8 and I9 both mentioned feedback as being one of the main felt differences, more related to the communication part of the feedback, since the type of communication also switches from one country to the other, some cultures are more direct, others more subtle (“it's not something you do in front of other people” (I8:6’)). It is harder for employees who are used to more embellished feedback to deal with a more direct and crude type of feedback, however I9 mentioned that “sometimes they seem crude, but I actually prefer it to work like this, is much more efficient” (I9:4’).

Different belief systems were also mentioned by at least two interviewees (I3 and I10). I3 mentioned that their team had to “respect the time they go to pray on Friday . . . we have to adapt to the culture and . . . understand … that they're not missing work,” (I3:21’) besides this there was also the situation of the different holidays that from afar doesn’t seem like a major thing but in terms of management it is a bit more tricky when the major holidays are so different and non-coincidental. Another difference mentioned by I11 was different views on the role of women, which is also related to different belief systems. This participant had never thought of this until personally exposed to a situation

where a male colleague was not respectful when he was asked to execute a task, which is part of his role, by a female colleague.

Theme	Sub-Themes		Nº Impressions
Difference between AN and IT	Difference	Background Diversity	12
		Different belief systems	5
		Socialization with others	9
		Language	6
		Work ethics	17
		Feedback	6
	No difference		6

Table 5 - Nº of Impressions: Difference Between AN and IT

IT advantages

Even though being part of an IT and a multicultural workplace can have its challenges it is also rewarding in some parts. Table 6 gathered the interviewee's perceptions of this subject and categorized them accordingly. Some main aspects mentioned in this topic were: “cultural diversity”, in the sense that it is possible to be in contact with several cultures and learn and experience them without leaving the office (I1, I11), “curated business insights” and “different perspectives”. Even though both last categories derive from cultural diversity they attend to different natures, while the “cultural diversity” is linked with getting to experience new cultures in terms of traditions that are shared with the team, the “different perspectives” is connected with different life perspectives and the “curated business insights” is purely work-related.

I1 and I10 both mention that the distinct cultures were cherished and celebrated in their workplaces. It was common for the employees to bring food from their home countries to share with everyone, this would allow the employees to share more about their culture, which provided a cultural context to all their colleagues, promoting cultural understanding. I11 even declared “I feel like I won just by having contact with these people” trying to describe how enriching the whole IT experience is. According to the participants through these sharing moments, it was possible to obtain new perspectives, even though sometimes it is necessary to put extra effort to be more sensible, according to I10 “international teams also give you a lot in return in terms of knowledge or . . . new perspectives” (I10:9’). There are also cases where these very specific cultural insights can

be constructive for business purposes, in I1's case, due to the multiculturality of the team they were able to improve sales strategy due to these insights, while in I11's case, they took the best advantage of the multiplicity of spoken languages in the team ("it's a way for us to use the multiculturalism we have" (I11:23')) to improve correspondence communication to the consumers.

According to I6 one of the big advantages and what makes this participant enjoy working in an international environment is the fact that "The bad habits of each nationality are less prevalent when you have many nationalities, that is, if you have a group of only people of a certain nationality, there are certain vices that people bring from their culture to work" (I6:4').

Theme	Sub-Themes	Nº Impressions
IT Advantages	Curated Bussiness insights	6
	Cultural diversity	4
	Different perspectives	2

Table 6 - Nº of impressions: IT Advantages

Section 2: Understanding the International Team Environment

Environment

In this section, when the participants were asked to describe their teams with one word or expression, to understand how they perceive their teams, and which are the aspects that stand out the most. Most of them highlighted positive aspects regarding the environment and behavioral aspects of IT. The participants used many different experiences to describe their teams, but it is possible to divide them into three main groups (Sub-Themes – Table 7), one more behavior base, where the participants used expressions such as "supportive" (I1: I2:), "engaged" (I3: I6), "friendly" and "open" (I5), and "supportive/accommodating (I12). Another group that used more work-related expressions, like "hard workers" (I2), "agile" (I4), "professionals" (I7), "individualized" (I8:30'), and responsible (I9). And the third group that includes only two participants that chose diversity to describe the environment lived inside the team ("diverse" (I10: ') and "different, but the same" (I11:')).

Theme	Sub-Themes	Nº Impressions
Team Enviornment	Behaviorly	23
	Work-related	12
	Diversity related	4

Table 7 - Nº of impressions: Team Environment

Challenges

Ten out of the twelve participants mentioned some team challenge. The challenges mentioned were transposed to Table 8 and gathered in categories. Such challenges would affect the team not just the participant personally but the team in general. The main topics mentioned in these sections by the interviewees were communication, which also included understanding challenges, different belief systems, socialization with others, language, level of fluency, and work ethics, which is a second subsection related to feedback.

Many mentioned differences in how people relate to each other, for example, I3 mentions that the Egyptian workers who integrate her team "don't like to contradict the person above them" (I3:5'), and that is something different that she is used to with Portuguese and other European. The power distance index, observed in Europe is less than in countries like Egypt, one of the categories created by Hofstede (1980). Many of the participants choose to mention these situations as cultural differences and not as challenges since their teams have an effective way to deal with these situations. Still, inside the cultural sphere, time perception was also mentioned by I1 and I10. Diverse cultures have separate sets of priorities and when it comes to executing tasks some will prioritize certain tasks above others and will also recognize time in separate ways. When a time is set, in some cultures that time is not "set in stone" so to say, it is okay and acceptable not to respect it. According to I10 for some cultures "nothing needs to be precisely on time or made super-fast" (I10: 17'), while in others they have "this efficiency efficient mindset, so everything needs to be ready in advance" (I10:18'). And this situation creates problems when you mix both cultures because the same thing for them means two different things, creating conflicts.

Besides this situation, we still have some others related to different perspectives related to culture and the different mental frameworks that come with it. I5 mentioned

this situation that happened with a Moroccan coworker, where he exhibited “transphobic” (I5: 11’) behaviors towards another coworker. I5 mentioned that although “it was discriminatory” (I5: 12’) everyone understood that “it comes with his culture”, and even though the organization does not tolerate discriminatory behaviors they understood that it was a good timing to clarify the non-discrimination politics instead of just “erasing” the problem. On another note, but still inside the coexistence of different perspectives, I10 mentioned that what she mostly witnessed was the clash of different architectural philosophies. Since philosophies and perspectives differ from one culture to another some might argue and have different perceptions on “how important it is sustainability or how important is the historical value of a building” (I10:19’).

Time zones were also a highly mentioned theme by I6, I3, and I11 as a challenge. Even though it is a problem that we can see the ramifications and repercussions of its existence it is not solvable when it comes to international teams that have stakeholders in different countries and time zones. Although it is possible to acknowledge it as a major issue and that it can constitute a constraint to the organization's productivity. According to I6, workers need “to know how to align with these people, to both be productive” (I6:6’). Related to this issue of time zones, I3 highlighted this particular situation that happens in Cairo (Egypt) where the electricity is turned “off . . . in Cairo from 2 pm or 3 pm” (I3: 5’) this of course is more impactful than time zones since it is not an option to work after-time, working for these employees becomes inaccessible. I3 reveals that it becomes a “bit of a complication to schedule meetings” (I3: 5’) and work in general due to this.

A dispersed workforce, although having to deal with cultural differences also includes different work ethics and belief systems. I3 and I5 mentioned this as a challenge, but more in a labor law context, since it is a prevalent issue in their teams since it creates an imbalance in the teams. As we know, different belief systems and cultures lead to unmatched holidays, which creates challenges in terms of management (I3: 6’). However, other issues arise from this, more in terms of labor law. I5 mentioned that in its teams there are salary discrepancies that arise from the different markets where the employees act. In I5’s team, the Russian employees need to work on weekends, and holidays while getting paid the lowest rate of the whole team. This theme has been discussed within the team and the organization board. But there doesn’t seem to be a solution for it since those are the outlines the country imposes for working in that market. Labor laws have a high

impact on the dispersed workforce. I3 mentioned that in its team one of the key issues also prevails because there are different types of managerial power in the different countries the team operates. While in Portugal which deals with the salary raises is mainly the HR department, without the intervention of the team manager, in Romania, where the other part of the team is based, the same manager can directly compensate in terms of merit. This creates tensions within the team, since some are being rewarded directly due to merit, and the rest need to wait to be acknowledged by HR.

However, last but not least, one of the most mentioned themes was communication (I1, I2, I3, I4, I5). We had already approached this theme from another perspective, but now we will approach it from a team perspective. Communication and language challenges arise in diverse teams due to the diversity in each person's background. The fact that most of the employees do not speak the "organizational language" natively raises issues of understanding, trust, and transparency. This, according to I6 "makes it a little difficult to discuss ideas" (I6:19') and might affect "trust" (I4:14'), and "then we ended up having these conflicts." (I8:21').

Theme	Sub-Themes		Nº Impressions
Team Challenges	Yes	Communication	12
		Different belief systems	5
		Socialization with others	9
		Language	6
		Work ethics	17
		Feedback	6
	No		1

Table 8 - Nº of impressions: Team Challenges

Section 3: OCB experience

OCB perception

The participants were asked about their views on OCB, which can be observed in Table 9. Most of them, after getting acquainted with the concept believe that they have an impact (I4:9') on the team in many ways. The categories "Essential" and Non-Essenial" were created due to the obtained answers. Overall participants mentioned that these behaviors are considered essential since they "contributed to a good team environment" (I5:23'), by promoting "security and . . . confidence" (I1:19'), and improving the workflow (I3:15'). I9 states that exhibiting these behaviors is "the only way to work is to

be minimally positive" (I9:7') and most participants are within the same line of thought, believing that these OCB "reinforced a sense of solidarity" (I7: 14'), considering it "fundamental in a team dynamic" (I8: 27') since they "strengthen the team itself so that it's more comfortable to work" (I10:11'). The participants conclude that "we always benefit from it" (I11:27'), since "if the team is not supportive" (I12:10') you won't feel supported, and the overall outcome will be affected, considering them overall "Essential" to execute their work properly. The only participant who did not recognize these behaviors as essential was I6 who instead recognized leadership as the key point for these behaviors "But I think a very important thing is to have a manager".

OCB can be exercised by everyone that is part of the organization and that is in contact with it. In these interviews when talking about these behaviors we mainly considered three groups of importance at this instance: Management, Team member/s, or personal, considering that this also included the interviewee's self-perception of their actions. The same three categories were used when inquiring about CWB, which similarly to OCB can also be exercised by everyone who is part of the organization and that is in contact with it.

Theme	Sub-Themes	Nº Impressions
OCB Perception	Essential	29
	Non-Essential	2

Table 9 - Nº of impressions: OCB Perception

OCB and CWB personal

When it came to a more reflective part of the interview the participants ended up not sharing much about their behaviors inside the organization and the team. Which end up generating a low number of impressions on this topic. In terms of Personal OCB practiced by the interviewees only five participants mentioned having these "positive" behaviors, most of them of support of the team ("I'll help" (I2:23'); "always try to take something off other people's plates" (I6:13'); "it was up to me to take an additional responsibilities despite my responsibilities" (I7:14'); "I worked Saturday and Sunday . . . because we committed to a team to deliver" (I8:40')) and in one case in terms of promoting socialization and team connection (we do an activity . . . which has nothing to do with work . . . a game, or something like that, and then . . . (they) find this common point, and people will start to get to know each other better (I3:12')).

Theme	Sub-Themes	Nº Impressions
Personal Behaviors	OCB	7
	CWB	0

Table 10 - Nº of Impressions: Personal Behaviors

OCB and CWB team

When it came to sharing about OCB and CWB regarding the participant's teams and team members most of them mentioned situations where cooperation and support were shown by the team or a team member (I2, I3, I4, I9, I10, and I12). CWBs were accounted for to get a full context of what is happening inside the teams, by understanding what is acting as counterproductive helps get an overall context of the day-to-day interactions within the team. In Table 11 it is possible to get a snapshot of the main behaviors exhibited by the interviewee's teams.

Promoting socialization moments by sharing traditional meals was something mentioned by I1, as a behavior that had positive repercussions on the organizational environment. I7 mentioned the effort and proactivity of some team members to work on process efficiency apart from executing the tasks related to their roles. I9 on the other hand mentioned recognition as the behavior to be highlighted by her teammates that makes the most positive impact on the overall environment.

Regarding CWB from the team members, there is a wide variety of behaviors being highlighted. Unclear work/lack of communication and sharing work (I2 and I3), Complaining (I5), Unethical and unfair ways of working (I5), Speaking in a language not everyone understands (I7), Long and unproductive breaks (I7) and Excessive socializing (I10). These are some of the behaviors the participants highlighted in terms of counterproductivity, behaviors that in some way affect productivity or the positivity and equilibrium of the work environment.

Theme	Sub-Themes		Nº Impressions
Team Behaviors	OCB	Cooperation and Support	14
		Promotion of Socialization Moments	1
		Improve efficiency	2
		Recognition	2
	CWB	Unclear work	5
		Complaining	1
		Unethical ways of working	2
		Low language level	2
		Unproductivity	2
		Excessive Socializing	1

Table 11 - Nº of Impressions: Team Behaviors

OCB and CWB experience

Management

Table 12 was created from the retrieved segments in all three sections (personal, team, and management) regarding OCB and CWB, to understand what was the general count of impressions retrieved in each section. With the purpose of understanding who exhibits more behaviors related to OCB and CWB and end up creating more impact in the IT environment. In this case, the management unit has a higher number of highlighted segments, with team member/s in second and personnel in last, as is possible to observe in Table 12. In this Table, it is possible to visualize the number of impressions retrieved from each type of behavior (OCB or CWB) associated with the subject who was responsible for certain behaviors.

The fact that the management category has a higher number of highlighted segments in both types of behavior (OCB and CWB) might mean that in terms of impactful behaviors, the most noticeable might be the managerial one since it has a deeper impact on practices and policies than the remaining two.

Theme	Sub-Themes		Nº Impressions
Behaviors	OCB	Personal	7
		Team	36
		Management	73
	CWB	Personal	0
		Team	26
		Management	53

Table 12 - Nº of Impressions: General OCB and CWB Impressions

In terms of OCB, the most recognized behaviors can be sorted into four categories, which can be visualized in Table 13. Most participants highlighted "support" (I2, I7, I8, I9, I11, and, I12), mentioning that they recognize positively when managers are available to help and boost them when executing vital role tasks. Also when they "promote trust" (I4, I7, I8, I9, and I11), meaning that their actions reflect trust toward the employees, giving them more flexibility and empowering their convictions and actions. Promoting connection within the team was another trait highly mentioned (I5, I1, I11, and I12), the participants value when management fosters moments of connection and socialization. The participants also appreciate when managers show themselves as responsible for "organization and workload management" (I1 and I7) meaning that some appreciate when it is in their hands to organize and distribute tasks evenly.

In terms of CWB, the spectrum opens up and it leads to six different categories, where our interviewees feel their management is lacking some improvement. The "lack of communication and connection" (I4, I8, I9, I10, I11), was mentioned as a CWB since it reflected consequences in terms of workflow, clarity of intentions, and targets. "poor performance evaluation techniques" (I1, I11) was mentioned by some since it affects motivation and work satisfaction since the evaluation is not executed properly and fairly. Also "lack of workload management" (I7, I8, I12) was mentioned as a CWB since it adds up unnecessary pressure to the employees by delineating unviable expectations. "Undermining" (I5, I9) was also brought up to define behaviors that some managerial figures took upon and made some participants feel inferior. Finally, "inconsistency in showing up" (I3) was mentioned with less frequency to illustrate the lack of support provided by the managerial figure of this participant towards the whole team.

Theme	Sub-Themes		Nº Impressions
Management Behaviors	OCB	Organization and workload management	5
		Support	9
		Trust promotion	10
		Connection promotion	13
	CWB	Poor performance evaluation techniques	7
		Inconsistency in showing up	2
		Lack of communication and connection	10
		Undermining	1
		Lack of workload management	5

Table *13* - Nº of Impressions: Management Behaviors

Section 4: Managerial Environment

Direct leader description

When asked about their direct leader in these interviews, the question was divided into three parts, type of role, since not every management has the same role within the team, most prominent behavioral characteristics, to better understand more the manager's personality, plus used management style, and finally perceived impact on the team. In terms of characteristics the spectrum of the words used was quite large, not being possible to fit them into conjoined categories. Due to this, the characteristics were aggregated into "positive", "negative" and "neutral" as possible to observe in Table 14, based on the core significance of each provided characteristic. The revealed characteristics by the participants are the following: Micromanagement (I1), Strict (I2), Cordial (I3), Passive (I4), Reliable (I5), Motivated (I6), Empathetic (I7), Positive (I8), Comprehensive (I9), Trustful (I10), Enabler (I11) and Supportive (I12).

Theme	Sub-Themes	Nº Impressions
Management Characteristics	Positive	24
	Nagative	8
	Neutral	4

Table 14 - Nº of Impressions: Management Characteristics

In terms of impact, it was tried to understand if behaviorally the leaders had any influence or conditioned the interviewees in any way. Mainly in terms of whether their behavior and most predominant personality traits affected the way they executed their job and acted at work. And if so if this impact was positive, negative, or neutral (no noticed impact). These results can be observed in Table 15. To this most of the interviewees revealed that their management had a positive impact on the overall team performance and environment (I5, I6, I7, I9, I10, I11, I12). While in a smaller amount, some revealed that their management either had a negative impact (I2, I8), a mix between negative and positive impact (I1), and also no impact was noticed (I3, I4).

Theme	Sub-Themes	Nº Impressions
Management impact	Positive	19
	Nagative	5
	Neutral	2

Table 15 - Nº of Impressions: Management Impact

Management challenges

In terms of challenges related to management, more specifically in terms of difficulties in dealing with certain situations. At this stage only four out of the twelve participants highlighted situations like that, meaning that most of the participants believe that managerial roles in their company don't have prevailing struggles regarding particular conditions. In all the mentioned situations, the main issue was related to the disruption of policies between the home country and the company's policies, results that can be observed in Table 16. More specifically, two situations related to holidays and the impossibility of alignment of the off days (I2 and I3), and the other ones are related

to the country's specific labor laws (I3 and I5). However, I8 revealed another nonrelated issue related to no accountability for integrating new hires.

Theme	Sub-Themes	Nº Impressions
Management Challenges	Integration of new hires	2
	Labor Laws	10

Table 16 - Nº of Impressions: Management Challenges

Section 5: Practices and Policies

In this phase of the interviews, the participants were asked about practices and policies that they knew existed within the organization in terms of promoting a good multicultural equilibrium inside the team. When it came to real policies most of them did not have any knowledge about them, since most of the organizations do not promote them as such, they only pass them on in terms of usual practices and that's the reason why there is more information on practices rather than policies.

In terms of policies and practices that the interviewees believe are promoting, OCB are divided into many categories, which can be observed in Table 17. First, three (I2, I8, and I10) out of the twelve participants believe their organization does not own policies and practices of this type as they do not see any reflections of it on day-to-day activities. Team interaction practices/activities (I3, I10, and I11), cultural exchanges (I3, I5, I11, and I12), and equality (gender and race)/ non-discrimination policies and practices (I3, I5, I7, and I12) were highly mentioned by the participants, revealing that they give special importance to connection, cultural exchanges, and equality. I5 mentioned a "one-of-a-kind policy" in this context where this participant revealed that in its organization, to foster more positive behaviors, it had been forbidden to talk about religion and politics within company grounds. While I11 believes that a balance between flexibility (remote/hybrid) and fixed days of work is the true key to maintaining a good environment and promoting OCB. It can be noticed that socialization plays a major role when it comes to OCB promotion through policies and practices. Team building activities that emphasize cultural exchange, promote cooperation, and development of trust might be the answer to promoting OCB through policies and practices. Social interaction, alignment with organizational goals, and empowerment (Morrison, 1996) are traits that need to be convened, to make sure an employee-employer relationship that encourages OCB exists.

When asked about existing policies that they believed it was actively avoiding challenges many mentioned socialization and communication, although at various levels, and very deepened diversity company culture. Regular socializing meetings/ cultural exchanges (I3, I6, and I10), regular task attribution meetings (I4, I1, I5, and I9), team building activities (I5), and socializing outside of work (I6 and I1) were some of the types of socialization a communication promotion mentioned by the interviewees. Truly getting to know their colleagues and their interests helps them collaborate better with them and go through some cultural obstacles that might come up.

A diversity-oriented company culture (I7, I12, and I11) also seems to help promote OCB since the practices and policies are well-established and integration practices are the norm. Also, well-established work processes seem to help better navigate the work environment not leaving much open to interpretation (I2 and I4). Finally, recognition was mentioned by two of the participants (I1 and I9) as a way of avoiding challenges, these believe that recognizing and showing appreciation for their work has helped them avoid challenges and perform better. Lastly, I6 considers that freedom and flexibility in managing their schedule help keep the challenges away; trusting more and letting the workers manage themselves helps them feel more comfortable when executing their tasks.

Asking the participants for suggestions of changes or additions to the currently existing policies is the best way to understand what they would like to be more valued. Checking this with people who act in an international environment daily is the best way to understand what needs to change to make the entire process smoother and of course more productive. Most of the suggestions are synchronized with the answers that were obtained in the phase where they were asked about policies that were actively avoiding challenges. More socialization and deep human connection seem to be the main answer and ranked most important for a healthy multicultural work environment (I1, I4, I6, I9, and I11). When it came to proposals the participants suggested more in-person socialization with the different national branches (I4 and I6), more socialization meetings (cultural exchange) (I1, I4, I9, and I11), more general meetings with the whole branch/different departments (I9). Still connected to communication and information sharing, I8 suggested more communication/more communication channels, while I6 proposed getting people used to sharing their work and their vision/opinion. I10 focused more on the onboarding mentioning that it should be given more emphasis on the usual

practices and giving more guidelines on how things work, to make the complete process more efficient. I11 mentioned something also related to communication, saying that it would be nice if the company offered classes in the "official" office language (English in this case) to promote better communication and less understanding issues. Lastly, and in terms of problems with unmatching labor laws, I2 believes it would be better to have non-fixed holidays. When you have a diverse team, you need to be flexible because not everyone spends vacations and gives importance to the same holidays. While I3 focused on suggesting a "blanket policy" (I3:25') since this participant believes that within company branches in different countries, the policies should be more even, as the lack of evenness creates unnecessary tension.

Theme	Sub-Themes			Nº Impressions
Policies and practices promoting a good multicultural equilibrium	Existence	Yes	Team interaction practices/activities	7
			Cultural exchanges	3
			Equality (gender and race)/ non-discrimination policies and practices	7
		No		4
	Conflict avoidance	Socialization and Communication		18
		Diversity-oriented company culture		7
		Recognition		2

Table 17 - Nº of Impressions: Policies and Practices

Regarding training, this matter was asked separately because some individuals do not recognize it as a policy, but in this research were considered it as a policy. The results obtained from this question can be observed in Table 18 In terms of existence most of the participants mentioned that their organizations do not offer any type of multiculturality training, any type of training aiming to build cultural sensibility or cultural differences awareness. . The only slight exception to this case was I3, this participant revealed that although the company does not offer any kind of training like this, due to the characteristics of the team she was in the direct leader promoted activities that aimed to tear down the cultural barriers that sometimes would arise. By doing games and basing those activities on literature and scientific studies. There were dynamics where typical

stereotypes were presented to the whole team and they had to discuss them and let out their opinion about them. This helped the team get closer to one another and also understand certain boundaries that should be kept in mind while letting go of some pre-obtained prejudice.

When asked about the importance they attributed to this type of training only three (I1, I6, and I8) affirmed that they believed it was not necessary in their special situations. I1 said no because in the environment there were only similar cultures where the same language prevailed (Latin America), while I6 affirmed that in his case everyone already had cultural sensibility so there was no need for such training, and finally I8 mentioned that he's already used to dealing with an international environment so the need didn't exist. However, I8 also affirmed that it could be positive for the company to have such training to help provide some frameworks. In this same line of thought, all the other participants (I2, I3, I4, I5, I7, I9, I10, I11, and I12) considered it important to have companies that act on multicultural environments or that have multicultural teams within its structure.

Theme	Sub-Themes		Nº Impressions
Training on multiculturality	Perceived impact	Neutral	5
		Positive	8
		Negative	0
	Existence in organization	Yes	9
		No	15

Table 18 - Nº of Impressions: Training on Multiculturality

Discussion

The main goals of this research are related to understanding multicultural teams' particularities, bringing awareness into what the employees value in terms of policies and practices inside international teams, and proving that OCB might have, until a certain point, an attenuating effect when it comes to cultural differences and conflicts . Through the data analysis, it was possible to withdraw some interesting insights about this diverse sample, which contains interviewees of seven different nationalities. In the five sections that subdivide this study, the interviewees were questioned about the environment, behaviors, and policies present in their international teams.

The present study was very gratifying, as it made it possible to investigate different backgrounds, perspectives, and conceptions. This allowed to understand that multicultural teams have certain particularities that are not observable in AN Teams, although, in terms of its team members, there is nothing that makes them particularly different from AN Team members. Even though it was not possible to withdraw specific characteristics that allow IT members to deal with multiculturality it was possible to conclude that the highly mentioned characteristics were compatible with OCB (Lai et al., 2013). Support was a highly mentioned quality at this stage. This trait helps maintain a cooperative environment and can be considered OCB since it is a behavior "that supports the social and psychological environment in which task performance takes place" (Organ, 1997 apud. Lai et al., 2013, p. 95).

When it came to understanding if there were core differences between IT and ANT the interviewees highly mentioned the work ethics, background diversity, and socialization with others, which includes communication. Diverse backgrounds support the existence of different work ethics and problem-solving skills (Van Knippenberg & Schippers, 2007) since these are shaped by the cultural norms present in everyone's mother country. These can affect matters like effort, punctuality, and collaboration (Phillips & O'reilly, 2015) as it was mentioned by some participants. Participants also mentioned the communication and socialization barriers which is also explained by language and cultural differences (Stahl et al., 2010). Due to this members can also face challenges connected with confidence and open communication, which is explained by the similarity-attraction paradigm (Mannix & Neale, 2005). This Theory advocates that usually, people tend to feel more secure when socializing with those who share a similar background, however, this can lead to the formation of subdivisions within a multicultural

context. Contact with multiculturality makes the individuals distinct (Maddux et al., 2021) from those who participate in teams where all members have the same nationality. Exposure to multiculturality "affects individuals' brains, groups' behaviors, and organizations" (Maddux et al., 2021, p.368). It was possible to understand in which instances multiculturality raises conflicts, either personal, team, or management-wise. Even though some challenges only emerge from multiculturality, there are problems indeed problems that can be transversal to ANT.

Regarding personal challenges communication and understanding challenges were the most predominant, while work ethics and integration were mentioned less predominantly. These types of challenges are within the norm to happen according to Hofstead's theory (1980; 2001) since the literature defends that culture intrinsically changes you, in terms of mental models, socialization, and actions. In this case, it seems like OCB might become an ally to maintain cooperation and understanding when conflicts arise, which are also considered normal to happen in multicultural settings according to Martin, (2014, p.89).

In terms of team challenges it was possible to understand that work ethics, communication, and socialization with others were once again the most highlighted segments. This conclusion goes in line with the literature since expats and workers who work outside their usual context feel more necessity of having an environment that preserves "feelings of attachment and connectedness" (Ren, et al., 2014, p. 232). The fact that these are the most highlighted segments means that it is the areas that the interviewees attribute more importance. Due to that, when focusing on policies and practices to promote OCB, these should be taken into consideration since employees tend to be more satisfied, and therefore exhibit OCB (Rhoades et al., 2001). Additionally, individuals are also more satisfied when the endorsed HRM policies and practices align with their values (Kuknor et al., 2023).

Management-wise the challenges that had the higher number of impressions are related to labor laws. This situation was mentioned ten times throughout the interviews where there were situations where the labor laws applied were not the same for all the integrands due to their geographic location which created situations of inequality. Equality or even equity should be assured within teams to avoid conflicts and feelings of injustice since these can influence employee satisfaction (Hofstede, 1980). According to a study by Hofstede (1980), employees are more likely to show improved commitment

and morale when they perceive that their interests are being prioritized. In this specific case, if these conflicts end up creating counterproductive behaviors, the second perspective proposed by Herring (2009, p.219) ends up applying since the “diversity-as-process-loss perspective is skeptical of the benefits of diversity and argues that diversity can be counterproductive”. Meaning that when diversity is not managed effectively to maximize its benefits it ends up creating counterproductive behaviors.

Throughout this research, it was possible to bring to the center of discussion what the employees value in terms of practices and policies inside international teams. The challenges highlighted allowed us to dig deeper into what is being wrongly executed in the interviewee’s IT.

Team interaction practices/activities, cultural exchanges, and equality (gender and race)/ non-discrimination policies and practices were highly mentioned by the participants, revealing that they give special importance to connection, cultural exchanges, and equality, which allows to bring out the benefits of multiculturality (Herring, 2009). When it came to understanding the member's perception about the best way to manage IT and the types of policies highlighted to foster OCB they mentioned that deeper human connection (Ren, et al., 2014) and increased socialization appear to be the key solution and the factors most crucial to a positive multicultural workplace. Additionally, according to Morrison (1996) social interaction is one of the conditions that must be met for an employee-employer relationship to support OCB. Regarding recommendations, the participants recommended more face-to-face interactions with the various national branches, more cultural exchange socialization sessions, and more general meetings with the entire branch and other departments. One respondent suggested increasing communication and the number of avenues for communication, while another suggested acclimating people to sharing their work and their thoughts and opinions. Other participants concentrated more on the onboarding process, stating that to make the entire process more effective, more attention should be paid to standard procedures and providing more instructions on how things operate. In another communication-related comment, one participant said that it would be good if the organization provided training in the "official" office language, in this case, English, to encourage improved communication and fewer comprehension problems. In conclusion, one participant feels that non-fixed holidays would be preferable to labor laws that are out of sync. Having a varied staff requires flexibility because not everyone takes the same vacations or values

the same holidays. One interviewee concentrated on proposing a "blanket policy," since this participant feels that policies should be more equitable throughout firm branches in different nations, as the absence of such equality leads to needless conflict.

Proving that OCB might have, until a certain point, an attenuating effect when it comes to cultural differences and conflicts is one of the goals of this research. The possibility that OCB expressions were more relevant in IT due to the higher probability of conflicts related to diversity was taken into account. OCB is the type of conduct that the literature (Sadeghi, 2016, apud. Seggay, 2024) considers key to building a safe and cooperative environment. If we take into consideration that in a multicultural context, there's a large diversity of actors implicated in the workplace which can aggravate the incidence of conflict and tension (Martin, 2014, p.89). Then we can also understand why OCB can act as an attenuation of these conflicts since it endorses comprehension and flexibility which "promotes the effective functioning of the organization" (Organ,1988).

Some of these conflicts might generate CWB, and in this case, the behavior highlighted in this section is related to miscommunication and understanding issues that arise from cultural differences as mentioned by Cletus, et al. (2018, p.45) "workplace communication" can be an issue and rise conflicts in these situations. "Unclear work" was the trait predominantly highlighted by the interviewees as the behavior exhibited by the co-workers. To avoid these it is necessary to understand who is the actor that has a higher impact on promoting cultural awareness (CQ) on the team. Although there was no agreement on who had more weight on the promotion of these behaviors, the fact that management collected the highest number of impressions regarding OCB proved that direct leaders heavily promote positive behaviors, that can also be associated with cultural awareness.

CQ as it was previously mentioned, is a person's capability to function effectively in situations characterized by cultural diversity (Earley & Ang, 2003). In this context, the interviewees, in their majority believe that cultural awareness is imperative when it comes to IT success. According to previous literature (Yari et al., 2020 apud. Kadam et al., 2021), CQ is a crucial skill for success in challenging cross-cultural contexts through knowledge or cognition, motivation, and behaviors. The interviewees attributed high importance to training in this area after most of them affirmed that their organizations don't provide this kind of training. It is possible to withdraw that training in multiculturality is essential to deal with this variety of cultures and perspectives as stated by (Cletus et al., 2018), p.48).

According to this author is necessary to provide “diversity training programs” for this to happen. The study of culture helps us acquire Cultural Intelligence (CQ) according to Kadam (et al., 2021, p.618, apud. Yari et al., 2020) “CQ can predict the etic (universal) dimensions of OCB in a multicultural environment”. As was mentioned, when asked about the existence of training in multiculturality in their organizations “no” was the most prevalent answer. However, the interviewees perceived its meaningful importance and impact on the overall outcome of their tasks and relations with their colleagues. Most of the interviewees affirmed that this type of training could have a positive impact on the teams and organizations since they are all integrated into international settings, which the literature supports (Kadam, 2021).

Conclusions

The research goals created at the beginning of the process were the ones guiding the development of this study. The goals defined were in its majority completed with success. Through this work is now possible to understand the particularities of a multicultural team and all its ramifications and implications. We can now understand that even though international team members do not have a specific characteristic (Maddux et al., 2021) that allows them to deal with multiculturality, they do exhibit prominent levels of OCB that allow them to navigate diversity through flexibility, cooperation, and support (Morrison, 1996) which is defined as "crucial for organizational performance" (Sadeghi, 2016, apud. Seggay, 2024, p.615) by some authors. Even if it was not possible to define core differences between international teams and all-national teams, it was possible to pinpoint some challenges specific to international teams that originate due to multiculturality. However, it is important to highlight that there some of the found problems can also be transversal to all national teams.

Bringing awareness of what the employees value in terms of policies and practices inside international teams was the second goal of the research. This goal was completed and now we can perceive that the members of IT interviewed believe that the best way to manage IT is through support, understanding, flexibility, connection, and trust. And that the types of policies that can foster this environment are policies that will undoubtedly foster OCB simultaneously. These policies include WLB policies (Yadav et al., 2022) and multiculturality training (Cletus et al., 2018) to improve the relations and reduce the cultural conflicts within the teams, improve CQ (Kadam et. al., 2021). The third goal was to prove that OCB might have, until a certain point, an attenuating effect when it comes to cultural differences and conflicts. This research could not prove a direct relation between OCB and the attenuation of conflicts that emerge from cultural differences, due to the nature of the study (qualitative). However, it was possible to establish a relationship between higher cultural awareness (CQ) related to better levels of OCB, since cultural awareness and CQ promote behaviors of understanding and respect which also correspond to typical OCB. Still, it was not possible to prove that OCB expressions are more relevant in international teams due to the diversity aggravation, which can generate more conflicts (Martin, 2014). Nevertheless, it is possible to affirm that the mentioned CWB are mainly connected to diversity and cultural differences, which is normal since multiculturality creates conflicts. To tackle this, we identified the

Management and direct leaders as the most important actors in terms of the promotion of cultural awareness on the team (Rijamampianina, 1996). It was also possible to confirm that training could have a meaningful impact on cultural awareness promotion, increasing CQ and reducing conflicts (Cletus, 2018) and unproductivity generated by them. To conclude, the last goal of this research was to provide an unbiased study, and taking into consideration the settings that supported the study it leads to believe that it was possible since this study is independent of any organization.

Practical and Theoretical Implications

The present research can have practical and theoretical implications in the real world, since the findings of this research can be used to look critically at the constitution and management of an international team and reshape its practices and policies. Theoretically, this research might have contributed to unveiling and comprehending the unique characteristics of multicultural teams while raising awareness of employee perceptions and demonstrating that OCB may have an attenuating effect on cultural differences and conflicts Van Dyne et al. (2003). Also, examining how OCB appears in multicultural teams, where cultural variety influences group dynamics (Stahl et al., 2010), theoretically deepens our understanding of the phenomenon of the impact of these behaviors in multiculturality management. Demonstrating how culture affects behaviors like cooperation and compassion (Ang & Inkpen, 2008) and how certain policies and practices promote OCB, adds to views on multiculturality management and leadership impact. While practically, the study provides information on the best ways to foster OCB in multinational teams, including open communication, cross-cultural training (Cletus et al., 2018), and inclusive team-building activities. Additionally, understanding that for example ineffective communication (Chen & Starosta, 1998) is highlighted by many of the participants as a CWB, could lead organizations to rethink their approach to organizational communication and transparency practices. Also, by understanding that the areas that generate more conflicts inside the teams are related to work ethics, communication, and socialization organizations might consider tackling those conflicts with training that aims to improve the worker's cultural intelligence (CQ) (Earley & Peterson, 2004) to attenuate the effects of cultural differences. With this information, organizations can create rules that promote cooperation, recognize OCB, and strengthen team dynamics. By utilizing approaches like mentorships or coaching programs, role playing (simulation), self-awareness exercises, cognitive training, and experiential learning (Earley & Peterson, 2004) it is possible to foster CQ and therefore team cooperation and improve team dynamics, attenuating the effect of cultural differences. To foster OCB and lessen conflict, it emphasizes the necessity of providing members with (CQ). Furthermore, encouraging OCB in multinational teams can result in increased commitment, work satisfaction, and performance (Podsakoff et al., 2009) in addition to creating inclusive corporate cultures that value diversity. In the end, these results give multinational corporations informative insights about the most valued practices and policies by IT members, which include transparency, supportive teams and managers, but

also socialization, and cultural awareness, by improving these points organizations might find it easier to achieve success in managing multiculturality.

Limitations and Future Studies Avenues

Qualitative studies have inherent limitations due to the nature of the method (Creswell, 2017). These include challenges with bias, generalizability, and resource intensity. The small sample size (n=12) was one of the limitations of this study since it constrained the ability to generalize findings to a broader population, as participants may not represent a demonstrative group. Measures were taken to make sure the integrity of the study was less affected by bias, like guaranteeing that the results were based on actual experiences of the interviewees, and distancing the researcher's expectations and prejudices. Using reflective journaling at this stage helped make this division and attenuate research bias. This was done by taking notes during and after the interviews, about specific topics that were mentioned more often or with enthusiasm, indicating emotional attachment to the subject.

The time-consuming nature of qualitative methods, in this case, the conduction of interviews, also requires substantial resources, making replication a challenge due to the unique context and participants involved. Additionally, data analysis can be complex, with subjective interpretations leading to specific conclusions that cannot be generalized (Cooke, 2018) due to all the context that goes along with it. Qualitative research is also context-dependent, limiting the transferability of findings to other settings. This approach often struggles to establish clear causality, focusing on understanding behaviors and processes rather than providing concrete cause-and-effect relationships (Creswell, 2017). Confidentiality and privacy, are also a limitation since some of the data needs to be compromised to comply with the agreed discretion of the participants. This can affect the context in which the data is analyzed and exhibited since the organization and participant's information are restricted.

Further studies should take into consideration the conclusions withdrawn from this study and complement some lines of thought that were brought up but were not possible to carry out due to sample and method limitations. Comparatively analyzing the differences and similarities between IT and ANT, would bring a deeper understanding of the level of influence of cultural diversity on team dynamics and allow to craft even more practices and policies considering these variations. Also, it would be enlightening if further research could focus on the the study of policies that affect directly the effectiveness of multicultural teams, in line with what was suggested by Ayoko and Fujimoto (2023). Finally, thoroughly exploring the level of efficacy of diverse training

styles on CQ enhancement and thus conflict reduction would provide beneficial information for organizations, making training more strategic and accurate.

References

Ang, S., & Inkpen, A. C. (2008). Cultural intelligence and offshore outsourcing success: A framework of firm-level intercultural capability. *Decision Sciences*, *39*(3), 337–358. https://doi.org/10.1111/j.1540-5915.2008.00195.x

Ayoko, O. B., & Fujimoto, Y. (2023). Diversity, Inclusion, and Human Resource Management: A call for more belongingness and intersectionality research. In *Journal of Management and Organization* (Vol. 29, Issue 6, pp. 983–990). Cambridge University Press. https://doi.org/10.1017/jmo.2023.72

Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new employees. *APA Handbook of Industrial and Organizational Psychology*, *3*, 51–64.

Blau, M. P. (1964). Justice in Social Exchange. *Sociological Inquiry*, *34*(2), 193–206.

Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, *10*(2), 99–109.

Charmaz, K. (2014). *Constructing grounded theory (introducing qualitative methods series)*. Sage.

Chen, G.-M., & Starosta, W. J. (1998). A review of the concept of intercultural awareness. *Human Communication*, *2*, 27–54.

Chrobot-Mason, D., & Aramovich, N. P. (2013). The psychological benefits of creating an affirming climate for workplace diversity. *Group & Organization Management*, *38*(6), 659–689.

Cletus, H. E., Mahmod, N. A., Umar, A., & Ibrahim, A. D. (2018). Prospects and Challenges of Workplace Diversity in Modern Day Organizations: A Critical Review. In *HOLISTICA* (Vol. 9, Issue 2).

Cooke, F. L. (2018). Concepts, contexts, and mindsets: Putting human resource management research in perspectives. *Human Resource Management Journal*, *28*(1), 1–13. https://doi.org/10.1111/1748-8583.12163

Coote Martin, G. (2014). The Effects Of Cultural Diversity In The Workplace. In *Journal of Diversity Management-December* (Vol. 9, Issue 2). http://useconomy.about.com/od/suppl1/g/Cultural-

Coyne, I., Gentile, D., Born, M. P., Ersoy, N. C., & Vakola, M. (2013). The relationship between productive and counterproductive work behaviour across four European countries. *European Journal of Work and Organizational Psychology*, *22*(4), 377–389. https://doi.org/10.1080/1359432X.2012.673280

Cresswell, J. (2013). *Qualitative inquiry & research design: Choosing among five approaches.*

Creswell, J., & Poth, C. (2016). *Qualitative inquiry and research design: Choosing among five approaches.* Sage.

Diversity in the workplace: Positive and negative impacts on performance outcomes. (2021). *Human Resource Management International Digest*, *29*(4), 32–34.

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*.

Earley, P. C., & Peterson, R. S. (2004). The elusive cultural chameleon: Cultural intelligence as a new approach to intercultural training for the global manager. *Academy of Management Learning & Education*, *3*(1), 100–115.

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative Content Analysis. *SAGE Open*, *4*(1), 215824401452263. https://doi.org/10.1177/2158244014522633

Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, *46*(2), 229–273.

Galinsky, A. D., Todd, A. R., Homan, A. C., Phillips, K. W., Apfelbaum, E. P., Sasaki, S. J., Richeson, J. A., Olayon, J. B., & Maddux, W. W. (2015). Maximizing the Gains and Minimizing the Pains of Diversity: A Policy Perspective. *Perspectives on Psychological Science*, *10*(6), 742–748. https://doi.org/10.1177/1745691615598513

Gibson, C. B., & Gibbs, J. L. (2006). Unpacking the concept of virtuality: The effects of geographic dispersion, electronic dependence, dynamic structure, and national diversity on team innovation. *Administrative Science Quarterly*, *51*(3), 451–495.

Graen, G. B., & Uhl-Bien, M. (1995a). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, *6*(2), 219–247.

Graen, G. B., & Uhl-Bien, M. (1995b). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, *6*(2), 219–247.

Gruys, M. L., & Sackett, P. R. (2003). Investigating the dimensionality of counterproductive work behavior. *International Journal of Selection and Assessment*, *11*(1), 30–42. https://doi.org/10.1111/1468-2389.00224

Herring, C. (2009). Does Diversity Pay?: Race, Gender, and the Business Case for Diversity. *AMERICAN SOCIOLOGICAL REVIEW*, *74*, 208–224.

Hesse-Biber, N. S., & Levy, P. (2010). *The practice of qualitative research*. Sage.

Hofstede, G. (1980). Culture and Organizations. *International Studies of Management & Organization*, *10*(4), 15–41. https://doi.org/10.1080/00208825.1980.11656300

Hofstede, G. (1984). *Culture's consequences: International differences in work-related values* (Vol. 5). sage.

Hofstede, G. (1991). *Empirical models of cultural differences.*

Hofstede, G. (2010). Geert hofstede. *National Cultural Dimensions*, 2–7.

Kadam, R., Balasubramanian, S., Kareem Abdul, W., & Jabeen, S. S. (2021). Predicting organizational citizenship behavior in a multicultural environment: The role of cultural intelligence and cultural distance. *International Journal of Cross Cultural Management*, *21*(3), 602–624. https://doi.org/10.1177/14705958211051510

Klein, K. J., & Harrison, D. A. (2007). On the diversity of diversity: Tidy logic, messier realities. *Academy of Management Perspectives*, *21*(4), 26–33.

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.

Kuknor, S., Bhattacharya, S., Sharma, B. K., & Bhattacharya, S. (2023). Organizational Inclusion and OCB: The Moderating Role of Inclusive Leadership. *FIIB Business Review*. https://doi.org/10.1177/23197145231183859

Lai, J. Y. M., Lam, L. W., & Lam, S. S. K. (2013). Organizational citizenship behavior in work groups: A team cultural perspective. *Journal of Organizational Behavior*, *34*(7), 1039–1056. https://doi.org/10.1002/job.1840

Maddux, W. W., Lu, J. G., Affinito, S. J., & Galinsky, A. D. (2021). Multicultural Experiences: A Systematic Review and New Theoretical Framework. *Academy of Management Annals*, *15*(2), 345–376. https://doi.org/10.5465/annals.2019.0138

Mannix, E., & Neale, M. A. (2005). *What Differences Make a Difference? The Promise and Reality of Diverse Teams in Organizations*.

McKinsey & Company. (2023). *State of Organizations 2023 McKinsey & Company*.

Morin, G., & Talbot, D. (2024). Advancing Corporate Social Responsibility: Development of a Measurement Scale Unveiling Organizational Citizenship Behaviors in Culturally Diverse Environments. *Journal of Intercultural Management*, *16*(1), 99–135. https://doi.org/10.2478/joim-2024-0004

Morrison, E. W. (1996). Organizational Citizenship Behavior as a Critical Link between HRM Practices and Service Quality. *Human Resource Management*, *35*, 493–512.

Patton, C., Sawicki, D., & Clark, J. (2015). *Basic methods of policy analysis and planning*. Routledge.

Phillips, K. W., & O'reilly, C. A. (2015). *Demography and Diversity in Organizations: A Review of 40 Years of Research*. https://www.researchgate.net/publication/234022034

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual-and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, *94*(1), 122.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, *26*(3), 513–563.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2018). *The Oxford handbook of organizational citizenship behavior*. Oxford University Press.

Ren, H., Shaffer, M. A., Harrison, D. A., Fu, C., & Fodchuk, K. M. (2014). Reactive adjustment or proactive embedding? Multistudy, multiwave evidence for dual pathways to expatriate retention. *Personnel Psychology*, *67*(1), 203–239. https://doi.org/10.1111/peps.12034

Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: the contribution of perceived organizational support. *Ournal of Applied Psychology* , *86*(5).

Ridgway, M., & Langinier, H. (2023). The evolving field of global mobility: responses to global volatility (2013-2022). *JOURNAL OF GLOBAL MOBILITY-THE HOME OF EXPATRIATE MANAGEMENT RESEARCH*. https://doi.org/10.1108/JGM-09-2022-0050

Rijamampianina, R. (1996). Effective Management in Multicultural Organizations:Creating a Learning-Based Order With a “Sharing Principle.” *ECONOMIC JOURNAL OF HOKKAIDO UNIVERSITY*, *25*, 119–167.

Sadeghi, G., Ahmadi, M., & Yazdi, M. T. (2016). The relationship between organizational citizenship behavior and market orientation in organizations (case study: Agricultural Jihad Organization of Mazandaran Province). *Problems and Perspectives in Management*, *14, Iss. 3 (spec. iss.)*, 372–379.

Schein, E. H. (1985). Increasing organizational effectiveness through better human resource planning and development. *Readings in Human Resource Management*, *376*.

Seggay, M. G., Bucacao, R. M. R., Codiamat, R. O., & Encarnacion, M. J. (2024). The interplay of innovative Leadership, innovative Work environment and Organizational Citizenship Behavior. *Divine Word International Journal of Management and Humanities*, *3*(1), 605–622. www.dwijmh.orgJournalhomepage:http://www.dwijmh.org

Stahl, G. K., Mäkelä, K., Zander, L., & Maznevski, M. L. (2010). A look at the bright side of multicultural team diversity. *Scandinavian Journal of Management*, *26*(4), 439–447.

Urbancova, H., Hudakova, M., & Fajčíková, A. (2020). Diversity Management as a Tool of Sustainability of Competitive Advantage. *Sustainability*, *12*, 5020. https://doi.org/10.3390/su12125020

Van Beurden, J., Van De Voorde, K., & Van Veldhoven, M. (2021). The employee perspective on HR practices: A systematic literature review, integration and outlook. *INTERNATIONAL JOURNAL OF HUMAN RESOURCE MANAGEMENT*, *32*(2), 359–393. https://doi.org/10.1080/09585192.2020.1759671

Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-dimensions of the four factor model of cultural intelligence: Expanding the conceptualization and measurement of cultural intelligence. *Social and Personality Psychology Compass*, *6*(4), 295–313.

Van Dyne, L., Jehn, K. A., & Cummings, A. (2003). Differential effects of strain on two forms of work performance: Individual employee sales and creativity. *Journal of Organizational Behavior*, *23*(1), 57–74. https://doi.org/10.1002/job.127

van Houten, G., & Russo, G. (2020). *European Company Survey 2019 - Workplace practices unlocking employee potential*.

Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, *58*, 515–541. https://doi.org/10.1146/annurev.psych.58.110405.085546

Wuchty, S., Jones, B., & Uzzi, B. (2007). The Increasing Dominance of Teams in Production of Knowledge. *Science (New York, N.Y.)*, *316*, 1036–1039. https://doi.org/10.1126/science.1136099

Yadav, A., Pandita, D., & Singh, S. (2022). Work-life integration, job contentment, employee engagement and its impact on organizational effectiveness: a systematic literature review. *INDUSTRIAL AND COMMERCIAL TRAINING*, *54*(3), 509–527. https://doi.org/10.1108/ICT-12-2021-0083

Yadav, S., & Lenka, U. (2020). Workforce diversity: from a literature review to future research agenda. In *Journal of Indian Business Research* (Vol. 12, Issue 4, pp. 577–603). Emerald Group Holdings Ltd. https://doi.org/10.1108/JIBR-08-2019-0243

Yang, Y., & Chae, H. (2022). The effect of the ocb gap on task performance with the moderating role of task interdependence. *Sustainability (Switzerland)*, *14*(1). https://doi.org/10.3390/su14010061

Annexes

	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	TOTAL	%
AN experience	1	1	1	0	0	0	1	1	0	1	1	1	8,0	66,66%
IT Experience o	0	0	0	1	1	1	0	0	1	0	0	0	4,0	33,33%
														100,0%

Annex A - National Team Experience VS International Team Experience

Nationalities	Portuguese	Ukrainian	Brazil	Italy	Peruvian-Spanish	Spanish	Indian	Total
Number of participants	5	2	1	1	1	1	1	
Total	41,66%	16,66%	8,33%	8,33%	8,33%	8,33%	8,33%	100,0%

Annex B - Distribution of Nationalities per Team

Highest lvl. Education	PhD	Master's	Bachelors	Technical degree	Total
Number of participants	1	8	2	1	12
%	8,33%	66,66%	16,66%	8,33%	100,0%

Annex C - Highest Level of Education

Academical background	Marketing	Engeneering	International bussiness	Management	Architecture	Film production	Microbiology	Maths	Total
Number of participants	2	3	2	1	1	1	1	1	12
%	16,66%	25%	16,66%	8,33%	8,33%	8,33%	8,33%	8,33%	100,0%

Annex D - Academical Background

Base Country	Portugal	Panama	Poland	Netherlands	Total
Number of participants	7	1	1	3	12
%	58,33%	8,33%	8,33%	25%	100,0%

Annex E - Base Country

Org. Area	Beauty industry	E-commerce	Telcom	Technology	Trading	Learning and development	Mortgages and Investments	Retail - Fashion	Architecture	Total
Number of participants	1	1	2	2	1	2	1	1	1	12
%	8,33%	8,33%	16,66%	16,66%	8,33%	16,66%	8,33%	8,33%	8,33%	100,0%

Annex F - Area of the Interviewee's Organizations

Org. HQ	Peru	US	UK	Germany	France	Netherlands	Total
Number of participants	1	3	2	1	3	2	12
%	8,33%	25%	16,66%	8,33%	25%	16,66%	100,0%

Annex G - Organization's Head Quarters

Work model	Fully presencial	Hybrid	Remote	Total
Number of participants	1	10	1	12
%	8,33%	83,33%	8,33%	100,0%

Annex H - Type of Work Model

Role	Planning and Merchandising analyst	Advertising Management	Head of AI and Data analytics	Autonomous driving engineer	Privacy specialist	Hardware engeneer	Recruitment researcher	Full-stack Developer	Data analyst	Project Manager	CRM specialist	Learning designer	Total
Number of participants	1	1	1	1	1	1	1	1	1	1	1	1	12
%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	8,33%	100,0%

Annex I - Interviewee's Roles

Tenure	1 year	2 years	3 years	Total
Number of participants	4	5	3	12
%	33,33%	41,66%	25%	100,0%

Annex J - Interviewee's Tenure

Team	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	Average
Number of members	7	15	9	7	30	22	10	5	5	15	30	20	14,58333
Different nationalities	5	5	3	3	16	8	3	2	3	7	16	2	6,083333
Descriptive	Venezuela, Guatemala, Colombia, Peru, and Spain.	India, Pakistan, Angola, Poland, and Ukraine	Romania, Portugal, and Egypt	Germany, Portugal, and India.	Peru/Spain, Argentina, Mexico, Belarus, Ukraine, Algeria, Russia, Morocco, Guadalupe, Poland, France, Germany, Lithuania, Latvia, Romania, and Finland.	Germany, USA, Russia Ukraine, Greece, Australia, India, and Portugal.	Portugal, Brazil, and Ukraine.	Portugal and Brazil.	India, Netherlands, and Portugal.	India, Greece, Thailand, Italy, Netherlands, Turkey, and USA	France, Italy, Brazil, Portugal, Germany, Spain, the UK, Netherlands, Canada, the US, India, Lithuania, and Slovenia.	Portugal and India.	
Age range	24-31	22-30	25-41	25-35	25-35	23-45	22-55	25-50	20-60	23-38	23-45	23-50	
Min age	24	22	25	25	25	23	22	25	20	23	23	23	23,33333
Max age	31	30	41	35	35	45	55	50	60	38	45	50	42,91667

Annex K – Teams Descriptive