Cultural Perceptions of Western Project Managers Operating in the Asian Region: Comparisons of Self and Asian Project Team

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ABSTRACT

Western project managers frequently manage projects in Asia, which also requires them to supervise a host country project team. Successful projects require the project manager to have an understanding of the implications of any cultural differences between themselves and members of the project team in order to minimise dysfunctional work activities. This study in a single international organisation assesses the perceptions that Western project managers have about themselves and their teams concerning various cultural dimensions. The results suggest these project managers are aware of cultural differences that coincide with cultural challenges faced in their role being primarily concerned with the cultural dimensions of power, thinking, time and emotion.

*Keywords***:** *project management; cultural differences, Asian region*

INTRODUCTION

The discipline of project management is recognised as a profession in its own right and provides career opportunities for a number of Western project managers (WPM's) in the Asian region. Their role invariably includes supervising a project team consisting primarily of host country nationals. Western project managers are likely to encounter, on a daily basis, diversity between their own culture and the culture of their project team members. The success of such projects depends in part on the WPM's having an understanding of the cultural differences that exist between them and their staff. While numerous cross-cultural studies such as those by Hofstede (1980) and Trompenaars (1993) have examined cultural differences among corporate staff in selected countries, few have been directed at WPM's operating in the Asian region.

This paper reports the first part of a study that investigates various perceptions held by WPM's operating in the Asian region, who also supervise project teams of host nationals. It examines the perceptions of WPM's concerning cultural differences existing between themselves and their team, and specific cultural problems and challenges being faced. WPM's who become increasingly sensitive to their environment, and the cross-cultural differences existing between themselves and team members, could incorporate this knowledge into a more relevant project management style.
This study involves WPM's associated with a single case organisation operating within the East Asian region. A written survey based on the cultural dimensions employed by Kets de Vries (2001) sought quantitative and qualitative data from 22 respondents. The results of the WPM's cultural perceptions concerning self and team differences are reported along with associations of cultural challenges being faced by these project managers

In this study, the term Western is defined as someone who is born into a Western family (Australia, Canada, New Zealand, UK, USA and Western Europe), and has been both educated and employed in a Western nation prior to being allocated responsibility for projects in the Asian region. The Asian countries in this study include China, Indonesia, Japan, Hong Kong, South Korea and Taiwan.

PROJECT MANAGEMENT

The nature of project management is defined by the Project Management Body of Knowledge (PMBOK) ® 2000 Guide to Project Management as "a temporary endeavour undertaken to create a unique product or service (Project Management Institute, 2000, p.4). A project has a definite beginning and end date, and generally has clear boundaries that define the scope of the work undertaken (Bartram, 1999). Regardless of the size of the project, all projects should have definable objectives, consume resources, and operate within time, cost and quality constraints (Kerzner, 2004).

The PMBOK® 2000 framework (PMI, 2000) describes the discipline of project management, where the role of the project manager is to ensure that each of the nine key areas of project management is addressed in the most efficient, effective, timely way possible. Project Management is thus "the

application of knowledge, skills, tools and techniques to project activities to meet project requirements" (PMI, 2000, p. 7-8). It is the planning, scheduling and controlling of a series of integrated tasks such that the objectives of the project are achieved successfully and in the best interests of the project stakeholders (Kerzner, 2004). Project management as a discipline provides a structure and set of tools to ensure goals are achieved based on thorough planning and management principles.

The project manager requires an ability to communicate, facilitate, negotiate, plan, budget, organise, motivate, manage, measure, monitor, think laterally, and make decisions, which are predominately social activities (Neal, 1998). Given the global nature of business, a project manager may be required to perform these functions in a foreign country, and be immersed in its culture. This gives rise to a whole new set of challenges that the project manager may not have had to face in their home country.

CULTURE

Culture consists of basic human norms, ideas, values and beliefs which have developed, and continue to develop over time, helping to guide what would be considered acceptable human behaviour within a given society (Brown, 1995). Culture is also learnt, shared, and may manifest itself in both conscious and unconscious behaviour of members (Bjerke, 1999; Kets de Vries, 2001; Warner, 2003). However, there is no agreement on the meaning of the concept of culture, and as a result there are numerous definitions for the term 'culture' (Alvesson, 2002; Martin, 2002).

International cross-cultural research by Sackmann, (1997) shows that multiple cultures exist in any society where individuals are deemed to maintain membership of multiple cultures within that society. Sackmann, (1997) also describes how the essence of culture is cognitive in nature, and cultures can exist or emerge based on the presence and influence of underlying basic assumptions. Individuals act as the carriers of this cultural knowledge and an exploration of these individual differences enables the multiple and complex aspects of cultural identities to be explored in an international setting (Sackmann, 1997). This view stresses how culture ultimately resides as schemas within the minds of individuals to act as a tacit source of influence on organisational members. It is likely that each

organisational member's schema will differ in some way as a consequence of differing backgrounds and experiences, although some commonalities will likely be present at any one point in time. Aggregating the cultural perceptions reflecting individual member's schema can provide a picture of the cultural similarities and differences within an organisation and its various subcultures.

An important means for analysing culture is through the use of dimensions (Schein, 1985; Chatman & Jehn, 1994; Kets de Vries, 2001). In looking at how different societies address aspects of human life, researchers have attempted to define the cultural dimensions that make up societies. Through the use of these dimensions, researchers have a framework around which to explore and build up information about a given cultural group. The use of such frameworks then provides a means for comparing cultures, examining commonality and diversity among cultures that may not be readily evident.

Hofstede (1980) and Trompenaars (1993) both individually conducted extensive cultural studies, resulting in the identification of universal cultural dimensions. Although the studies were conducted at different times using different methods, the consistency of their findings lent validity to both the identification of cultural dimensions, and their usage as a means of conducting international cultural research. Kets de Vries (2001) took these and other better-known cultural frameworks that had been designed over the last 45 years, and incorporated them into one model. Kets de Vries (2001) Wheel of Culture was selected for this study as his model categorised and described fundamental cultural dimensions that provided a relevant framework for the study of culture in relation to its impact on project management in an international context.

Kets de Vries (2001) 'Wheel of Culture' comprises nine core cultural dimensions, each of which contains one or more cultural continua, and is used to assess the nature of any given culture. A total of 18 cultural continua could allow respondents in a survey to 'report' specific patterns of behaviour or attitudes in regards to these continua. These are described in Table 1.

Table 1: Ket de Vries (2001) 'Wheel of Culture' continua descriptions

Dimension	***Continuum***	***Description of Continuum***
ENVIRONMENT	Control/Harmony	What is a person's relationship to nature? Do they feel the need to control their surroundings or live in harmony with them?
	Good/Evil	What is the nature of people? Are people basically good or basically evil?
	Certain/Uncertain	What is a person's relationship to uncertainty? Can it be tolerated, or should it, where possible, be avoided?
	Trust/Mistrust	What is the nature of people? Are people essentially trustworthy or not worthy of trust?
Dimension	***Continuum***	***Description of Continuum***
ACTION ORIENTATION (what underpins human actions)	Being/Doing	What is more important in life? Being-oriented cultures value *who* a person is, their character, and personal qualities. Doing-oriented cultures are concerned with *what* a person does, the goals they achieve, and the measure of their accomplishments.
	Internal/External	How much control does a person have over what happens to them? Internal control refers to those that believe that people can shape their own destiny. External control defines the belief that events are determined independent of human action (i.e. by chance or supernatural force.
EMOTION	Expressive/Inhibited	How much emotion is appropriate for public display? Expressive people are not afraid to show their emotions. Inhibited people go to great lengths to control and conceal their feelings.
LANGUAGE	High Context/Low Context	How clear are people when they communicate? High context communication tends to be implicit and less literal (relying on eye contact, body language etc). Low context communication focuses on words and explicitness, and is relatively easy to understand.
SPACE	Private/Public	How does an individual demarcate their physical and psychological immediate environment? Private people value their personal space, and information is provided only when necessary. Public people like proximity to others, and value the sharing of information.
RELATIONSHIPS	Individualist/ Collectivist	How is a person's identity derived, and for whom is a person primarily concerned? Individualists focus on individuals, their achievements and what is good for each of them independent of others. Collectivists consider their social network defines who they are, and that it is more important to be concerned with the welfare of the group rather than the individuals within it.
	Universalism/ Particularism	What is a person's attitude to rules? Universalism values consistency and one rule for all, whereas particularism accepts differences and exceptions.
	Competitive/ Cooperative	Are people motivated by competition or cooperation? Competitive cultures value actions and decisions based on competitive motivations. Cooperative cultures value actions and decisions that are socially responsible, being more concerned with everyone's overall quality of life.

POWER	Egalitarian/ Hierarchic	How does a person gain power within a society? Egalitarian cultures value equal access to, and control of, power based on ability, attempting to limit any power centralisation. Hierarchical cultures advocate differing access to, and varying degrees, of power, based on factors such as age, wealth, birthright and experience.
	Achievement/ Ascription	How is a person's individual status earned? Is it earned through their achievements, or ascribed due to wealth or birthright?
Dimension	***Continuum***	***Description of Continuum***
THINKING	Deductive/Inductive	What is an individual's propensity to conceptualise? Individuals in deductive cultures value abstract thinking based on accepted values, principles and theories - often being highly influenced by past experiences. Individuals from inductive cultures like to deal with facts and statistics, drawing on relevant, recent experiences, tending to be more focused on the here-and-now.
	Holistic/Part-Oriented	How does an individual think? Holistic people will look at the whole problem or issue, focusing on the relationships between the parts. Part-oriented people are more concerned with the specific pieces, preferring to break down problems or issues into smaller, more manageable parts.
TIME	Monochronic/ Polychronic	What is a person's attitude towards the use of time? Monochronic people prefer to do and deal with things one at a time. Polychronic people prefer to do and manage many things at once.
	Past/Present/Future	Towards what aspect of time is a person most oriented? Past-oriented people look to the past for guidance, and change and the unknown are not favoured. Present-oriented people are primarily concerned with the here-and-now. Future-oriented people will sacrifice short-term gain for their longer-term vision.

It is one thing to acknowledge that a particular culture exists within a society, and identify some of the elements that characterise that culture. It is quite another to be able to incorporate that knowledge into effective project management practices. Interestingly, the PMBOK framework is built on an ideology that the elements of a project are acontextual and are actioned the same way in all countries. Yet it is also clearly recognised that cultural differences impact on the effectiveness of the project manager (Milosevic, 1999). While a universal project management methodology is relevant, its application must take cognisance of the cultural context. The first step as both Ramaprasad and Prakash (2003) and Milosevic (1999) stress is that it is not only important to try and understand the local culture; it is

also important to identify the differences between that culture and the project manager's own. This allows the project manager to be able to devise a strategy to mitigate any cultural differences.

RESEARCH METHODOLOGY

A single case organisation was selected as a convenience sample that employed WPM's who also supervised host national project team members. As the respondents were located in a range of countries, the survey data was collected remotely. The written questionnaire was completed during the participant's own time and therefore was not hindered by time zones. Twenty-two respondents were chosen for the study who had met experience, role, position, location and nationality criteria. The respondents were well qualified to comment on project management in Asia, as 75% of them had more than six years project management experience, and over 50% had more than eleven years as project managers. Furthermore, half of the respondents had spent more than six years managing projects in Asia, and 80% of those held project management qualifications. At the time of the research being conducted, the candidates were resident in The United States of America (7), South Korea (3), Scotland (2), Spain (2), Hong Kong (3), France (1), New Zealand (1), China (1), Taiwan (1) and Japan (1), but all work in the Asian region.

A multi part self-administered survey was used to gather a range of qualitative and quantitative data for analysis and interpretation. Part two of this survey was based on the Kets de Vries (2001) 'Wheel of Culture' and contained 18 sets of questions to be rated on a five-point Likert type scale for each of the cultural continua. An example is shown in Table 1 below. The 'You' scores is the perception that the WPM believes applies to them. The 'Team' score consists of the perceptions that the WPM believes are held by their team concerning the same cultural continuum.

Table 1: example of a cultural continuum question in the survey

Dimension – statement	Rating scale	Dimension – statement
Who you are is what counts - **You**	1 2 3 4 5	**You** - What you do is what counts
Who you are is what counts -**Team**	1 2 3 4 5	**Team** - What you do is what counts

For the purposes of determining the perceived cultural differences, the position that the WPM's identified on each of the cultural continua was not the only point to note. Of more importance was

identifying the cultural dimensions with the biggest gaps between the WPM's' own perceptions, and their perceptions of their Asian team members. These gaps represented the first insight into the cultural differences that were perceived by WPM's operating in the Asian region. It is acknowledged that team members themselves may also have a position that differed yet again from the WPM, but this study was aimed at examining the WPM's own perceptions.

RESULTS

Twenty of the 22 candidates returned the completed questionnaire. Table 2 shows the average (mean) perceptions and the standard deviation of the perceptions of the WPM's when they were asked to assess their own Western culture and Asian team against the 18 cultural continua. Mean scores of less than 3 indicate an orientation towards the first description in the Cultural Continuum column, while those over 3 indicate an orientation to the second description. For example, *Control/Harmony* both mean scores are over 3 indicating a *Harmony* approach with respect to the environment, but the Team is perceived as being more so than the WPM's. In terms of the nine cultural dimensions, the *Environment* shows the least overall differences as shown by the low-ranking scores. The *Power* dimension shows the greatest gaps as continua were ranked 1 and 3=, and tend to reflect the power distance findings of Hofstede (1980). Strong differences were also perceived in terms of the *Time*, *Emotion* and *Thinking* cultural dimensions. Here WPM's saw themselves as having a more deductive and holistic way of thinking; more expressive in their behaviour; more likely to focus on the future, and be able to multitask more so than their Asian team members. The items in the Cultural Continuum in Table 2 marked in italics indicate the overall perceptions of the WPM's.

Table 2: Statistical Data for the Western Project Managers Perceptions of each of the 18 Cultural Continua, for themselves and their Asian project team members, n = 20.

Cultural dimension	Cultural Continuum	Western project managers Rating Scale (YOU)		Asian team members Rating Scale (TEAM)			
		Mean	SD	Mean	Sd	Gap	Rank
Environment	Control/*Harmony*	3.40	0.82	3.85	0.93	.45	13
	Good/Evil	1.75	0.60	2.00	0.81	.25	15
	Uncertain/Certain	2.85	1.18	3.40	1.23	.55	12
	Trust/Mistrust	2.75	1.02	2.80	1.32	.05	17
Action Orientation	Being/*Doing*	3.05	1.23	3.05	1.36	0	18
	Internal/External	1.95	0.89	3.30	1.03	1.35	7
Emotion	*Expressive*/Inhibited	2.50	0.76	3.95	0.89	1.45	5
Language	*Low*/High Context	2.35	0.96	3.05	0.94	.70	11

Space	*Public*/Private	2.10	0.72	3.25	0.97	1.15	9
Relationships	Individualist/*Collectivist*	3.05	0.89	3.20	1.11	.15	16
	Universalism/Particularism	2.80	1.11	2.45	1.23	-.35	14
	Competitive/Cooperative	2.35	0.99	3.25	1.16	.90	10
Power	*Egalitarian*/Hierarchic	1.40	0.50	3.35	1.04	1.95	1
	Achievement/Ascription	1.95	0.60	3.45	1.10	1.50	3=
Thinking	*Deductive*/Inductive	2.25	0.85	3.65	1.18	1.40	6
	Holistic/Part Oriented	1.95	0.83	3.45	0.83	1.50	3=
Time	Monochronic/*Polychronic*	3.85	0.88	2.20	1.11	-1.65	2
	Past/Present/*Future*	4.05	0.76	2.80	1.06	-1.25	8

Overall, The WPM's perceptions reflected some positions found by Hofstede (1980) concerning Western versus Asian countries, which may not be too surprising given the widespread acceptance and usage of Hofstede's five dimensions. However, in this study the Western-Asian differences on the individualism/collectivism and uncertainty avoidance dimensions were much less pronounced. The self-team cultural difference for the competitive/ cooperative continuum was midway as it was 10th ranked in this study and is the equivalent Masculine/Feminine dimension of Hofstede. This may mean these WPM's perceive strong power and time differences between themselves and Asian team members, but much less differences in the three remaining dimensions of Hofstede. This could be due to having a strong exposure to the Asian national cultures and either adopting or better understanding their natures. The differences between a WPM's perceptions compared to those in a project team can also be partly explained by the role that they play. Managing a project will in itself require that certain practices are necessary in order to reach project goals. Many of the perceived orientations of WPM's such as the need to control your work environment, having an internal locus of control (*Internal* continua for the Action orientation dimension), being *Expressive* to convey actions required, handling multiple tasks at one time and looking to future situations would also be expected of any Asian project manager performing this same role.

While Table 2 shows the mean scores for the WPM and Team, and the gap between them, it tells only part of the story. The rating scales are bipolar and are not measures of difference of single criteria. Consequently, it was not sufficient to simply take the mean ratings for 'YOU' and 'TEAM' and subtract them, as different respondents would have rated each of the rating scales for each of the cultural continuum differently. For example, if Respondent A ranked the Trust continuum on the 'YOU' rating scale with a 1, and on the 'TEAM' rating scale with a 5, the perceived cultural

difference, or gap, would be 4. If Respondent B then ranked the Trust continuum on the 'YOU' rating scale with a 5, and on the 'TEAM' rating scale with a 1, the perceived cultural difference, or gap, would also be 4. The mean rating for each rating scale is 3, which, if subtracted, would give a perceived cultural difference of 0, which can be misleading. This scenario is exemplified by the Being/Doing continuum in Table 2 that is 18th ranked in terms of a gap, but is 5=th ranked in Table 3 in terms of perceived cultural differences.

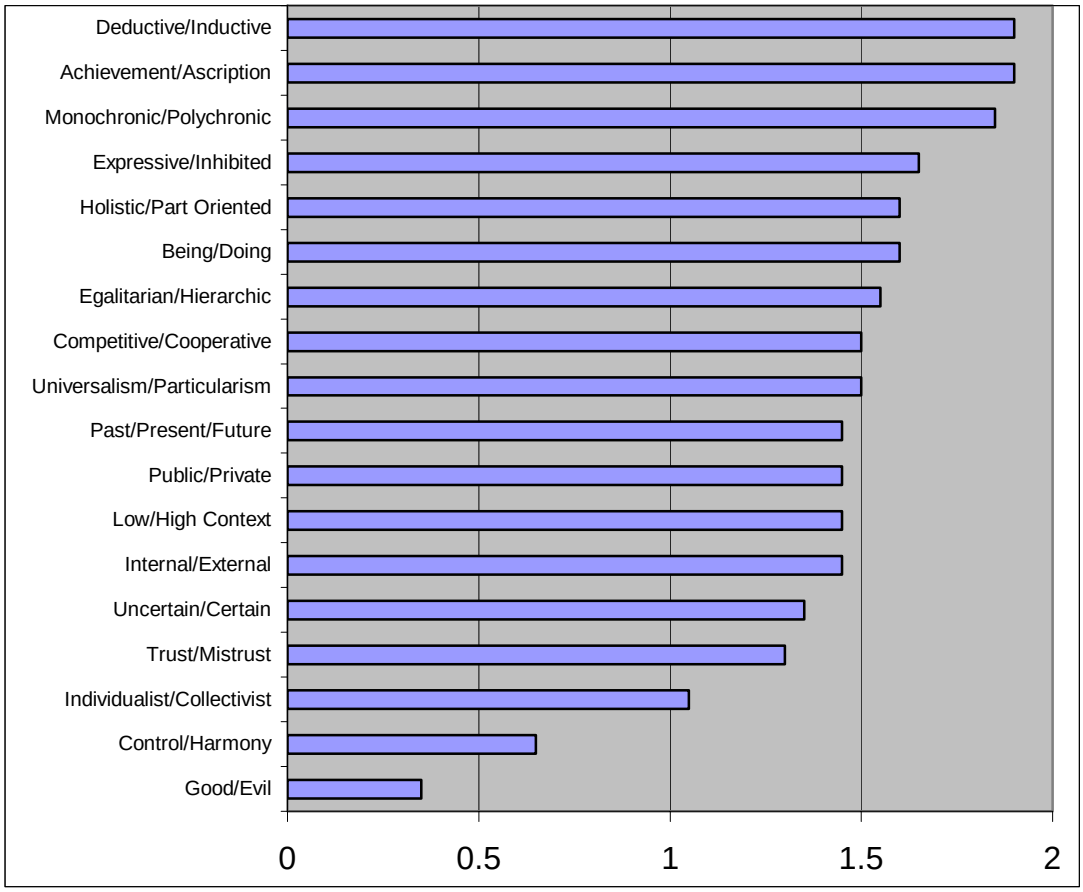
The aim of this study was to determine the extent WPM's were able to perceive differences in a range of cultural dimensions and continua between themselves and their team. Such awareness might hopefully impact on how they managed their team and implemented the projects. As a result Table 3 was developed to report the relative differences between the WPM and Team for the 20 respondents. The table shows the percentage of WPM's who perceived a cultural difference between themselves and their Asian team members where the gap difference was greater than one on a five-point scale; the frequency of perceived cultural gap differences; the mean and rank order for each of the perceived cultural differences for each of the 18 cultural continua. The higher the mean, the greater the level of cumulative perceived cultural difference. Ten of the 18 cultural continua in Table 3 indicate that 50% of the WPM's perceive a Self-Team gap of 2 or more, suggesting as a group that they were able to perceive clear differences. In Table 3, the column showing these percentages indicates continua associated with the *Environment* dimension as defined by Kets de Vries (2001) showed the least differences, while those to do with *Power, Time, Emotion* and *Thinking* showed the most.

Table 3: The Cultural Differences as perceived by the Western Project Managers

Continua	**% Gap >1**	**Gap =0**	**Gap =1**	**Gap =2**	**Gap =3**	**Gap =4**	**Mean gap/ person**	**Rank**
Control/Harmony	10%	9	9	2	0	0	0.65	17
Good/Evil	5%	14	5	1	0	0	0.35	18
Certain/Uncertain	45%	6	5	6	2	1	1.35	14
Trust/Mistrust	35%	4	9	4	3	0	1.30	15
Being/Doing	60%	4	4	8	4	0	1.60	5=
Internal/External	45%	5	6	4	5	0	1.45	10=
Expressive/Inhibited	55%	2	7	7	4	0	1.65	4
High/Low Context	50%	3	7	9	0	1	1.45	10=
Public/Private	45%	3	8	7	1	1	1.45	10=
Individualist/Collectivist	35%	8	5	5	2	0	1.05	16
Universalism/Particularism	50%	6	4	5	4	1	1.50	8=
Competitive/Cooperative	45%	3	8	6	2	1	1.50	8=

Egalitarian/Hierarchic	50%	3	7	7	2	1	1.55	7
Achievement/Ascription	60%	2	6	4	8	0	1.90	1=
Deductive/Inductive	70%	2	4	9	4	1	1.90	1=
Holistic/Part Oriented	50%	3	7	5	5	0	1.60	5=
Monochronic/Polychronic	65%	5	2	6	5	2	1.85	3
Past/Present/Future	50%	3	7	8	2	0	1.45	10=

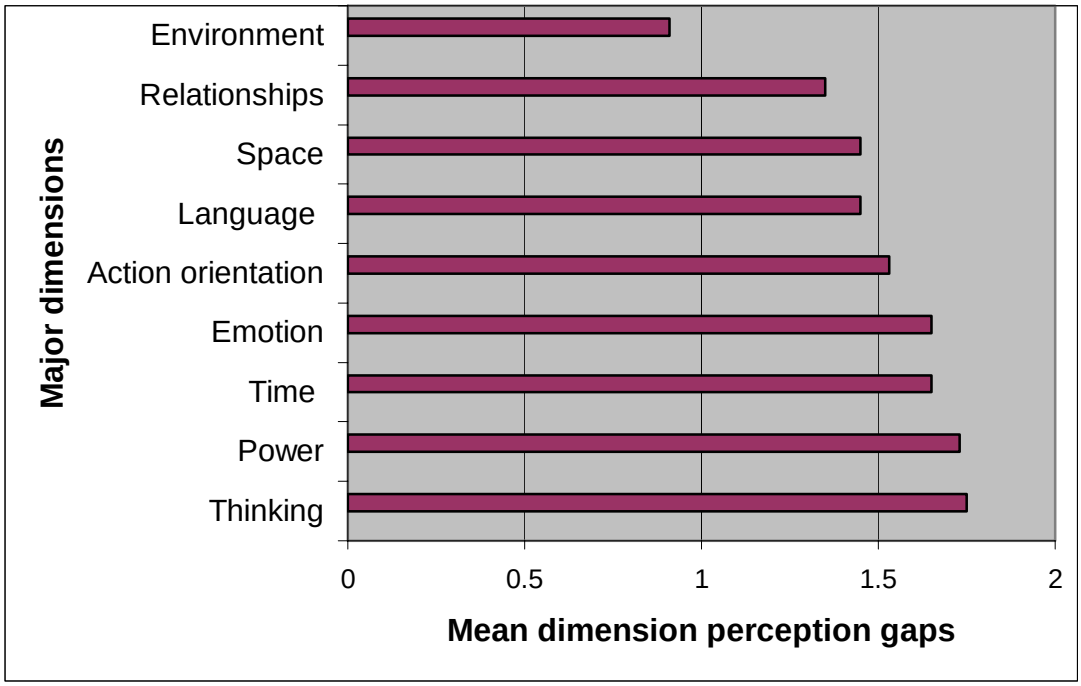
Figure 1: Ranking of the Perceived Cultural Differences of the Western Project Manager



The mean perceived cultural gaps per respondent from Table 3 can be shown graphically in Figure 1 that portrays the mean gaps per person to illustrate the ranking and relative size of the perceived cultural differences for each of the 18 continua. Figure 1 again highlights the importance of the individual cultural continua associated with the *Power, Time, Emotion* and *Thinking* dimensions. This can also be shown as Figure 2 on page 12, where the mean scores for each dimension comprising one or more continua are shown. The importance of these four dimensions was also stressed by qualitative comments made by the WPM's in section 3 of the survey. Overall, their comments did not indicate any sweeping changes were necessary to the way projects are managed by this group of WPM's operating in the Asian region. Modest changes such as allocating more time to the project, and the project

management process; increasing the attention paid to hierarchy and communication; and paying more heed to being culturally aware in their role as project managers in Asia, should provide benefits for WPM's operating in the Asian region.

Figure 2: Mean perceptions for the nine major dimensions of (Kets deVries, 2001)



Summary of the Cultural Differences Perceived by the Western Project Managers

The WPM,s were asked in section 3 of the survey to make comments on what were their greatest cultural challenges when performing their role. The greatest problems and challenges reported were aligned with the four cultural dimensions of *Thinking, Power, Time* and *Emotion*. A summary of the WPM's perceptions concerning cultural differences between themselves and Team, for these four cultural dimensions is provided below:

1. Thinking

- WPM's perceived they were more inclined to draw on empirical knowledge and current experience, whereas they perceived Asian team members were more likely to be guided by well-established, accepted rules and principles;
- The WPM's indicated it was problematic to try and get their project team members to look at things differently;

- WPM's perceived they were more inclined to consider the whole rather than the individual parts, or the relationships between the parts, than Asian team members, whom they perceived had a greater tendency or preference to deal with individual aspects or tasks of a project than the project itself as a whole.

2. Power

- WPM's perceived equality as being valued, whereas they perceived Asians were more accepting of social stratification and the associated degrees of power, status and authority;
- The Western project managers noted that respecting power and status, and avoiding shame was more important in Asia than in the West, as a great degree of emphasis was placed on ensuring people were never put in a position to suffer loss of face;
- The WPM's considered power and status to be earned via achievement, whereas they perceived that Asians considered power and status to be warranted due to birth right, wealth, age, and length of service with the company.

3. Time

- WPM's perceived they had a greater propensity or inclination to multitask, and that Westerners had a more flexible approach to time management than Asians, whom they perceived tended to be more committed to established schedules and agreed plans;
- The WPM's considered themselves as looking to the future, trying to adapt to future needs even before they arise, whereas they perceived Asians exhibited an apprehension to change, preferring to do things the way they have traditionally been done in the past, or the same as everyone else.

4. Emotion

- WPM's perceived themselves as more emotionally expressive than Asians;
- The WPM's thought they had to exhibit more emotional control when dealing with Asians than they were used to with Westerners;
- WPM's perceived that while generally emotions should be kept in check, it was acceptable to display publicly some levels of positive emotion.

The study showed these WPM's did not identify linkages among different cultural dimensions and continua. They also attributed perceived differences to well-known cultural influences, without considering that other factors, cultural or otherwise, may in fact be contributing. They typically tended to perceive cultural differences as a result of one cultural influence, when often more than one cultural dimension was coming into play. For example, the stereotypical influence of hierarchy was readily referred to by the WPM's, and while hierarchical pressures were obviously a challenge, the focus placed on them was often at the expense of other cultural influences such as the Asian attitude to time, or the importance of the group over the individual.

Limitation of this study

These results are for WPM's associated with one company and this coupled with the relatively small sample size (governed by availability) means it cannot be generalised beyond this study, but does provide indicative trends. There were not an equal number of respondents from each of the nominated countries within the Asian region, so it is possible some countries having more respondents than others could distort the cumulative totals of the perceived cultural differences. WPM's reported anecdotal differences concerning their projects teams, and those differences were most noticeable concerning Japan. However, the small sample size prevents a more in-depth country difference analysis. Perceptions of cultural difference varied between the Western project managers' dependence on their baseline perception of their own culture, so what constituted a cultural difference was subjective, as was the relative degree of the difference. As a result, while this research is indicative of the challenges WPM's face, it is not possible to generalise these to other WPM's operating within the Asian region who may or may not perceive the same challenges.

CONCLUSIONS

In this study, the dimensions and cultural continua of Kets De Vries 'Wheel of Culture' appeared to provide a useful basis for investigating cross-cultural differences. Western project managers' seemed aware of the influence of culture in their work situation, and while individual perceptions varied, overall they did perceive some key cultural differences between themselves and their project teams.

Even though the impacts of inter cultural continua was not mentioned, the Western project managers' level of cultural awareness was high enough to ensure some relatively simple modifications to their project management techniques could overcome some of the more prominent cultural challenges. However, to successfully address all of the perceived cultural differences would require the Western project managers' to continually be aware of their own cultural disposition and balance these with those of their Asian project teams that they are working alongside.

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