

Theses and Dissertations

2018

A study of cross cultural and communication barriers that exist when trying to conduct business between U.S. based companies and South America

Jay Sanchez Castillo

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>

Recommended Citation

Castillo, Jay Sanchez, "A study of cross cultural and communication barriers that exist when trying to conduct business between U.S. based companies and South America" (2018). *Theses and Dissertations*. 1016.

<https://digitalcommons.pepperdine.edu/etd/1016>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact bailey.berry@pepperdine.edu.

Pepperdine University
Graduate School of Education and Psychology

A STUDY OF CROSS CULTURAL AND COMMUNICATION BARRIERS THAT EXIST
WHEN TRYING TO CONDUCT BUSINESS BETWEEN U.S. BASED COMPANIES AND
SOUTH AMERICA

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Jay Sanchez Castillo

October, 2018

Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Jay Sanchez Castillo

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Farzin Madjidi, Ed.D., Chairperson

Lani Fraizer, Ed.D.

Gabriella Miramontes, Ed.D.

© Copyright by Jay Sanchez Castillo (2018)

All Rights Reserved

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
LIST OF FIGURES	viii
ACKNOWLEDGEMENTS	ix
VITA	xi
ABSTRACT	xii
Chapter 1: Introduction	1
Background of the Study	2
Challenges	5
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Significance of the Study	10
Limitations and Assumptions of the Study	11
Definitions of Key Terms	11
Chapter Summary	14
Chapter 2: Literature Review	16
Culture	16
Culture in South America	19
Culture in the United States	22
Cultures Compares	23
Corporate Culture	24
Leadership Abroad	26
Globalization	27
Working Across Cultures	32
Expatriates	33
Traditional Expatriates	35
Self Initiated Expatriates	36
Home Country Employees Non-Expatriates	37
Leadership and Expatriates	39
Host Country Nationals	40
Working Across Cultures	42
Assumptions	47
Cultural Differences in Business	48
Overcomng Cross-Cultural Barriers	56
Importance of Training for Cultural Environment	57

Cultural Training.....	59
Family Cross-Cultural Training.....	62
Uniderstanding Cross-Cultural Barriers	64
Educationg on Cross-Cultural Barriers.....	65
 Chapter 3: Research Design and Methodology.....	 67
Introduction.....	67
Re-Statement of Research Questions.....	68
Nature of the Study	68
Methodology.....	71
Research Design.....	73
Protection of Human Subjects	76
Data Collection	78
Interview Techniques.....	79
Interview Protocol	80
Statement of Personal Bias	88
Data Analysis	90
Chapter 3 Summary	92
 Chapter 4: Findings.....	 93
Participant.....	95
Data Collection.	95
Data Analysis	97
Inter-Rater Review Process.....	98
Data Display	98
Research Question 1	99
Research Question 2	109
Research Question 3	115
Research Question 4	120
Chapter 4 Summary	129
 Chapter 5: Conclusions and Recommendations.....	 131
Summary of the Study	132
Discussion of Findings.....	133
Implications of the Study	144
Study Conclusions	148
Recommendations for Future Research	149
Final Thoughts	150
 REFERENCES	 152
 APPENDIX A: IRB CITI Certification.....	 165

APPENDIX B: Informed Consent for Participation in Research Activities.....	166
APPENDIX C: Recruitment Script.....	169
APPENDIX D: Peer Review Form.....	170
APPENDIX E: Research Questions and Corresponding Interview Questions.....	173

LIST OF TABLES

	Page
Table 1. Research Questions and Corresponding Interview Questions	82
Table 2. Peer Review - Research Questions and Corresponding Interview Questions	84
Table 3. Research Questions and Corresponding Interview Questions (Revised)	87
Table 4. Final Research Questions and Corresponding Interview Questions.....	89
Table 5. Dates of the Participant Interviews	96
Table 6. Inter-Rater Coding Table Edit Recommendations.....	99
Table 7. Summary of Themes for Four Research Questions	130

LIST OF FIGURES

	Page
Figure 1. Interview question 1: Coding results.....	101
Figure 2. Interview question 2: Coding results.....	104
Figure 3. Interview question 3: Coding results	107
Figure 4. Interview question 4: Coding results	110
Figure 5. Interview question 5: Coding results	113
Figure 6. Interview question 6: Coding results	116
Figure 7. Interview question 7: Coding results	118
Figure 8. Interview question 8: Coding results	121
Figure 9. Interview question 9: Coding results.....	125
Figure 10. Summary of all the themes derived through the data analysis process in RQ1	133
Figure 11. Summary of all the themes derived through the data analysis process in RQ2	134
Figure 12. Summary of all the themes derived through the data analysis process in RQ3	134
Figure 13. Summary of all the themes derived through the data analysis process in RQ4	135
Figure 14. Summary of major themes derived through the data analysis process in RQ1	136
Figure 15. Summary major themes derived through the data analysis process in RQ2	136
Figure 16. Summary major themes derived through the data analysis process in RQ3	137
Figure 17. Summary major themes derived through the data analysis process in RQ4	137
Figure 18. Sanchez Castillo’s framework for working cross-culturally	145

ACKNOWLEDGEMENTS

It is often said that championships are won as a team. To which I would like to add accomplishments are often reached as a team, which in my case is my family. It is with no question that my life's journey has been supported by those around me. Therefore, I would like to take a moment and recognize those members of the team that helped get me here.

It starts with my parents, who helped raise me and educate me. My mother Rosalia and father Jesus, who provided me with a strong foundation to become cultured, bilingual, educated, and most importantly provided me with the importance of family and the importance of loving one another, and helping each other every step of the way. God bless you both.

Second, to my sister Meredith, who has taken on the family role as the caregiver, something that comes natural to a medical doctor. My sister has always helped me in my difficult times, and is always a good voice of reason when I need some advice. Thank you for your support through all these years, and continue working on building your future.

Dr. Marin, also known as Uncle B, who has mentored and helped me make the right career and education decisions. Uncle B was always there to provide me with advice, care, and never gave up on my projects. Thank you for believing in me all these years, and for sharing your wisdom.

To my other sister Toni, thank you for all of your support over the years, and for the love you have given our family. I look forward to seeing your little girls continue on their academic journey, and achieve both personal and professional success. May god continue providing you with continued health and blessings.

Last but certainly not least, to my wife Marisa, who has been such an advocate of my

success. Marisa who has been my partner and my rock during my doctoral journey. Thank you for all of the sacrifices made and the support during my doctoral program. Also to my son Elijah and daughter Fiona, may this document be a small testament of being able to accomplish whatever you set your mind to. Always remember, work and perseverance pays off at the end.

VITA

Jay Sanchez Castillo

Education

- 2018 Pepperdine University
Doctor of Education Organizational Leadership
- 2013 Embry Riddle Aeronautical University
Masters of Business Administration in University
- 2004 Embry Riddle Aeronautical University
B.S. Aerospace Studies

Professional History

- 2014-Present United Technologies Aerospace Systems
International Business Development
- 2010-Present Full Stop Aviation
Founder and President
- 2008-2012 Alliance Flight Schools
Flight Instructor

ABSTRACT

In today's business environment, companies face difficulty growing their market share due to a highly competitive business environment. This competitive environment is attributed to globalization, which has reduced borders and allowed free flow of merchandise from one country to another. Globalization creates more competition for companies making it difficult to continuously grow and compete at a high level. Therefore, companies looking to achieve the desired growth have been forced to devise different strategies. These strategies include expansions abroad into international markets. An example can be seen with companies based in the United States looking to South America in hopes of gaining a competitive edge. Companies that choose South America can see the numerous advantages to operating in the region, appearing as an attractive destination for their international endeavors. Amongst the many advantages to operating in the region, some of the most apparent include a highly skilled population, reduced labor costs, favorable tax regulations, and overall reduction in operating costs. From a financial standpoint, favorable numbers is one of the primary determinants for companies that select South America for their expansion. Although it is important that the financials make sense, another aspect that should be looked at with equal importance is the culture. Culture can have a large impact on employees and companies when trying to expand into a region like South America, this is heavily driven by deep rooted traditions and culture.

This study took a qualitative approach through semi-structured interviews to gain a better understanding of best practices taken by South American companies when conducting business with foreign, United States based companies. The results from the interviews are intended to raise awareness for the need to improve cross cultural awareness for companies based in the United States, as they attempt to become multinational corporations. Furthermore, this study is

intended to raise the concern for the improvement of cross cultural training, and the findings considered during development of cross cultural training, development, and coaching programs. Collectively, the strategies and tools developed using this study will enhance cultural knowledge and assist in successful completion of employees sent on international assignments.

Chapter 1: Introduction

Since early history, there have been many indications that humans have a need to interact with others. This desire to interact with others has been studied by many psychologists. In the 1930's, Freud introduced the idea that human beings have a need for interpersonal contact, and in 1968 Maslow mentioned belongingness needs as part of his motivational hierarchy. Furthermore, Bowlby's attachment theory claimed that human beings have a need to form and maintain relationships. Several other psychologists added to these theories and contributed by stating that human beings have a need to belong (Baumeister & Leary, 1995). Based on the findings of those psychologists, a conclusion can be drawn that humans want to feel included as part of something, they want to feel safe and feel a sense of belongingness. Human beings have an innate need for interacting with others, which has led to the formations of communities within today's world.

Early history indicates that this need to belong helped shape the world that exists today: full of traditional history and various cultural civilizations. Historical evidence illustrates how early community living existed, and evidence of early community living is depicted within early civilization, with empirical data showing people in early human civilizations working together. History has indicated that humans were not only working together, they were also sharing food, resources, procreating, and taking care of their off each others offspring and adopted children. One of the benefits from forming these early communities was that through a lifestyle comprised of large groups, members were safer and had a better chance of survival due to their large numbers. Through group work and community living, these large groups were able to hunt,

gather food, and fight off enemies and large animals (Baumeister & Leary). These communities also provided their members with a defensive vigilance making them more successful against all external threats.

These early communities continued evolving throughout the world forming larger communities comprised of members with different cultural backgrounds and upbringings. The diversity in cultural backgrounds led to differences in cultures derived from values and beliefs throughout the world (Jameson, 2007). As combinations of different cultures began to interact, differences in culture led to cross cultural communication challenges. This often happens when two individuals come from different cultural backgrounds, and often have difficulty comprehending each other due to cultural and communication differences (Sethi & Seth, 2009). This is attributed from unfamiliarity between members of two cultures, which can lead to cross-cultural and communication barriers.

Background of the Study

It is common to find cross-cultural and communication barriers when two individuals coming from different cultures interact with one another. In business, employees who come from one culture and are sent to conduct business in a different culture can encounter many of these cultural barriers. Therefore, in an effort to achieve better performance when expanding abroad, business leaders must learn how to leverage cultural differences and prevent cultural barriers (Jenkins, 2006).

By addressing these cultural barriers, companies can have higher success rates when seeking to become multinational. An example of companies seeking to become multinational can be seen with companies headquartered in the United States and trying to conduct business in South America. There are many reasons why U.S. companies consider expanding into South

America, such as a skilled population that can be hired for much less than in their native land, resulting in significant reduction in costs for U.S. based companies (Arrau, Eades, & Wilson, 2012). The financial effect presents an ideal opportunity for companies looking to reduce operating costs, while pursuing growth strategies for product development; therefore, making expansion into South America ideal for continued growth.

However, an expansion into South America can be complex and full of cultural and communication challenges for U.S. companies (He & Liu, 2010). Companies headquartered in the United States tend to experience these pitfalls as a result of prioritizing financial opportunities before understanding cultural pitfalls. Overlooking culture when considering working abroad can lead to flawed strategies that hinder earnings. Therefore, as expansion plans begin, companies should familiarize themselves with cultural aspects and modify their strategy, structure, design, process, and systems, to adapt to this international environment (Sanchez, 2000). Leadership teams guiding their companies into South America often forget to recognize the importance of trying to develop cultural awareness for their employees to make the transition more effective (Nair-Venugopal, 2015)

One way to develop quick cultural awareness amongst teams heading into South America is by strategically filling key roles with internal and external candidates. Internally, hiring a team should leverage current personnel with prior cultural experience in foreign cultures, as these individuals typically can have an easier cultural transitions. Furthermore, employees who were born in other countries have higher cultural intelligence. In addition to high cultural awareness, these employees typically have fluency in many languages and have experienced living abroad, making cultural adaptation and easier adjustment (Jenkins, 2006). Therefore,

these employees with high cultural intelligence typically are assigned key roles to assist in cross-cultural transition into South America (Nair-Venugopal, 2015).

External leadership teams fill key roles through the use of expatriates and host country nationals. There are two types of expatriates: traditional expatriates and self-declared expatriates. Traditional expatriates are those chosen for a foreign assignment by their company, as opposed to self-declared expatriates, who voluntarily have chosen to live abroad with no given assignment. In addition to expatriates, other key roles can be filled by host country nationals. The host country nationals are those who live in the host country, like South America, and in their home country, who work for a multinational corporation headquartered in a different country (Wang & Fang, 2014). These individuals can assist with the cultural experience and assist in the transition by providing training and development in local culture.

Through the use of expatriates and host country nationals, leadership teams are able to foster and develop new business relationships, and assist the transition team in better understanding the importance for building relationships in South America. Building relationships is a key aspect when trying to conduct business with South American companies (Erez et al., 2013). Relationships are key in order thrive in business in South America. Relationships are built through interacting face-to-face with business partners on a personal and family level (Levitt, 2016). If business owners in South America do not have this type of relationship and trust, it can hinder the ability to conduct business. (Erez et al., 2013). Therefore, it is important for companies in the United States to become culturally competent to reduce barriers and manage their companies in a way that aligns and accommodates differences. It is also important to analyze existing research, which indicates that every culture varies, and the

approach by management has to be tailored depending on management practices, and leadership styles (He & Liu, 2010).

By closely analyzing the various cultures, companies can see how cultural barriers vary from their native land and become familiar with the unique differences between each culture. An example of this can be seen between companies based in the United States and South America as companies trying to conduct business with one another. A large difference in culture is the result of South American countries being a part of a homogenous culture that has similar colonial history, religious backgrounds, and spoken language (Arrau et al., 2012). These similarities between South American countries create a socio cultural environment heavily influenced by traditional culture (Arruda, 1997). Often times, U.S. based companies do not pay attention to these cultural traditions and overlook the effects they can have when conducting business. Therefore, in order to understand these traditions, and conduct successful business ventures, companies should become familiar with factors that can contribute to cultural and communication barriers.

Challenges

Some of the most apparent cultural and traditional factors, which lead to these barriers include differences in language, verbal and nonverbal communication, religion, and different business practices (Harzing & Pudelko, 2014). Language barriers are the result of different languages spoken between two individuals (Liu, Li, & Zhuang, 2013). In the United States, the primary spoken language is English, while South America's primary languages are Spanish and Portuguese, both having several dialects within each language (Kilpatrick, 1984). As a result of the many languages and dialects, North American and South American companies tend to experience communication barriers when trying to conduct business with each other. In addition

to the communication barriers that exist between English, Spanish, and Portuguese, the use of idioms can also lead to language and cultural barriers, and can be challenging to understand (Gore, 2013). An example of this can be seen with nonverbal communication barriers as it relates to hand gestures, body language, interpretations based on the culture.

Cultural challenges between South America and the United States also includes dealing with aspects of family owned businesses, paternal leadership styles, religion, and the need for building relationships in order to conduct business (Puig & Fernandez-Perez, 2009). These factors are very different between American companies and South American companies, and they can pose a different set of obstacles for companies trying to conduct business within South America (Ogliastri, 2013). Therefore, further research is still needed to understand best practices when conducting business between U.S. and South American companies. Understanding complex dynamics when expanding abroad must create awareness of these issues, and manage the challenges associated with culture and communication at a cross-cultural level (He & Liu, 2010).

Another aspect of cultural challenges can be seen with regards to the impact that political climate can have on both local and foreign companies. Companies often have their own corporate cultures and internal politics that they adhere to when conducting business as usual. This can be referred to as corporate cultures, in which an organization creates given set of values and beliefs within the organization, to help identify norms of the organization (Deslandes, 2011). However, these types of corporate cultures can have challenges when being transferred internationally, as many countries in South America are highly impacted by host country politics both at the corporate and government levels (Azpuru, 2016). Like U.S. companies, South American companies also have their own corporate cultures, which often are influenced by the

political climate of the host country (Deslandes, 2011). Political climates have fluctuated the way business has been handled in the region for many years. An example of this can be seen in recent history when the U.S. government alongside with South American countries, in efforts to assist them in fighting the local war of drugs. In more recent times, political climate in South America has also been a topic of discussion. Depending on their political agenda, presidents will have different view when working with different countries, such as South America. Currently, U.S. president Donald Trump mentioned that he is willing to walk away from the Trans-Pacific Partnership and also the North American Free Trade Agreements. Depending on how these issue are resolved in the future, the overall decision to remove or keep the United States as part of these agreements, can have a large impact on U.S. and South American companies trying to expand their operations in the region (Azpuru, 2016).

Statement of the Problem

According to Abdulai, Ibrahim, and Mohammed (2017), U.S. companies are looking to expand their operations into South America in hopes of capturing economies of scale and becoming established multinational corporations (MNCs). Companies headquartered in the United States look at South America as a favorable operating environment that features (a) lowered tax fees, (b) skillful workforce, (c) reduced labor, and (d) a population that earns only minimum wage (Arrau et al., 2012). However, when U.S. companies envision seeking opportunities in South America, they should consider factors that extend beyond monetary opportunities resulting from and an ideal operating environment (Zahra, 2003). Companies should consider the importance of culture and the effects cross cultural business dealings.

Cultural barriers are often the result of the cultural diversity that exists between U.S. and South American companies (Zahra, 2003). Those companies based in the United States often

forget the essential of hiring expatriates, leveraging employees with high cultural intelligence, and providing their employees with proper training and development needed for completing their assignment. By providing employees with cultural training, they help those being sent on international assignments to develop a better understanding of the cultural differences and help provide their employees with a better chance at being able to adapt to the new cultural environment and by raising awareness of the cultural differences.

Cultural training is also overlooked when discussing the family members of those being sent on international assignments. This often leads to family members experiencing a difficult time adjusting to their new environment. These difficulties can be experienced by spouses in trying to find a new job or learning to communicate with local inhabitants. For children, leaving their friends, school, and having to start over with new friends, new environment, and different languages, can also have a negative impact on cultural adaptation. Therefore, it is important to address family concerns during cultural training, as they will be a part of the international assignment. By addressing the family's cultural awareness, the family will have a better chance at success, which in turn will make the international assignment a success and will experience less of a culture shock when being immersed into a new cultural environment. Therefore, in order to avoid early premature departure of international assignments due to failure, training and development will play a key role in acculturation for the employee and their family.

Purpose of Study

There are a large number of companies in the United States that want to conduct business abroad in hopes of reducing costs and increasing profits. This is a phenomena that is attributed to the growing number of companies looking at growth through globalization. Through globalization, U.S. companies look at places like South America for potential business ventures

in hopes of being able to operate in more favorable environments and gaining a competitive edge. However, there are several challenges associated with this type of expansion.

The purpose of this study was to find the challenges faced between U.S. and South American based companies by determining the following:

- The challenges that South American companies face when conducting business with U.S. companies.
- The business strategies and practices South American companies implement to facilitate business dealings with U.S. companies.
- How South American companies measure success in dealing with U.S. companies.
- What recommendations do South American companies have for future U.S. companies who want to do business in South America.

Research Questions

This study explored the following research questions:

- **RQ1:** What challenges do South American companies face when conducting business with U.S. companies?
- **RQ2:** What business strategies and practices do South American companies implement to facilitate business dealings with U.S. companies?
- **RQ3:** How do South American companies measure success in dealing with U.S. companies?
- **RQ4:** What recommendations do South American companies have for future U.S. companies who want to do business in South America?

Significance of the Study

As U.S. headquartered companies look to expand their businesses into South America, leadership teams must be aware of the challenges associated with this type of expansion. The results from this study will be utilized by companies looking to expand their operations into South America. Additionally, those leaders chosen for international assignments can use this study to successfully become more familiar with cross cultural and communication barriers. The intent is that the findings in this study will be utilized by various companies, human resources teams, leadership teams, tiger teams, coaches, and training departments, to aid in developing higher cultural intelligence through development and training.

Significance for companies. Through examining some of these barriers, U.S. companies can focus on reducing cultural pitfalls and focus on improving their performance when expanding their operations into South America. By enhancing cross-cultural awareness and providing company training to identify these barriers, firms can develop higher cultural mindfulness, which can help reduce behavioral barriers and misunderstandings, improving communication between sender and receiver (Dutta, 2008).

Significance for individuals. Furthermore, the study will also provide a better understanding of key roles and personnel needed to make the transition more effective. These individuals will help lead and coach employees on aspects related to local culture. By having a thorough understanding of the local culture, employees involved in the transition will have better adaptability both personally and professionally. Employees who can adapt to their new cultural environment tend to have higher success rates in dealing with the local culture and will be able to improve the operations and enhance their communication with South American companies.

Significance for business schools. This qualitative study provides an overview of different cultural practices that can be utilized when conducting cross-cultural business. The study will provide companies with a better understanding of the complexities involved when working abroad. Individuals will benefit by becoming more aware of cultural diversity and how to adapt to the new environment. Furthermore, business schools worldwide will be able to gain an understanding of best practices and modify their curriculum when educating students on the importance of culture in business when dealing with countries in South America.

Limitations and Assumptions

Limitations.

1. The participants that were selected for this study were from a subset of South America; therefore, not all countries have been represented.
2. The participant size was only a small subset of all business industries in South America.
3. Although objectivity has been maintained throughout the study, the researcher possessed professional and personal experience in conducting business dealings between North American and South American companies.

Assumptions.

1. It is assumed that cross-cultural and communication barriers exist when trying to conduct business between U.S. and South American companies in South America.
2. It is assumed that best practices when conducting business in South America varies between U.S. companies based on their experience conducting business abroad.

Definition of Key Terms

The purpose of including a list of key terms is to assist in understanding key terms that will be used through the study. The following terms have been mentioned throughout the study:

- **Culture:** a system of knowledge that is shared by a group of individuals (Jameson, 2007). Culture is also defined as a lifestyle of people in a community (Dutta, 2008). Furthermore, according to Hofstede, culture is a collective programming of the mind (as cited in Jameson, 2007).
- **Cross-cultural communication:** the ability to successfully create, foster, and improve relationships with individuals that are located in a different culture other than their own. *Cross-cultural communication* closely analyzes how communication occurs with people from different cultures (Gore, 2013).
- **Verbal and nonverbal communication:** two words commonly used through the study. *Verbal communication* refers to the ability to communicate a message through a spoken or written form, in contrast to using gestures or mannerisms. *Nonverbal communication* refers to the ability to communicate a message using delivery method other than speech. Deliveries of message include gestures, mannerisms, hand signals, body posture or facial expressions. In other words, communication between individuals through the use of their bodies rather than the use of words (Brady, Kelly, Godwin, Enderby, & Campbell, 2016).
- **Traditional expatriates:** individuals who have been selected by their company for an international assignment by their parent company. This type of individual is most frequently staffed for overseas assignments by Western MNCs (Adams & van de Vijver, 2015). These individuals are typically Western senior or executives (Adams & van de Vijver, 2015).
- **Self-initiated expatriates:** individuals who are similar to traditional expatriates. The primary difference between a traditional expatriate and a self-declared expatriate is

that self-declared expatriates are actively searching for opportunities with companies working abroad. These individuals have voluntarily chosen to live away from their native homeland (Adams & van de Vijver, 2015).

- **Host country nationals:** individuals who live in their home country; however, they work for multinational corporations. They are typically hired to assist local workforce but also assist in cultural training and development. They play a key role in assisting expatriates during their transition (Wang & Fang, 2013).
- **Entrepreneurial families:** families who have started a company and continue their business succession from one generation to the next. These families typically own and operate their businesses. Typically, these businesses are owned or controlled by members of the family, who have aspirations in transferring ownership for the business from one generation to the next (Puig & Fernandez Perez, 2009).
- **Paternal leadership:** the organizational context in which employees are guided and supported through a family type structure. It is a managerial approach involving a dominant figure, or leader. Paternal leaders tend to give high esteem and social approval to their employees and in return gain flexibility, loyalty, and trust for their employees (Arrau et al., 2012).
- **Globalization:** the way individuals communicate and interact with each other, companies, and companies from different countries. *Globalization* is also the result of trade between countries, which has increased in success as a result of growing technological advancements (Chiu, Gries, Torelli, & Cheng, 2011). Furthermore, globalization can also be defined as interdependence between two countries (Scholte, 2007).

Chapter Summary

Chapter 1 began with a discussion of the psychological evidence provided by Freud, Maslow, Bowlby and other, illustrating evidence of human beings having the need to feel included as part of something (Baumeister & Leary, 1995). As a result of this need, humans have formed cultures that spread to communities all over the world, often times leading to cross cultural differences. Chapter 1 discussed how these types of cultural differences also exist in cross cultural business dealings.

In today's business environment, companies are choosing to explore becoming globalized to gain a competitive edge. As part of a globalization strategy, many companies have chosen regions like South America for this type of global expansion. In South America, companies can enjoy favorable operating environments with lowered tax fees, skillful workforce, and reduced labor costs (Arrau et al., 2012). These favorable conditions provide companies with many advantages for continued growth. However, if the cross-cultural transitions is not is not handled properly, there can be many challenges associated with working across cultures.

Chapter 1 discussed challenges such as culture and communication between the United States and South America. In business, cross cultural differences can cause cross cultural and communication barriers; therefore, leadership teams must consider a strategy that involves strategic placement of employees, expatriates, and host country nationals in order to ease facilitate adaptation to the cultural differences within their new business environment.

Employees with previous cultural experience, expatriates, and host country nationals, can play a key role when expanding into South America and becoming MNCs. The chapter also discussed the importance of training and development of employees and their families. For employees, training can help them deal with the local culture, and acclimate them to best

practices when working abroad. For family members such as employee's spouse, cross-cultural training on their new environment will help them get a head start on the local language and culture, and provide them with some tools that help them become quickly adaptable to their new environment. Children will also learn about the new environment and will have something to look forward to, as they will get a preview of their new environment, to avoid having them go into culture shock. Furthermore, Chapter 1 mentioned that companies, individuals, and business schools can all benefit from this type of study and the importance of adaptation and education to the new environment. Chapter 1 also mentioned the intent of the study, which was to address:

- The challenges that South American companies face when conducting business with U.S. companies.
- The business strategies and practices South American companies implement to facilitate business dealings with U.S. companies.
- How South American companies measure success in dealing with U.S. companies.
- What recommendations do South American companies have for future U.S. companies who want to do business in South America.

Additionally, the chapter included research questions sought out by the researcher and the significance of the study. Furthermore, Chapter 1 included limitations and assumptions found during the study and a list of key terms used throughout the study.

Chapter 2: Literature Review

As companies continue to seek growth in a competitive business environment, many choose to take their business model abroad to gain a competitive edge. This is particularly evident between U.S. based companies seeking to become multinational corporations (MNCs) by expanding into South America. However, this type of expansion requires specific attention to the differences encountered when working cross culturally and to facilitate business dealings by reducing cross cultural barriers associated with working in South America. Contextually, this chapter will discuss different cross cultural and communication barriers that exist when trying to conduct business in South America. This comprehensive review will also provide best practices for conducting business in South America. Furthermore, the study will also include areas highlighting the importance of training and development and best practices to overcome cross cultural challenges.

Culture

In order to understand the importance that culture plays in society, it is important to first identify some of the early studies on culture. According to many in the field of psychology, researchers have argued that human beings have a need to feel like they belong. According to Freud and Bowlby (as cited in Baumeister & Leary, 1995), human beings need two things in life: (a) they have a need for interpersonal contact and (b) they have a need to form relationships (Baumeister & Leary, 1995). Studies later followed these theories and contributed further adding the importance of cultural research. Maslow followed Freud and Bowlby and contributed to the research by creating his motivation theory consisting of a model identifying various human needs in sequence of importance. The first need is physiological needs, which encompasses survival necessities such as food and water. Physiological needs are the foundation of the

pyramid; they are considered the most important need for humans, as food and water are essential for survival (Brown & Cullen, 2006). The second need in Maslow's model is safety. Early history illustrates how humans coexisted as members of tribes and communities, aimed at keeping each other safe and providing a better chance for generational survival. The third need is belongingness, described as a feeling and sense of belonging, while feeling accepted by others. The fourth need is esteem, which places an emphasis on recognition and approval for achievements. The fifth need is cognitive, described as the feeling of curiosity, wanting to know, understand, and explore. The sixth need is aesthetic, which deals with symmetry, order, and beauty. The final, and sixth, need is *self-actualization*, where individuals seek out fulfillment and desire to seek their true potential (Brown & Cullen, 2006).

After analyzing the history of early psychological theories, the conclusion stands that belongingness for humans is one of the most important motivational needs, superseded only by the need to have food, water, and safety (Maslow, 1943). According to Maslow (1943), this need is the next most important after food, water, and safety. Through belongingness, people can experience affection and relationships with one another (Taormina, 2013). The sense of belonging encourages individuals to seek out business partners that will allow them to work together within their business. Without this sense of belonging, individuals would not seek out partnerships and they would lack social skills, which are significantly needed for the success of a business to thrive.

In addition to the contributions of Freud, Bowlby, Maslow, and others, Geert Hofstede (1991) also had significant contributions to the field of psychology, with regards to the studies of humans and culture. Hofstede proposed that culture be identified as a collective programming of the minds. Much of his works is used by others as a foundational piece when trying to conduct

cultural related research. Hofstede's most significant contribution came when his research led him to the development of his cultural model that identified six dimensions within cultures around the world. He assigned them a numerical rating, whose value is ranked from zero to one-hundred. The score indicated either a high or low context. The different dimensions measured are (a) power distance, (b) individualism, (c) masculinity, (d) uncertainty avoidance, (e) long-term orientation, and (f) indulge.

The first dimension is associated power distance and focuses on how society handles inequalities among people. It highlights the fact that humans are not equal and that there are great inequalities among society. The second dimension is individualism, dealing primarily with the structure of the social framework that these individuals are responsible for and measures the degree of interdependence within society. This can also be thought of as the difference between an "I" and a "We" culture. Masculinity is the third dimension that deals with society being either more masculine or feminine, depending on the score (Hofstede, Hofstede, & Minkov, 2010). High scores are classifications of masculine driven versus low scores which represent femininity.

As the model continues, the next dimension is uncertainty avoidance. This dimension adds a value to society as it relates to the uncertainties faced in the future. Some societies are more comfortable letting fate happen, while others try to influence what will happen if they can. Low scores identify normative societies that prefer to follow traditions and norms; while high scores encourage change preparing for the future. Lastly, the sixth dimension is indulgence, the degree to which individuals can control desires and impulses (Hofstede, 2010). Indulgence can be simply defined as either indulging and restraining from desires and impulses (Hofstede et al., 2010). Through these studies and other contributions, a picture emerges of the importance that

people place on being a part of something, as illustrated by humans who for many years have lived in packs and creating communities worldwide (Baumeister & Leary, 1995).

Throughout time, more cultures have been identified worldwide, and the interactions between members of different cultures have resulted in cultural differences. These cultural differences are based on individuals with different upbringings, cultures, and societies having different ethnicity, race, religion, class, and other components (Jameson, 2007). There can also be a difference based on attitudes, values, beliefs, and behaviors shared by members of a group (Taormina, 2013). These different values and beliefs, can lead to misinterpretations of a message transmitting from sender to receiver (Sethi & Seth, 2009). This misinterpretation often can be seen in countries located in South America. For example, colloquialisms and idioms tend to be misunderstood because of the language and cultural differences.

Culture in South America varies from one country to the next and interpretation is based on the receivers perception and cultural upbringing. There are also many shared similarities between countries located in South America. This is the result of South American countries being part of a homogenous culture that have similar colonial history, customs, religious backgrounds, and spoken language (Arrau et al., 2012). However, when South American culture is compared to North American culture, there are some significant differences that exists, particularly in the business world.

Culture in South America

If companies are headquartered in the United States and are interested in pursuing opportunities in South America, they should familiarize themselves with the cultural differences, particularly when conducting business with different cultures. The people of South America are driven by traditional deep-rooted religious cultures; people in these cultures have warm

personalities and they enjoy building personal relationships. These warm embracing personalities are what draws many people into South America, who believe that warmth in a relationship can lead to a stronger sense of connection. As previously stated, individuals have the need to belong and these warm embracing personalities help foster the developing relationship and sense of belonging. The need of belonging helps secure this stronger sense of connection. South America places strong emphasis on connecting with other people and respecting human dignity by always making time to connect, and even just to say hello. The local working culture typically encourages building relationships among workers and supervisors, and they take interest in each others personal lives (Osland, De Franco, & Osland, 1999). South America is also different in their languages with Spanish and Portuguese as the most commonly spoken. Even the cuisine is different, with a variety of culinary influences that spread across countries.

One way to compare how each country differs would be to utilize Hofstede et al.'s (2010) cultural dimension model and to compare how each score differs from one country to another. This would provide a score for each category previously mentioned, which included power distance index (PDI), individualism or collectivism (IDV), masculinity versus femininity (MAS), uncertainty avoidance Index (UAI), long term orientation versus short term normative orientation (LTO), and indulge versus restraint (IND).

According to Hofstede et al. (2010), the scores range between 0 and 100, with zero being low, 50 indicating medium, and 100 indicating high. These scores can be interpreted as follows: A high PDI represent a culture that accepts hierarchical order, with everyone having a role, with no further justification required. While a low PDI score represents a culture striving for equal distribution of power and request justification for inequalities of power. A high IDV score is

identified as individualism, while a low score represents collectivism. A high IDV score indicates loosely-knit social frames in which individuals look after themselves and their family. A low IDV score represents a tight-knit society, in which individuals provide loyalty to their relatives or group, and in return expect to be looked after by those around. A high MAS score represents a preference for achievement, heroism, assertiveness, and reward for success, in a competitive environment. A low MAS score represents femininity, a culture in which cooperation, modesty, and caring for the less fortunate: striving for quality of life. In the business environment, MAS can also be looked at as *tough* compared to *tender* cultures. A high UAI score identifies cultures that exhibit rigid customs, beliefs, and behavior, while being intolerant of unorthodox behaviors and ideas. Low scores for UAI represent cultures that maintain a relaxed attitude in which practice counts more than principle. High LTO scores identifies the culture as supportive of the efforts toward modern education to preparing individuals for the future; while low scores indicate the culture as suspicious to change, while practicing time-honored traditions. Furthermore, high IND scores identify society as relatively free, enjoying life and having fun. While low IND scores identify the culture as suppressed in gratification resulting from strict social norms (Hofstede et al., 2010).

When looking at each of these dimensions and comparing the scores of Argentina, Brazil, Chile, Colombia, and Uruguay, the following results were generated using the scale measurement earlier mentioned. With regards to PDI the scores for those countries ranged near the middle with scores between 49 to 69, making this set of countries medium in the PDI. When measuring IDV, by scoring a range of 13 to 46 and indicating the culture leans towards collectivism. Masculinity versus femininity varied between 28 to 64, which indicates both masculine and feminine type cultures, depending on the country. Furthermore, uncertainty

avoidance scores indicate high for all countries, ranging from 76 to 99, indicating that those countries sampled do not like dealing with uncertainties. Long-term orientation scores ranged between 13 to 44, indicating a focus on traditional, business as usual, versus change with future outlook. Indulgence versus restraint scores vary between 53 to 83, indicating high, which means free gratification and the enjoyment of life while having fun, without the restraints in society (Hofstede et al., 2010).

Culture in the United States

However, South America is not the only continent with cultural differences from country to country. For example, the United States is a country formed by immigrants with varying cultural backgrounds. According to Weaver, Hartz, and Yellow (1999), the people of the United States also value religion and expect to hear the president follow up with the words *God Bless America*. Weaver et al. continued to suggest that many often signify Americans in early history, as “cowboys,” which included a nuclear family setting of mother, father, and children, not typically expanding beyond those sizes to allow mobility. This type of nomadic behavior is still seen in modern times, in which the average American tends to move an average of 14 times during their lifetime. It is also customary to introduce individuals by saying their name and then stating their occupation, using this introduction as part of their identity.

American culture (i. e. the United States) is more individualistic, and for many years, it was about the *American Dream*. A good example of the American Dream can be seen with former President Bill Clinton. President Clinton grew up in poverty and persevered by working hard, putting himself through school, then going on to Yale in pursuit of a law degree. As a result of his individual effort and ability to navigate through politics, Mr. Clinton went on to earn the Democratic nomination and was victorious during his campaign to become president of the

United States of America (Weaver et al., 1999). This is a perfect example of being able to accomplish anything you dream of as part of the American dream. The people of the United States often have an ethnocentric attitude in which they tend to compare their culture with that of others, making the American culture a baseline for comparison.

In the case of United States, when compared to South America, there are some shared similarities and differences. One way to compare the United States to countries in South America is to understand the scores for the United States. In regards to power distance, the United States scored a 40, while individualism was 91. The score for masculinity was 62, while uncertainty avoidance scored 46. Furthermore, long term orientation was 26, while indulgence scored 68 (Hofstede et al., 2010). The next section will compare the scores of the United States and South American countries.

Cultures Compared

When comparing the United States with the same sample discussed earlier consisting of Argentina, Brazil, Chile, Colombia, and Uruguay, the United States scored 40 in PDI, lower than any of the countries sampled which ranged from 49 to 61. Illustrating that the United States has a lower power distance than those in South America. In the second sample, the United States scored a high 91 in IDV, compared to a range varying as low as 13 and as high as 46 in South American countries, clearly identifying individualism as much higher in the United States. With regards to masculinity and femininity, the numbers appear to be much more within range. The United States scored a 62 in MAS, while the range for South American countries varied from 28 to 64. With regards to uncertainty avoidance, the United States scored the lowest at 46 (UAI), with a range that varied much higher between 76 and 99 for South America, making the United States more comfortable with uncertainty than any country in the South America. Long term

orientation was overall low scores for all parties with the United States scoring 26 LTO and South America ranging from 13 to 44. Finally, on IND (indulgence versus restraint), there were similar scores, with the United States recording a 68 and South America having a range of 53 to 83. When comparing U.S. culture with South American culture, these scores can provide an outline of the major cross cultural differences.

Corporate Culture

Based on the evidence, there are some similarities and differences that exist when comparing the U.S. and South America. Any company trying to work cross culturally should look at these differences to understand best practices. Corporate culture sets a precedence for values and beliefs within the organization. Typically, through corporate culture, companies identify and set norms for the organization (Deslandes, 2011). Companies choose to create corporate cultures as it easily defines their identity and sets forth their corporate values and beliefs for everyone in their organization. This corporate culture helps set a foundation for driving their vision into the future.

A prime example of corporate culture in the United States is Google. Internally, Google has created a hardworking, relaxed, and participatory environment for its employees. The expectation is that employees at every level will drive future innovation aimed to better serve their customers (Baker & Burns, 2010). Through setting a corporate culture within the firm, companies envision improving on and capturing their goals and increasing employee effort (Sorensen, 2002). Google encourages employees to spend 20% of their time at work pursuing projects that interest the employee and that they feel passionate about (Baker & Burns, 2010). As a result of this 20% time given to employees, Google and their consumers have benefitted from the ideas created using this time, which led, for instance, to the creation of Gmail and

Google maps (Baker & Burns, 2010). This example indicates how a relaxed environment combined with empowerment and freedom to choose projects of interest, have led to the successful growth of the Google brand.

Although a positive culture can have a high impact on employees, negative corporate cultures can also play a significant role in employee experiences. However, a negative culture can also have a strong impact on a business. Companies driving a negative culture will have employees who will perceive the company as such: a placeholder until they find a company more aligned with their personal values. In 2015, Amazon was a company featured in an article in the *New York Times*, in which the message was that Amazon employees were empowered to “tear apart” each other’s ideas, answer late night emails, followed by telephone text messages, if emails were not answered quickly enough (Kantor & Streitfeld, 2015, p. A17). The article also mentioned how there have been trials within the organization aimed at finding how far white collar workers can be pushed, to be used in creating new set boundaries for determining what is acceptable and unacceptable (Kantor & Streitfeld, 2015). This approach of aggressive internal culture can have a negative impact on employee morale.

These examples are illustrations of cultural differentiations that are not caused by geographic differences, such as North and South America; yet, it also illustrates how corporate cultures can also have profound impact on employees. Both Google and Amazon have strong cultures that have propelled them to become respected leaders and innovators. Their approach on getting to their present state has been driven by different corporate values, beliefs, and norms. As companies look to becoming MNCs, they can view the examples Google and Amazon and compare the differences in management style.

Leadership Abroad

There is a large difference in leadership styles that delineate between being leaders and global leaders. When comparing leaders with global leaders, there must be a form of flexibility that allows global leaders to extend beyond their normal leadership styles and to help them adjust to the changing complexity of delivering their strategy in a foreign environment (Arrau et al., 2012). Therefore, global leaders must first get a clear understanding of their companies goals in order to create an adequate strategy. It is important to have a clear understanding of the goals and objectives when working internationally, as there are several challenges that managers will face when trying to conduct business abroad, particularly as it relates to communication and culture (Phillips, Gully, McCarthy, Castellano, & Kim, 2014).

The first challenge involves trying to bring personal culture, values, beliefs, and customs into a different place that also has a long history of their own culture, values, beliefs and customs (Arrau et al., 2014). This can make it challenging for global leaders when trying to communicate or trying to create buy-in from those abroad. It appears that when global leaders face this challenge, often times they are not properly prepared to lead in this new cultural environment and can be traced back to poor intercultural communication cross-culturally. (Arrau et al., 2012). Simply because a leader may be successful in their domestic role, it does not guarantee them success in an international context. This leaves a high responsibility to the manager to figure out how to work cross-culturally (Phillips et al., 2014).

In an increasingly globalized world, many leaders are having to figure out how to deal with the pressures of being involved in a globalized strategy, without being properly trained to perform their job from a cross-cultural and communication context. Adequate training will help ease some of the issues related to communication and culture, and this will also help reduce the

pressure faced by the constantly changing globalized environment. Globalization will have a big impact on business dealings, and it will also affect those involved as a result of the different values, beliefs, norms, culture, and language between places like the United States and South America (Nixon & Dawson, 2002).

Globalization

The concept of globalization: moving goods from one country to another by integrating different world economies while working cross culturally in varying political and social environments, has existed throughout history, and is in existence today (Hamilton & Webster, 2009). In earlier historical times, explorers such as Marco Polo and Christopher Columbus sought new trading routes with the support of their monarchical rulers. They sought to expand their home states through colonizations of other lands and people; the expansion would benefit from trade (Osland, 2003). Other explorers followed and technology influenced the power of mankind to explore new worlds beyond the separation of oceans. Eventually, mankind has been able to explore beyond our own planet through successful manned and unmanned space flights. Future successful space exploration will, no doubt, have to include global cooperation and sophisticated cross cultural understanding.

Beyond discovering new worlds, globalization has had a profound effect on humanity worldwide, particularly in developing countries. It is said that globalization has played a key role in helping developing countries improve chances for economic growth and reducing some of the world's poverty. In theory, developing countries have a need for globalization as much as developed countries. For developing countries, globalization assists them in in the flow of resources and technology. Developed countries have a different need from globalization. Developed countries benefit from globalization, as it provides them with raw materials, food, and

oil (Lee & Vivarelli, 2006). As a result of increased globalization and the mutual benefits it provides to both developed and developing countries, trade agreements have been set in place, such as the General Agreement on Tariffs and Trade (GATT), which later followed by the establishment of the World Trade Organization (WTO), which was geared at influencing the reduction of trade barriers.

An example of these trade agreements and the influence of their reach can be seen when visiting flea markets in countries like Colombia, Argentina, Chile, and others, in which an individual can find locally sold products with packaging and labeling indicating products are made in China; however, these products have been transferred through retail by local merchants. This illustrates how trade agreements in place allow products to be purchased in one nation and allocated for sale on the other side of the world. Through this facilitation of trade and a reduction in trade barriers, companies pursue becoming MNCs in other countries.

Companies in the United States see the opportunity of evolving their business model by attempting to sell products or by establishing facilities in some of these developing regions. Those seeking to become MNCs consider this approach for a variety of reasons. First, South America is located within close proximity to the United States and has international airports located all over the region. The close proximity also offers flexibility when conducting business regularly. This is a result of the layout between North and South America, which share similar, if not identical time zones, depending on location. This facilitates regular business dealings as both parties are typically operating during the same business hours, with slight variations. The minimal time differences assist in facilitating business meetings, phone calls, and dealing with day-to-day logistics. Working out day-to-day logistics can be more challenging when working with companies in diverse time zones, such as a U.S. or South American company trying to

conduct business with European or Asian based companies. When U.S. or South American companies are trying to conduct business with European or Asian based companies, the diversity in time zones can hinder the ability to have real time meetings and can also lead to delays in responsiveness attributed to time zone and geographical differences, illustrating how it is much easier to travel, host meetings, and prepare responses in a more timely manner when located within close proximity.

In addition to location being ideal for business, South America offers many other advantages. For example, South America is also known for their rich soils and natural resources, making this region appealing in various industries (Vargas-Hernandez, Maciel, & Morales, 2013). The population within the region consists of young, educated, blue-collar, skillful workforce, which can be hired in country at reduced labor cost. This reduced labor applies when making a comparison between North and South American workforce (Arrau et al., 2012). The hourly pay for employees in one role South America is much lower than the hourly pay for the same role, in that United States (Arrau et al., 2012). Furthermore, another advantage offered through South America is the improvement in politics. Over the last decades, the entire region of South America has made great political changes and continues making great strides at becoming increasingly more democratic (Vargas-Hernandez et al., 2013). These improvements in the political climate have caused markets in different industries to flourish within the region, offering large developing markets that can offer companies potential for economies of scale (Scholte, 2007).

Although there are many advantages of being a part of globalization, there can also be some drawbacks associated. For example, globalization can have an impact that leads to transformational change of a local culture. Teenagers who idolize American culture are one

example of inadvertent cultural influence. In this and in many other ways, other cultures try to emulate certain parts of American culture. At any given time, teenagers are seen in different parts of the world, wearing Nike attire, updating their social media status using their iPhone, while having lunch at Domino's Pizza (Lee & Vivarelli, 2006). We can see how companies like Nike, Apple, and Domino's have been able to capitalize on creating cultures that could almost be perceived as a monoculture, driven by Western influence (Osland, 2003). This is globalization at work; it creates a profound effect to the local culture and dilutes some of the deep traditional culture that separates South America from other countries. It is important to understand the obstacles associated when companies seek to become MNCs and how to deal in a deep rooted cultural environment like South America (Zahra, 2003).

Another drawback of globalization can be seen through companies that lack corporate social responsibility. This is aligned with *the rich get richer and the poor become poorer* concept. Foreign companies can take advantage of those lowered wages and relaxed atmosphere. These relaxed environments have led companies to be accused of exercising poor corporate social responsibility and potentially creating a detriment to the local environment. Other countries often lack regulations associated with pollution and taxes. The exploit of poorly written agreements and loopholes allow companies to operate in their new environment and not be forced to exercise the same practices customary to U.S. business operations. Topics such as wages, taxes, fines, and tariffs are some of those which often are exploited due to a relaxed operating advantage that lends itself to benefit large foreign organizations (Lee & Vivarelli, 2006).

As a result of globalization, large organizations operating in South America can also have a negative impact with regards to local commerce. Large MNCs such as Walmart have grown

considerably in size in the United States since first being founded. Walmart was able to take their business model, which began in the United States, and transform it into a MNC (Hicks, 2015). Today, Walmart can be seen just about everywhere in the world, and they continue influencing the culture world wide. Their unique large quantity purchasing capability, combined with a strategic supply chain, provides Walmart with an ideal business model which has thrived on offering consumers lower pricing than traditional specialty store (Osland, 2003).

Hicks (2015) discussed that a specialty store is one that communities relied upon for household specialty goods. These stores offer a variety of products similar to Walmart. However, these specialty stores are a small fraction compared to Walmart. Specialty stores and other small businesses are owned and operated by the same people. These businesses have been a part of the community for many years, and oftentimes developed personal relationship with many of their customers. Through globalization, these small businesses have been purchasing and selling their goods through their stores for many years. However, these small businesses are not offered the extra low pricing discounts when they purchase at wholesale when being compared to a supply chain Walmart. Therefore, when a retail store like Walmart is introduced in a local economy, it tends to put a large amount of pressure on small businesses (Hicks, 2015).

The highly competitive, low price model that Walmart offers, provides the consumer with more options, and lowered pricing. In a country where wages are lower and poverty is higher, the population is likely to choose Walmart as it is more value to them as a consumer. Therefore making Walmart an external threat to small businesses that thrived in the local economy through their customer base. However, Walmart's ability to manage complex inventory, with large supply chain infrastructure, creates pricing which is lower in price than that of a small business, effectively driving out these small companies out of business (Osland, 2003).

The introduction of Walmart provides local consumers with a diverse inventory of goods sold and also the offering of many other services. Once local culture becomes acculturated to Walmart, they will gravitate away from convenience stores and into corporate retail. Local cultures begin to see Walmart as a money, time, energy, and pricing advantage, guaranteeing them the lowest price and highest selection. This globalized competitive market between retailers, small businesses, and Walmart illustrates how through globalization, local consumers are able to benefit from the low prices offered at Walmart. However, Walmart's popularity has forced small businesses to fail as it is difficult competing with such a large corporate scale business model. Therefore another example of the negative effect of globalization on a local host country culture. Based on the provided research, there appears to be several positive and negative aspects related to globalization. However, after closely analyzing the impact of globalization, researchers believe that overall the impact of globalization has made a profound positive impact that outweighs the negative aspects (Osland, 2003). Therefore, it is important to understand globalization and how this process can help companies thrive when working cross culturally.

Working Across Cultures

Those companies that are looking to enter South America and look at cross cultural differences as part of their preparation for expanding into South America typically perform better in their new business environment. Culture plays a large role in everyday life in South America. With a strong colonial history, and deep rooted cultural norms, preparation and learning can help companies expand and perform better (Lianaki-Dedouli & Plouin, 2017). Familiarization of the local culture combined with best practices and strategies on how to work cross culturally can be a difficult task for those seeking to become MNCs. When dealing with different leadership

styles, one consideration should be knowing the local culture and creating a leadership style that fits according to that culture.

Leadership tasked with managing both their company and the cultural differences face a large challenge when working in South America. In some regions of South America, this might be even more difficult, as many countries are still considered developing countries, which adds a layer of complexity due to still developing practices. In order to fully understand how to conduct business cross culturally, companies should familiarize employees with the major differences between the two countries. These differences include (a) adapting to the new culture, (b) verbal communication, (c) nonverbal communication, (d) cross-cultural communication barriers, (e) cross-cultural barriers, (f) language barriers, and other cultural differences. Companies should place a high emphasis on training and developing their employees cultural awareness and provide their employees with the right tools for cross-cultural transitions. One of the most important tools for MNCs is to provide their employees with access to expatriates during this transition.

Expatriates

There are many reasons why individuals choose to become expatriates such as career development, career advancement, and seeking to gain opportunity in acquiring skills and experiences that are not available in their home country (Tung, 1998). As individuals decide on becoming expatriates based on different reasons, those individuals must decide whether they want to be traditional expatriates or self-declared expatriates. A traditional expatriate is selected by their employer to carry out an international assignment (Kiessling & Harvey, 2005). Self-initiated expatriates differentiate from traditional expatriates as they have voluntarily chosen to

live and work internationally, away from their native land, and seek opportunities with companies working abroad (Adams & van de Vijver, 2015).

In 2010, it was estimated that 1.3 million expatriates from the United States were employed on international assignments (Miser, 2010). Furthermore, Brookfield Global Relocation Services (2014), indicated, “Forty-seven percent of expatriate respondents reported an increase in the number of international assignees in 2013 over the prior year, 25% cited a decrease, and 28% reported that the growth rate stayed the same” (p. 15).

Expatriates can be very useful in reducing cross-cultural barriers that result from expansions internationally. Their cross-cultural experiences can assist in training and development of other employees on multicultural settings. Expatriates can assist cross-cultural teams in becoming culturally adapt, while maintaining the objective of reducing cross-cultural barriers that result from international assignments (Dutta, 2008). These international opportunities continue to be in high demand, as companies are increasingly considering globalizing their businesses. This demand for globalizing businesses and working cross culturally, is the primary reason why companies consider the use of expatriates.

While becoming more globalized, many companies tend to consider the use of expatriates when becoming MNCs (Berry & Bell, 2012). These MNCs consider expatriates for these assignments due to their ability to reduce cross-cultural barriers during their international business ventures, with an emphasis on assisting in cross-cultural adaptation (Nunes, Felix, & Prates, 2017). Expatriates have cross-cultural experiences in adapting and living in foreign places, such as South America. They can adapt and live, while working amongst local inhabitants as a result of their fluency in language and culture. Their thorough understanding of the local culture and language, combined with their technical abilities, make these employees

great leaders for MNCs that are seeking expansions abroad in hopes of capturing economies of scale (Abdulai et al., 2017).

Expatriates' fluency in language and culture, coupled with their technical background, are some of the many reasons why they are chosen to lead technical discussions and manage local relationships in their international environment (Abdulai et al., 2017). This interaction includes all dealings and interactions during regular business hours and function outside of normal business hours (He & Liu, 2010). Furthermore, their ability to understand the local culture and abilities to interact with the local population yield positive results for companies looking to build trust with their South American partners (Nunes et al., 2017). Therefore, expatriates play a key role when entering South America, a region that has strong cultural roots, and is heavily reliant on face-to-face communications (Harzing & Pudelko, 2014).

Traditional Expatriates

A thorough understanding of the local culture can help facilitate these face-to-face business dealings between U.S. and South American companies. Companies who elect proceeding into South America often have a combination of traditional expatriates and self-initiated expatriates on their expansion teams. Traditional expatriates, as previously stated, are those individuals who work for a company and have experience in working internationally or cross culturally (Kiessling & Harvey, 2005). Traditional expatriates have knowledge of their company culture, and their company has knowledge of their work habits, customs, and skills. Therefore, companies that have chosen to work with traditional expatriates can feel comfortable knowing that one of their employees will be coaching and leading the psychological preparations required when working in a new culture. Traditional expatriates, are already a part of their company, therefore, employees can be at an advantage and begin working with them

immediately, prior to being deployed internationally. This will provide employees with a better opportunity on being fully versed on culture, and how to build relationships in the region. When employees understand the need to build relationships in their new environment, MNCs will be more successful when working in South America (Polyakova, 2016).

Self Initiated Expatriates

Traditional expatriates can provide many advantages for their companies such as understanding of their corporate culture. They also have existing formed connections and relationships with their coworkers. Although there are many attributes that make traditional expatriates ideal when working internationally, there are also other reasons why companies choose self-initiated expatriates. Self-initiated expatriates bring similar qualities to traditional expatriates, and also various differences. These expatriates are also accustomed to adaptation to different cultures; however, their fundamental difference is that they don't work for companies, they are independent workers. Their independence has led them to countries like South America out of their own free will, away from their homeland and look for opportunities with companies abroad (Adams & van de Vijver, 2015). They are very familiar with cultural differences in categories like government, host country customs, and best practices. Through experiences gained from living in foreign locations like South America, these self-initiated expatriates have an established network of business connections, ideal for international companies looking to conduct business in the region. As a result of many positive attributes that self-initiated expatriates have to offer, they are highly sought after by MNCs looking to expand into their region.

Home Country Employees Non-Expatriates

Based on the advantages that both types of expatriate can offer, MNCs who fill key roles with both types of expatriate tend to have better results when becoming MNCs. It is evident that expatriates can assist companies and their employees in reducing cross-cultural barriers. Therefore, MNCs should focus on educating those employees who will be part of the international business venture, but will not be relocating, or living in South America. These employees can be thought of home country employees. These home country employees work and live in the homeland and only travel as needed (He, 2017). Home country employees can rely on expatriates to help them during this transition when residing in the home country with an expectation of working with those abroad. As a result of their lack of experience working abroad, home country employees rely on expatriates during their visit to the host country. Home country employees lack the knowledge of the local culture, leaving them exposed to cultural and communication barriers. However, through the use of expatriates as cultural interpreters, companies can have the advantages of being able to help home country employees adapt into better understanding the local culture. This includes cultural guidance with verbal and nonverbal communication, mediating conflicts, and navigating through uncertainties through coaching (Vance, Vaiman, & Andersen, 2009). This will allow the home country employees to feel capable of working with their team, networking effectively, and also understanding the local politics. Home country employees can work with expatriates during business meetings and other face-to-face interactions, facilitating discussions. As a communication facilitator, the expatriate can help the home country employee flow information, ideas, and other exchanges freely during their time together or when working virtually. Home country employees are able to attend and participate in meetings abroad when traveling, or virtual meetings, and also communicate with

local inhabitants. This ability to work cross-culturally through collaboration with the expatriates, helps host country visitors to have a better understanding of the local cultural and political climate (He, 2017). Host country visitors can use their in-country assets, as information brokers, to gain general knowledge, basic theories and principles necessary to working in the host culture. As information brokers, expatriates can help home country employees with the local surroundings and local market conditions, particularly important in emerging economies like South America (Vance et al., 2009). Countries within South America have complicated local regulations, diverse economic systems, verbal and nonverbal differences, and varying cultural values, which can be more easily navigated using expatriates. Cultural immersion, although in increments for home country employees, combined with coaching and development from expatriates, will assist in cultural adaptation through real life examples of the cross-cultural challenges in a multicultural environment (Huff, Song, & Gresch, 2014).

Ideally, home country employees should experience some form of cultural immersion to fully understand the South American culture. Cultural immersion can be used to develop the home country's international cultural awareness. However, not all companies can culturally immerse every non-expatriate; therefore, home country employees can work with expatriates remotely, and then combine light traveling as often as permitted to gain exposure in understanding the local culture. Spending weeks at a time immersed in a foreign country will provide employees an opportunity to socialize and build relationships with local companies. As previously discussed, in South America, relationships develop and flourish as a result of face-to-face interaction and eventually lead to building a trustworthy atmosphere between MNCs and South American companies (Levitt, 2016). Through constant cross-cultural interactions, employees will learn to develop cultural values, best practices, and how to effectively

communicate with their foreign business partners. Effective communication and trust building will lead to an increase of cultural intelligence and foster positive relationships between businesses (Erez et al., 2013). Through time and experience in dealing with international customers, MNCs will be able to understand the true expectation and the specific needs that are driving their new business partner's needs (Levitt, 2016).

Understanding MNCs new business partners' needs is imperative to success when working in a culture that requires constant communication, significant amount of face-to-face dialogue, and the need for building relationships (Erez et al., 2013). As a result, in order to minimize cross-cultural barriers and potential for misunderstandings, Erez et al. (2013) recommended conducting a majority of discussions in person, or on the phone, and to minimize electronic correspondence, which is not conducive for building a business in South America. Through the use of expatriates, educating non-expatriate employees in cultural immersion with foreign culture, and creating increased awareness of cross-cultural practices, MNCs will be able to help employees have a better opportunity of becoming culturally savvy. Multinational corporations will also be able to help employees develop higher cultural cognition, resulting in reduced behavioral barriers and misunderstandings, while improving communication between sender and receiver cross-culturally (Dutta, 2008).

Leadership and Expatriates

When companies consider working in South America, the use of expatriates, traditional or not, will require proper leadership approach to supervise and manage. The approach on how to supervise an expatriate varies from that of a traditional employee. In a traditional work settings, employees report to work on a regular schedule, often times Monday to Friday, and their supervisors are onsite providing leadership and support (Benson & Pattie, 2009). However,

when supervisors are assigned to manage expatriates, they require a modification to their traditional management philosophy. When managing expatriates, supervisors are faced with an employee who is living and working in a different culture. Therefore, companies tend to adjust to expatriates by assigning them both home and host country supervisors. Both of these supervisors have different roles when it comes to managing expatriates. Their roles are independent of each other and have little overlap in co-supervising.

The management process begins with the home country supervisor. This type of supervisor leads the selection process with regards to choosing and sponsoring the expatriate candidate (Benson & Pattie, 2009). Once an expatriate has been selected, and commence their assignment, the home supervisor has little or no day-to-day oversight (Varma, Toh, & Budhwar, 2006). Unlike the home supervisor, host supervisors have no involvement in the early stages of the selection process; however, once the host supervisor is assigned an expatriate, they will play a pivotal role in the expatriate's success. First, by constant face-to-face interaction, in which supervisors provide guidance, support, and assure socializing, expatriates assure proper adjustments with success in their new assignment (Benson & Pattie, 2009).

Host Country Nationals

It is evident that the need for working with traditional expatriates and non expatriates can assist the acculturation process into South America. Therefore, non-expatriate employees can highly benefit from coaching and development through expatriates and host country exposure. However, in addition to expatriate usage, companies can also benefit from having the right type of leadership in place. One great practice is to use host country nationals as employees to assist in the managing process across cultures. These host country nationals are not like expatriates; they are considered local employees, often natives of the host country, or they have lived there a

long period of time. These individuals are sought after in South America because of their familiarity with local culture, language, and customs, and can begin productivity right away as they do not require cultural adaptation or training (Wang & Fang, 2013). They can be considered cultural interpreters, assisting in communication exchanges cultural interpreters and are considered valuable resources for expatriates and non expatriates trying to familiarize themselves with their new roles and the host country culture and customs (Mahajan & Toh, 2014).

When dealing with sales within a region like South America, it can be difficult to enter the market as many business dealings are dependent on relationships to conduct business. The problem with a need for relationships is that forming a relationship takes time. Relationships are built from the premise of having trust. Therefore, if there is no trust and relationship, individuals who are trying to conduct sales will have difficulty doing so (Van de Vliert, Einarsen, Euwema, & Janssen, 2009). Therefore, in this type of scenario, a host country national can be a great fit.

As a result of host country nationals being local employees, they have established networks of sales and distribution channels (Wang & Fang, 2013). They are well equipped to be able to enter a new company and introduce it to their professional networks and to pass on the relationship. This can be paramount for success, as these individual can open the door to markets that are both socially and politically governed. By working with host country nationals, these individuals act like representatives of the company and will be looked upon as trustworthy in their new role.

In some instances, through working with host country nationals, companies will be able to immediately have the flexibility to enter new business markets and to have the opportunity of moving their product within the region, without having to go through the relationship building

completely from scratch. Host country nationals can assist both expatriates or non-expatriates in minimizing culture shock, while helping to provide them with cultural guidance, and social integration into South America. They provide great advice and insight about the local environment to both expatriates and non-expatriates, and assist in mediating conflicts when needed (Mahajan & Toh, 2014).

Working Across Cultures

While there is no doubt that the use of expatriates and host country nationals can help a company become more acculturated, they cannot solve all of a company's communication challenges. When a company chooses to become a MNC their interaction with the local culture will be inevitable, and the diversity between two cultures can lead to verbal and nonverbal communication challenges. Those chosen for their international assignments will have to leverage tools available such as host country nationals and expatriates. Therefore, when companies look to negotiate successfully, they must familiarize themselves with verbal and nonverbal communication, as both of these forms of communication play a key role during negotiations (Nixon & Dawson, 2002).

Language barriers in spoken language. Preparing for negotiations must be done by having those involved in international assignments familiarizing themselves with the different languages spoken in the region and understanding how the flow of ideas can flow from one culture to the next (Phutela, 2015). Verbal communication is the first form of preparation when visiting a new location or when negotiating in business. Globalization has continued to grow, and more companies are looking at becoming MNCs. The importance of verbal familiarity becomes the first step toward acculturating to the new culture.

However, verbal communication differences can make adaptation difficult due to the complexity of each different language. This is attributed to the large number of spoken languages that exist around the world. Geographically, in the 1980's it was estimated that there were over 10,000 different languages spoken worldwide (Kilpatrick, 1984). Therefore, the large number of languages spoken worldwide, combined with the different figures of speech, can pose a challenge when trying to conduct business abroad (Melser, 2009). These intercultural dialogue difficulties can be challenging to work through and can lead to language barriers (Nazarenko, 2015). These barriers are particularly noticeable with companies trying to conduct business in South America. An example of spoken language barriers can be seen between U.S. based companies, whose native language is English, and South American companies, whose common spoken languages include Spanish and Portuguese. Spanish and Portuguese both have several various dialects, adding more complexity when trying to conduct business with U.S. based companies.

In addition to the challenges of different Spanish and Portuguese dialects spoken throughout South America, companies within South America also face significant challenges in understanding the different idioms used in U.S. culture. Individuals from the United States tend to use idioms and common expressions that convey a different meaning than what is actually being said (Liu, 2003). This type of verbal communication can be confusing and easily misinterpreted by people in South America who do not use these common phrases. For example, someone in the United States may say, "I'm in between a rock and a hard place" to convey that he/she is in a difficult situation and is having trouble coming up with a solution. These types of verbal communication barriers can become problematic if they are not understood and can result in a misunderstanding (Liu, 2003).

When working in a multicultural setting, it is difficult to eliminate all non-verbal communication barriers. According to Nair-Venugopal (2015), verbal communication barriers can present a large problem; therefore, knowing an additional language is advantageous when working across cultures. By having fluency in multiple languages, the individual is more versatile and will become more efficient at working through verbal challenges (Melser, 2009).

Nonverbal communication barriers. Although there are many challenges associated with verbal communication, it is also important to recognize the importance of nonverbal communication when discussing international ventures. Nonverbal communication is the complementary form to communication that takes place verbally. Nonverbal communication typically works in parallel with verbal communication, although often times, nonverbal communication can take place with individuals without saying a word. This type of communication can be a subtle facial expression during a disagreement or a hand expression related to some form of emotion. It could also be a shift in one's posture to showcase agreement or discomfort. Therefore, in order to avoid misinterpretations for those MNCs trying to conduct business in South America, gaining knowledge of the local verbal and nonverbal communication differences will help avoid misinterpretations (Zahra, 2003).

Facial expressions and eye contact. Facial expressions is a form of communication that falls within the nonverbal category. Facial expressions can be difficult to interpret depending on the culture. The only facial expressions that are easily interpreted by most cultures are known as the basic six emotions: (a) disgust, (b) fear, (c) joy, (d) surprise, (e) sadness, and (f) anger (Schmidt & Cohn, 2001). These six emotions have been observed in cultures worldwide and recognized by psychologists specializing in facial expressions. These six expressions also have the same meaning in North and South America, amongst many other countries; however, any

expression outside these six emotions can have a different meaning depending on the cultural context (Schmidt & Cohn, 2001).

Another form of facial expression is eye contact. This form of expression can have different meaning depending on the culture. For example, depending on cultural background, eye contact during a conversation can be perceived as a positive or negative nonverbal cue. In the U.S. culture, eye contact can be a form of honesty, sincerity, and openness. In other cultures, eye contact, or lack of eye contact, could be considered suspicious, disinterested, aggressiveness, or flirtatious (Phutela, 2015).

Hand gestures. In addition to facial expressions, there are other non-verbal cues that can cause non-verbal communication barriers. These nonverbal cues do not have the same universal meaning and can vary from culture to culture. An example of non-verbal cue is the use of hands for the symbol that means *okay* in United States, while it means *zero* in Russia. In India, this same hand gesture means *beautiful*, and in Japanese culture translates to *money*. Furthermore, the same hand symbol in Brazil is considered to be an insult and looked upon as disrespectful (Gore, 2013).

Another example of hand gestures is the thumbs up symbol that has different meanings throughout the world. This symbol means *up yours* to people from African nations, Australians, Iranians, Bangladeshis. However, in Germany and Japan, this is considered the signal for number one. Furthermore, in the United States, this same symbol is used by hitchhikers when looking for a ride (Fontes, Medeiros, Neves, Carvalho, Medeiros, 2008).

Body language. In addition to hand gestures and facial expressions, body language can also create nonverbal communication barriers. In South America, the culture is typically known as the *elbow culture* (Fontes et al., 2008). This culture is defined as individuals who prefer to

stand close to one another when talking, at elbows length. On the other hand, the United States is a culture that can be defined as a *fingertip culture*, which means the culture in the United States and Canada prefer to maintain an arm's length when talking. For example, if an individual from the U.S. is involved in a business transaction with a potential colleague and continues to back away from the colleague because of this personal space, he/she may offend the individual from South America, who is only trying to be friendly. North Americans tend to want their personal space, whereas South Americans are always in each other's spaces (Fontes et al., 2008).

In addition to standing close, it is also common for South Americans to touch each other when talking. However, a simple touch can have various meanings depending on the culture. In South America, a touch on the arm by a colleague is a gesture of comfort. In the United States, this type of touch is considered to be a symbol of support; however, in Asian and Middle Eastern culture, this type of touch is a symbol of patronizing and considered insulting (Fontes et al., 2008).

Formal greetings. Another example of non-verbal communication barriers can be seen when individuals from the United States meet individuals from South America. When greeting someone for the first time, in many countries, individuals typically extend their hand and greet someone using a handshake. A handshake is said to make a good or bad first impression, and can also vary depending on whether the individuals shaking hands are men or women (Phutela, 2015). As this is customary, in many environments, there are ways in which certain cultures have modified their handshakes and greetings. For example, South America is also a region that uses the handshake; however, when greeting someone who the individual already knows, or considered old acquaintances, South American culture tends to use kissing and hugging as a way

of saying hello. When one colleague, family member, friend, or acquaintance greets each other, they tend to exchange one aerial kiss on the cheek (Fontes et al., 2008). Often times, the first meeting between two people may involve a handshake, and subsequent meetings would involve a greeting with an aerial kiss after that (McGoldrick, Giordano, & Garcia-Preto, 2005). This is very different from the formal handshake or hug that is used in United States. Business associates from the United States may not be aware of the host countries' customary greetings resulting in a misunderstanding (Abdulai et al., 2017).

Assumptions

One of the challenges with non-verbal communication is that often times there is an assumption or misinterpretation of what is being conveyed in a message. Assumptions are common in every culture and can also differ based on the cultures of the sender and receiver. In North American culture, individuals often make assumptions when communicating with foreign employees or businesses. Problems arising from this issue have been happening for many years and continue to be an issue in current times. In 1983, an example of nonverbal communication assumption was illustrated when a foreign employee requested a report from their manager. The manager said, "Yeah, I have the report, it's in my drawer," essentially granting permission to access the drawer and take the report. However, the employee waited for the explicit words of "you have my permission to enter my drawer" (McKenzie & Qazi, 1983). The cultural barriers and communication assumptions by both parties in this example, created a lack of clarity between the sender and the receiver. It is still evident years later that communication and cultural barriers impact performance all around.

Cultural Differences in Business

Entrepreneurial families. Entrepreneurship is something that has been around for along time and can be traced dating back to the 1800s. During that period, much of the Latin American economy was based on exportation of goods, followed by the 1900's, a period driven by importation of goods and adapting to changing industrial development (Davila, 2013). As a result of many year of entrepreneurship from past to present, South American economy has resulted in a large number of companies that are family owned. According to Davila (2013), these entrepreneurial families have played a significant role economically, socially, and politically in the development of South America for over a century. It is predicted that these family owned businesses will continue to be a large part of the economic success for years to come (Puig & Fernandez Perez, 2009).

As a result of many entrepreneurship opportunities from past to present in South America, there continues to be an increase of entrepreneurial families within the region. These family owned enterprises draft strategies and look for ways to grow their business. They see growth and development of their businesses, leading to an increase of family owned assets (Wessel, Decker, Lange, & Hack, 2014). Members of the family continue to become more involved at an early age, and develop aspirations of transferring ownership (Puig & Fernandez Perez, 2009). Entrepreneurial families are concerned with the business survival and continued growth for multiple generations (Zahra, 2003). Therefore, in order to secure their futures, entrepreneurial families continue to develop and learn new ways to increase business, to meet their families needs. Many of the companies in South America that have ownership are single family ownership and multiple family ownerships. Single family ownership means that office is

held by single family, compared to a multiple family structure, in which office is held by multiple families (Wessel et al., 2014).

No matter which structure you discuss with regards to entrepreneurial families, evidence shows that leadership in South America take a hands on approach when it comes to conducting business. You typically see family members in management roles and upper level executive leadership (Wessel et al., 2014). However, the level of dominance changes based on whether the CEO is a member of the family, or not. If the CEO is not a member of the family, then involvement is that of a dominant nature. However if the CEO is a member of the family, then families tend to be less dominant. This is based on the trust and believing that one of their own will be best suited to lead, with the families interest coming first. These family successor CEO's are typically groomed from an early age and are motivated to aspire into becoming part of the family legacy (Ogliastri, 2013). The early childhood grooming eventually leads to the eldest son becoming CEO, which tends to disregard merit compensations. This is seen across much of South America, which has a large number of companies with their CEO's ascending into this hierarchy (Bloom & Van Reenen, 2011).

Since early childhood, families teach their children the importance of having an entrepreneurial mind, and develop their children into future business owners. Families focus on growing their businesses while teaching their children the significance of high achievements. Family owned businesses often create infrastructures that are simple and have low overhead costs. The office space for family owned businesses is enough to get them by with minimal overhead costs. Office space is intended to separate business life from their personal life, with minimal overhead staff (Ogliastri, 2013).

When dealing with family owned businesses in South America, companies should familiarize themselves with the decision making process in this type of environment. Foreign companies must learn to understand the importance of culture and how family values affect decisions made in day-to-day business. This type of leadership can be difficult for Western companies to understand and adapt because it is different and more complex. Family leadership styles in South America tend to be heavily influenced by other members of the family and tend to make decisions based on the good of the family, not what is good for the business.

It is also common for families to become more motivated as they see an increase of revenue and typically consider making money as a sign that everything is going well. However, companies that are owned by the founder and operated are also poorly managed (Bloom & Van Reenen, 2011). Family owned and operated businesses tend to generate positive cash flow and can turn in low profits and maintain their operation without having to make adjustments (Orgliastri, 2013).

Paternal leadership. As mentioned earlier, family owned enterprises tend to have family members in high leadership positions. In businesses that are not family owned and operated, there is still a similar sense of family when dealing with South American businesses. Many businesses in South America have leadership styles that focus on building relationships with employees and creating a paternal sense of leadership. Paternalism, in the organizational context is the way employees are guided and supported through family type structure. Paternal leaders see employees as part of a family and they care about protecting their behaviors and having employee's best interest in mind while leading the company (Arrau et al., 2012). This leadership style continues to be visible in South America and remains heavily ingrained in South American culture when dealing in business relations.

Paternal leaders bring personalization to their leadership practices in which they give employees the desire to do a task for their supervisor, not because it is a work assignment, but because of the relationship they may have with their supervisor (Osland et al., 1999). Paternal leaders tend to give high esteem and social approval to their employees and in return gain flexibility, loyalty, and trust from their employees (Arrau et al., 2012). This type of trust is very valuable because a majority of business conducted in South America is based on the premises of trusting one another. Trust in South America leads to forming strong business relationships.

Through paternal leadership, leaders can influence and create a sense of community and family, and they can have a positive effect on the culture with their employees. However, this type of leadership style also faces several drawbacks. For example, in a professional relationship between employee and supervisor, the relationship can be felt as that of a parent and child. The parent plays the leadership role and the employees managed are considered the children. Therefore, when certain goals and expectations are not met, the supervisor may need to discipline or scold the employee, similar to that of a parent disciplining their child (Habiba, 2014). Another drawback has to do with loyalty in the relationship. In order for paternal leadership to be an effective management approach, employees must develop trust and loyalty toward their supervisor; therefore, if trust and loyalty do not exist between employee and manager, it will be difficult to motivate the employee (Osland et al., 1999). Furthermore, paternal leadership also creates a sense of dependency between employee and supervisor, requiring more supervisors' input for daily operations, which can lead to delays and preoccupation of small tasks (Osland et al., 1999).

The concept of time. During the time in which relationships are being formed between U.S. and South American employees, there will be a large number of face-to-face interactions

that will take place. As a result of the social nature of South Americans and the need to build relationships in successful businesses, U.S. employees can expect these interactions to take place over lunch, in the office, or socializing at dinner. Regardless of settings, employees working cross-culturally will encounter differences as they relate to the concept of time between the United States and South America.

Rigidity and flexibility are good ways to define the two styles of culture when it comes to the concept of time. Companies based in the United States operate within a rigid timeframe. They tend to think of time as money, and they are goal oriented to stay on track (Fang, Schaumburg & Fjellstrom, 2016). In the corporate world, employees working for U.S. companies operate on the basis of pre-scheduled calendar events, and adherently try to stick to each appointment throughout the day (Fang, Schaumburg, & Fjellstrom, 2016). If an appointment is scheduled at eight in the morning, the expectation is that those involved, will be ready to participate at eight in the morning.

However, in South America, the concept of time is different. The culture is flexible, adaptable, and commonly known as the *climate-economic theory of cultures*, meaning that the closer an individual is to the equator, the slower time moves (Van de Vliert et al., 2009). Time also affects the sense of urgency with regards to conducting business. It is important to note that negotiations that take place in South America are very dependent on time. For example, when negotiating in South America, U.S. companies can expect to go through three different phases of negotiations, which include pre-, formal-, and post-negotiations (Ghauri & Fang, 2001). As a result of South America being driven by the need to build relationships, these negotiations go through these three stages and can be extended until trust develops (Van de Vliert et al., 2009). These discussions take place informally until a formal negotiation begins. During formal

negotiations, decisions also take a long time to generate, because at this stage, South American culture tends to only make educated decisions that have been clearly outlined and defined (Van de Vliert et al., 2009). Therefore, negotiations are likely to carry on longer than usual until those involved are confident that they are making the right decision.

It is common for South American companies to request extensions to buy themselves more time, in an effort to ensure that everyone agrees on the decision being made. This can be frustrating for those from the United States who are used to adhering to timelines and deadlines. Deadlines can often be looked at as flexible in South American culture. However one way to motivate and encourage South American business partners to adhere to the timeline is to emphasize the importance of not missing deadlines. Therefore, a good practice is to provide South American businesses with a deadline and then emphasize that this deadline must be met, in order not to affect the relationship in place. As a result of South Americans being dependent on relationships to conduct business, they can be motivated to adhere to their deadlines by informing them of the potential impact missing a deadline can have on damaging the existing relationship (Fang et al., 2016). Adjusting to these factors that affect the concept of time will be something that U.S. companies will need to acclimate to in order to work successful business deals. Considering how South Americans as a whole tend to have high certainty avoidance, they do not like making decisions quickly, they prefer to be methodical, and to fully understand the implications of the business dealings before making a decision. Therefore, deadlines given should factor in the decision making process for the local culture when giving setting a deadline.

Gender. In certain parts of South America, gender is a factor that can be different when engaged in business between the United States and South America. Globally, men have seen considerable success when it comes to management leadership jobs, and this is the same case

when dealing in South America (Davidson & Burke, 2004). In the United States, women are seen in leadership roles and leading organizations at an executive level. This is because places like the United States have come a long way in trying to make business gender or race neutral. Leaders from organizations in the United States know that in order to run a company successfully, talent should not be ignored because of gender inequality. This is the case in South America, as companies in developing countries are slowly moving from gender inequality, and making progress towards in developing countries when looking at corporate roles, where for many years, leadership roles by the numbers indicated that gender inequality was at play (Rodriguez, 2013). However, over the past 20 years in South America, women have made strides with improvement in corporate leadership roles, as well as holding high political roles while also increasing the number of women gaining an education (Gideon, 2005). Over the last 20 years, as it has been noted, more women have been entering the workplace at much higher rates (Davidson & Burke, 2004). Women continue to improve upon gender equality, and in some places have come along way on progression, however, in some developing nations, there continues to be a struggle with women's achievements in the workplace that tie back to the cultural models of work and family (Rodriguez, 2013).

Some argue that masculinity is still looked upon as a privilege, while femininity can be problematic due to linkages to family roles, motherhood, and childbearing (Rodriguez, 2013). Therefore, depending on which country in South America companies are looking at, they should be aware of the possibility that business dealings could be gender dominated. This may continue this way, until these countries become more developed, and as women continue making strides for gender equality within the region (Davidson & Burke, 2004).

Religion. Another topic that varies is the use of practice of religion within the region and how it affects business dealings on a regular basis. In the 1990's, a vast majority of South America were members of the Roman Catholic Church (Arruda, 1997). It is now estimated that there are more than 425 million Catholics in South America (Pew Research Center, 2014). It is also important to note that Jorge Mario Bergoglio, a native of Argentina, was elected as the new Pope for the Catholic Church in March 2013 (Pew Research Center, 2014). This has been well received in South America, and the people believe that this major change is going to be a good thing for the Catholic Church.

However, the Catholic Church has also seen a decline in the number of members since the 1960s. In the 1960s, an estimate of more than 90% of Latin America's population was Roman Catholic, yet there was a reduction to only 69% in 2016 (Price, 1953). A large part of this is related to the Pentecostal movement, which began in Chile in 1909, and since then has grown in popularity in South America. Price (1953) mentioned that this movement in religion attributed to

being fully Christian, has spiritual power, connect practitioners to God in a personal way, deliver people from sin, frees people from spiritual bondages, provides an alternative community, speaks the language and culture, lessens the gap between the clergy and the laity, and functions as an indigenous religion. (p. 162)

Religion and faith have a high impact on those who grow up in these regions. Since early childhood, South American children receive religious education, attend church, and receive religious reinforcement from their parents encouraging them to grow in their faith. Faith can have a high influence on ethics, leadership, diversity, human rights, and globalism (Miller & Ewest, 2010). South Americans tend to use faith as a part of their decision making process.

In South American culture, it is considered normal for business owners or executives to conduct business and to blend religion with business. This is different than American culture,

which does not tend to combine religion and business within normal secular circles; Americans, for the most part, consider this a private matter (McGoldrick et al., 2005). Religion tends to not be openly expressed in companies as a result of not wanting to offend anyone or be discriminated. However, South American culture is very explicit about their spiritual beliefs and people in these cultures are not afraid of leaving their problems in the hands of God. It is also common for South Americans to express willingness to sacrifice material satisfaction in order to achieve spiritual goals. Religion tends not to be openly expressed in companies as a result of not wanting to offend anyone or be discriminated. However, South American culture promotes a very explicit display of spiritual beliefs; South Americans are not afraid of leaving their problems in the hands of God. It is also common for South Americans to express willingness to sacrifice material satisfaction in order to achieve spiritual goals (McGoldrick et al., 2005).

Overcoming Cross-Cultural Barriers

Religion clearly plays an important part of South American culture. It is one of the many characteristics like verbal and nonverbal communication, facial expressions, eye contact, hand gestures, body language, and greetings that can present differently in U.S. and South American cultures. These characteristics along with entrepreneurial families, paternal leadership, and the concept of time, are some of the other differences that have been analyzed in when comparing South American and U.S. culture. For a U.S. company, navigating through these differences can be complicated, which highlights the need for cultural training. Therefore, as companies look at becoming MNCs through South America, they should consider the cultural differences when drafting their strategy.

Culture is not something that is always addressed by companies that are considering becoming MNCs through South America. Typically, these companies devise a strategy driven

primarily by focusing on the operational advantages that South America has to offer. These operational advantages include lower tax rates, reduced wages, skilled workforce, and a large developing market. While focusing on these advantages, companies should also focus on the importance of incorporating cultural adaptation into their business case. In doing so, companies will be able to have a better understanding for their employees who plan on being engaged in a new cultural environment. When considering South America, this is critical, as South America is an environment driven by culture and tradition, and the best practices differ based on culture. Therefore, the recommended approach for companies is to provide transition training on cross cultural differences. This helps employees reduce the cross cultural and communication differences while providing employees with adequate training and development on culture familiarizing and best practices for transitioning cross border deployment.

Importance of Training for Cultural Environment

Those companies aspiring in becoming MNCs have learned that their current operating environment in their home country has become highly competitive. Therefore as competition continues increasing, companies have created strategies taking them abroad into places like South America. According to Hofstede (2010), the culture in South America varies from one country to another, and varies in aspects like power distance, individualism, masculinity, uncertainty avoidance, and indulgence. This is also the case when comparing the United States with countries in South America, illustrating the need to understand the cultural difference if expected to successfully complete international assignments. These vast differences between countries within South America and the differences between the United States and South America help to identify the importance that cultural training can play in successfully completing an assignment abroad.

The primary reason why companies seek out cross cultural training is to be able to support the success of their employees and to reduce the number of failures. During the late 1980s, it was estimated that 20-40% of individuals sent on international assignments left their assignment prematurely prior to completion (Black & Mendenhall, 1989). There are many reasons why individuals fail their international assignments and return home prematurely. These premature departures for employees can be thought of as their inability to successfully carry out their assignments, resulting in an employer recalling them back home or terminating their employment (Okpara & Kabongo, 2011).

One of these primary drivers for early departures can be traced to having difficulty in adjusting to their new environment. A second reason for failure is attributed to expatriate family members. Families who struggle to adapt to their new environment can pose a negative impact on employees serving their international assignments. As family members struggle in their new environment, they can cause difficulty for the employees in completing assignment. Eventually, if the struggle persists, it can have a direct impact on the expatriates and lead to a decisions for early departure from failed assignments (Okpara & Kabongo, 2011).

Early departures and failed assignments can be very costly for companies sending employees internationally. For example, when an individual is nominated for an international assignment, he or she typically has a salary that ranges between three to five times more than their base salary, depending on the location of (Bennett, Aston, & Colquhoun, 2000). Therefore, once employees and their family have been relocated, and they fail in their assignment, those costs associated with sending the expatriate have a low return on investment, making these failed ventures very costly.

As a result of these adaptation challenges, there is clear evidence of the need for cultural training. Cross-cultural training continues to be identified as an effective training program aimed at changing employees attitudes towards their new cultural environment (Waxin & Panaccio, 2005). Cultural training can also help managers increase their cultural awareness of the challenges associated when working abroad and bringing their family to their assignment. Therefore, in order to transition the employees into their foreign assignment and help acculturating them and their family, companies are encouraged to incorporating training and development programs aimed at achieving expatriate success.

Cultural Training

As a result of the rate of failure for international assignments, cross-cultural adaptation training has increasingly becoming a strategic area of focus for companies working cross culturally. Companies are looking closely at the importance that culture plays with regards to employee success in international assignments. Those employees who participate in this type of cross-cultural training tend to have higher chances for success than those employees who do not receive any type of formalized cultural training (Bennett et al., 2000). The higher success rate is attributed to the training centered around cross-cultural practices for those deployed.

Traditionally, companies first look at their internal goals for international projects. Once they have determined these goals, companies should conduct a needs assessment. The needs assessment will help companies determine their area of focus, centered on the company's goals. Afterwards, companies should select those individuals who they believe should be participating in this training. This is where companies can identify key personnel and assure the right people are placed in the correct roles. One key factor when considering individuals for international assignments, is selecting those who may already have previous cultural experience, or a proven

track record of cultural adaptation. This consideration will allow companies and employees engaging in cross cultural practices to have a better chance at successfully completing their assignment. The selection process should involve those who may have abilities to recognize the new culture, adapt to it, and then continuously apply their newly attained skills in their new cultural setting. Regardless of prior cultural background, those employees who have previous cultural knowledge, either gained through living or traveling abroad, will have a greater opportunity at learning and adapting to their new culture.

Once the employees who will be deployed have been identified, a training program should be tailored to best fit the employees cultural abilities, and centered around the company's goals. Those selected to participate in the foreign assignment should have skills used in allowing them to have better cultural knowledge, have the ability to change their attitudes, and to be able to effectively perform in a diverse cultural environment (Bennett et al., 2000). Furthermore, Jenkin (2006) also mentioned that employees who have experiences with international upbringings, travel, and living abroad, typically have an increased chance at having faster cultural adaptation to their new environment. Their previous experiences can be used during their training and development and can tailor past learned experiences to create a modified training, which will be more effective than traditional programs. Therefore it is important for companies looking to expand to develop an understanding of their current employees and familiarize themselves with those employees who may have higher cultural intelligence, as this could lead to more rapid adaptation to diverse cultural environments (Nair-Venugopal, 2015). High cultural intelligence within existing employees should be a contributing factor during the selection process for new leadership and management teams. By fully understand the

environment and employees, companies can assure that they are selecting the right personnel for each role.

When creating these training programs, company's primary focus should be to develop their talent by enhancing their ability to communicate effectively across cultures while also making them culturally sensitive to their new environment. Companies can increase cognitive cultural intelligence by having their employees develop a sense of the culture, which they intend to become a part of, and having their employees become familiar with both verbal and nonverbal communication within the region. These individuals should also be coached by other expatriates and also host country nationals throughout their assignment, to continuously improve their ability to be effective in their new environment (Nair-Venugopal, 2015). Their ability to successfully work cross-culturally and develop and understanding to their new environment will provide them with a stronger foundation to make educated decisions based on host country considerations. This will also lead to improved cross-cultural communication between foreign employees and the local population.

Training and development programs are created with the intention of increasing cultural awareness and familiarizing employees with local customs, practices, and lifestyle. These programs are also created with the objective of preparing employees who have an assignment abroad, arming them with cultural differences training, and giving them insight into various factors that could be encountered during the transition (Fischer, 2011). According to Fischer (2011), these programs are intended to develop employee's intercultural awareness, and towards preparing employees on the mechanics of working across borders. This type of familiarization will lead to a higher success rate and provide employees with an understanding of their new

environment both at a professional and personal level (Jenkins, 2006). Fully understanding their environment means having the ability to feel comfortable when working with the local culture.

Family Cross-Cultural Training

The evidence provided indicates that those who are sent on international assignments should participate in some form of cross-cultural training in order to have the best chance for successfully completing their international assignment; however, the success of these employees does not solely rest on the employees' ability to adapt, but it also rests on the families of those working internationally. Family plays a key role as to whether an assignment can be completed successfully or departed prematurely. In the year 2000, it was estimated that approximately 75.4% of all expatriates were married (Bennett et al., 2000).

Therefore, when companies select individuals to carry out an assignment, their families are also impacted by this decision. Often times when employees are selected to carry out an assignment abroad, those that might be most heavily affected are family members of the employee. By definition, a family consist of a spouse, or significant other, and children. For those family members who have chosen not to travel abroad and to stay at home, the primary impact will be dealing with a family member who is not living with the family when they are residing abroad. Therefore, this puts the family in a situation in which all members of the family are engaged in a long distance relationship. For spouses, this means running a household without their counterpart, and for children this means adjusting to a single parent household for the duration of the assignment. However, as a result of these international assignments being lengthy in duration and the negative impact that long distance can have on families, it is common for employees who are assigned an international assignment to include their family in their foreign assignment.

Families are typically recognized as part of the relocation package and must also be recognized as having a need for cross-cultural training to successfully complete the assignment and averting failure (Bennett et al., 2000). The reason for needing this cross-cultural training for family members is because family will have a large impact on the success of the employees international assignment.

This means that families will be moving internationally, and in doing so, must learn to adjust to their new local environment. Training for families can help provide them with guidance during the transition. Cross-cultural training helps spouses create a plan of action that encompasses shifts in their attitudes to adjust to their new environment. Through providing training, it will allow employees to create growth and development plans to be applied during their international assignments. Therefore when families are relocated, they must learn to deal with the impact of change in their new lives, become familiar with the cultural adaptation process, and create a plan for helping them manage this change (Bennett et al., 2000). Cultural training helps families assimilate to their new cultural environment and tend to have a higher success rate in the completion of their new intentional assignment (Tarique & Caligiuri, 2009). The training also helps employees spouses feel like they are being included as part of the process. This is much better received, than having employees feel like they are being moved internationally (Bennett et al., 2000).

In addition to spouse training, children must also be considered when discussing training for the family moving abroad. Making a change that involves a different country, different language, different environment, and a different culture can be a culture shock for children who may not have international exposure. This can create a problematic scenario for families if not addressed properly. Children are likely to continue education in a foreign country and they

should receive a different type of training that is geared towards young family members in an effort to assist in helping them adapt to their new environment (Bennett et al., 2000). The training can help these younger family members identify the positive aspects of moving abroad and to get them to buy into the philosophy that their new living environment has a lot to offer.

Since these children will probably be attending school, the training can assist in transition them into potential remote city's or hardship locations. If the school to be attended is an international school, the transition might be much easier for children moving abroad. However, if international schools are not available, then the children will have to face language barriers, difference social norms, and a new school system, all of which could be addressed through cross-cultural training programs. It is important to conduct this type of training, as children will no longer have their friends, peer groups, and activities and will need to start from scratch to develop these types of relationship again (Bennett et al., 2000). Through cross-cultural training, families will be able to develop a foundation and better understanding of the relocation process. They will also have a better sense of understanding of the expectation that comes from living in a new cultural environment. Through training, families will also be better equipped to cope with managing the stressors that come from living abroad, learn to communicate effectively, learn how to interface with the local population, and be more equipped to dealing with their new change; therefore, they will provide everyone a better chance at successfully completing the international assignment and avoid a premature departure due to the unhappiness of the employees' family members.

Understanding Cross-Cultural Barriers

In order to discuss how to overcome cross-cultural barriers, employers must understand these cultural barriers, and train and develop their employees. Through training and

development, companies can seek to develop their employees' cultural intelligence, which must include analyzing traits, skills, attitudes, behaviors, and experiences that can lead to successful culture-to-culture dealings (Deturk, 2001). This type of training will result in understanding of cultural norms, effective communication, and providing an embodied experience into cultural adaptation. Through this process of adaptation, employees do not replace their national culture, they simply add to their repertoire of beliefs and behaviors (Deturk, 2001).

Educating on Cross-Cultural Barriers

One way that schools are assisting United States educational institutions is to offer classes for students who are learning English as a second language. These classes help transition foreign students to learn the English language while enrolled in regular classes. Within the heavy highway construction industry, companies have implemented classes to educate employees and management in cultural and language barriers. Classes include teaching the meaning of common words in English and Spanish. Classes also teach proper pronunciation in English and Spanish. Furthermore, classes also include a series of photographs used to identify the common verbiage (Canales et al, 2009). Outside the United States, Asia, Central and South America have added learning English as part of their educational curriculum. Curriculum for middle school and higher levels of education, place a large emphasis on learning the English language. This is also common in Europe, where English has now become more dominant than French (Kilpatrick, 1984).

Furthermore, in addition to language barriers, there is a strong focus on overcoming cultural barriers. To help overcome cross-cultural barriers, more companies are seeking to educate employees on intercultural training. One way to teach employees about a different culture is by having virtual assignments. On a virtual assignment, employees do not relocate to a

host location, but instead, have international responsibilities from their home country with incremental travel. This helps an individual understand the culture without having to live in the host country. For those companies who seek competing abroad, formal efforts are implemented to prepare employees in development of interpersonal relations and for job success.

Intercultural awareness training helps employees understand cultural challenges and helps employees develop a sense of cultural awareness (Holtbrugge & Schillo, 2008). It also important for multinational corporations that are expanding operations into South America to employ local talent. By employing local nationals, the foreign employees will have local guidance and cultural guidance that can help them minimize the cultural learning curve (Smith & Victorson, 2012).

Chapter 3: Methodology

Introduction

Globalization is a phenomenon that continues to grow in today's business environment. This globalized business approach has virtually removed existing borders with regards to trading and cross-cultural dealings; therefore, companies are continuously considering the advantages associated with conducting business across borders seeking opportunities in other countries. However, as companies look to work across borders, those involved encounter cross-cultural differences that can lead to communication barriers. Therefore, companies must culturally prepare their employees to ensure successful completion of their international assignment.

The purpose of this study was to highlight the importance of cultural differences at work when U.S. and South American companies conduct business. This qualitative study sought out to explore the different practices utilized in both U.S. and South American companies trying to conduct business in South America. These best practices are geared towards eliminating cultural barriers existing when companies based in these two countries are trying to work with one another.

The intent of this study was to highlight the importance of cultural awareness. The study also focused on analyzing the different types of cross-cultural challenges that exist within South America including cross-cultural communication, verbal communication, and nonverbal communication. Also, this study discussed how to overcome some of these cross-cultural barriers through employee training and development, along with the importance of using expatriates and host country nationals to assist in cultural adaptation. Furthermore, additional topics covered included cultural factors associated with entrepreneurial families, paternal leadership, the concept of time, and religion, and how all these different factors affect business dealings.

Re-Statement of Research Questions

This chapter describes the research methods that were applied to achieve the objectives of this study, which is to primarily answer these four research questions:

RQ1: What challenges do South American companies face when conducting business with U.S. companies?

RQ2: What business strategies and practices do South American companies implement to facilitate business dealings with U.S. companies?

RQ3: How do South American companies measure success in dealing with U.S. companies?

RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?

Nature of the Study

In order to answer effectively the research questions proposed in this study, a qualitative research design was implemented. Donalek and Soldwisch (2004) claimed that “qualitative research is the organized, systematic exploration of some portion of human experience (p. 354).” Unlike other studies that tend to focus more on statistical analysis, qualitative research focuses on emergent themes. Therefore, qualitative research design was implemented as a baseline for this study with the intent of identifying best practices of South American companies when conducting business with U.S. companies. The purpose of the study was to identify common themes within the success of South American companies that have overcome some of the cross-cultural barriers associated with conducting business with U.S. companies and to highlight those best practices.

This study will utilize one of the four predominant knowledge claims philosophies call *social constructivism domain*, which Creswell (2003/2014) noted, “holds that individuals seek understanding of the world in which they live and work (p. 8).” Creswell also mentions that understanding can be subjective and can be shaped based on each individual experiences, bringing out new insight and different themes. Therefore, Creswell also mentioned that the constructivism domain can vary in understanding, as it is subjective and driven by each person’s individual experiences. Creswell also noted the need for researchers to have isolation over interactions with other individuals and to be aware of research bias when leading a study. If researchers have a certain background in experiencing different cultural interpretations, they can influence how information “flows from their personal, cultural and historical perspective” (pp. 8-9). This can result in interpreting their own life experiences versus those experiences being shared by other member’s participating in the study.

Creswell (2013) mentioned that through a constructivist approach various strategies can provide researchers with best practices utilized in collecting and interpreting data. A qualitative approach has been recognized as one of the best practices for doing so. According to Rossman and Rallis (1998), there are several strengths that are associated with discussing the use of qualitative research and the way in which it is approached. The exchange between the researcher and participant should create a comfortable atmosphere for both parties. The authors mentioned creating a purposeful bond between researcher and participate, while having the ambiance of a humanistic centered approach, encouraging the exchange of dialogue and comfort for sharing experiences.

Strengths. Like any type of research, there are both strengths and weaknesses associated with qualitative methods. In the case of this study, one of its strengths is that the data was

collected through semi-structured interviews, which provided flexibility during the interview process for the researcher to ask for clarification or for follow up questions. Anderson (2010) suggested that during an interview, the data collected from the interview process, is more powerful than quantitative methods. Another strength is that compelling data can be collected during this process, which may have not been addressed, but could have a considerable contribution to the study.

Weaknesses. As there are many strengths associated with this type of research, there are also various weaknesses and limitations associated with qualitative research. The first limitation is that qualitative research may or may not be categorized at the same strength as that of a quantitative study amongst scientific circles (Anderson, 2010). Another limitation can be attributed to the researcher as it applies to their interviewing techniques, skills, and personal biases (Creswell, 2003/2014). Qualitative research also yields a high amount of data and may require more time for the researcher to organize, code, and transcribe (Anderson, 2010).

Assumptions. When conducting qualitative research, there are four philosophical assumptions of qualitative studies: (a) ontological, (b) epistemological, (c) axiological, and (d) methodological (Creswell, 2003/2014). Ontological assumptions focus on the nature of reality, as those researched, along with the researcher, have different realities within this qualitative analysis. The epistemological assumption relates to subject matter knowledge and how that knowledge is understood (Creswell, 2013). The knowledge gained in this qualitative research analysis is primarily based on the participants and their subject matter expertise. Their experience and shared stories provided the researcher with the information necessary to conduct this study. The axiological assumption relates to values and the role they play with regards to a study. Human by nature have values that differ from others, which makes qualitative studies

unique in nature as these values and biases are made prominently known. Therefore, when a researcher codes, transcribes, and interprets that data gained during a study, the results are shaped through their lens of personal experiences (Denzin & Lincoln, 2011). In this study, the researcher shared his bias as a business leader and how it influenced his interpretation of the data. Methodological assumption outlines the process of research being detailed (Creswell, 2003/2014). In this research study, the researcher developed the questions on his own, as opposed to developing questions using theory. This provided the researcher with flexibility to add, remove, or modify questions throughout the interview process. The researcher also created follow up material in the event that the participants deviate and share information that may be of significance.

Methodology

When conducting a qualitative study, which incorporates constructivism, it is important to understand which methodology approach will be best suited to address cross cultural best practice for South American companies working with U.S. companies. According to Creswell (2003/2014), phenomenological research “identifies the ‘essence’ of human experiences concerning a phenomenon, as described by participants in study, therefore defining this methodology as both philosophy and approach” (p. 15). In other words, one can best describe how companies based in the United States can help their employees gain cultural preparation for their international assignments into South America. These themes emerged from past recollections of the cross-cultural challenges that current companies in South America have faced when conducting business with U.S. companies and their employees. Additionally, examining how these South American companies were able to successfully employ their best

practices to navigate the pitfalls that are associated with cross-cultural business dealings, was imperative to this research.

Structured process of phenomenology. Through a phenomenological approach, appropriate sampling was the method used by this researcher to arrive at major themes derived from participants in dealing with U.S. companies. Phenomenological research involves surveying a small number of subjects and detecting patterns and trends whose meanings are based upon the importance of their statements (Moustakas, 1994). This data is most commonly gathered through conducting interviews structured in open-ended format. This interview method acquires data through open-ended interviews, which leads to the development of themes based on participant responses (Creswell, 2003/2014). This study incorporated the use of interviews and the results of those interviews are explained in detail in the Data Collection section.

Appropriateness of phenomenology methodology. The phenomenological approach best applied to this study because the study research benefited from those participants who had experiences working with United States counterparts cross culturally. The participants shared best practices learned through their experiences while working cross culturally with U.S. companies. The researcher created a composite description of what the participants experienced and how they experienced it (Creswell, 2013; Englander, 2012). The strengths of phenomenology support the selection of this phenomenological approach. Moreover, this phenomenological study provided a thorough understanding of the phenomena of working cross-culturally. The results yielded from the study were based on the experiences of the participants (Anderson, 2010).

Although this researcher chose the phenomenological approach, a best fit for this type of study, there are also several weaknesses associated. The first weakness is the difficulty posed

preventing researcher bias. The second limitation is the difficulty associated with pure bracketing, which has the possibility of running interference while interpreting the data. However, this study eliminated the posed weaknesses in the following ways. First, the researcher has explicitly mentioned the biases explained. Furthermore, with regards to bracketing, the researcher bracketed personal experiences in cross cultural business, to reduce interference during the interpretation of the data (Creswell, 2013).

Research Design

A research design is a framework that “serves as a bridge between research questions and the execution or implementation of the research” (Durrheim, 2006, p. 34).

Analysis unit. The analysis unit for this research study was a member of an organization who worked for companies headquartered in South America and meeting the following criteria:

1. Members of the Helicopter Association International (HAI);
2. Director-level (or higher) position within organization;
3. Experience working with U.S. companies for a minimum of two years;
4. Experience working with expatriate leadership and travel experience.

Population. The population for this study consisted of individuals who were members of companies headquartered in South America. For this study, the source of data came from various companies located in South America. The purpose of this study was to schedule a time to meet with 15-20 participants willing to share their experiences in conducting business with U.S. companies. The researcher chose to structure the semi-structured interviews to be conducted between the investigator and the participants. The investigator assumed that by

selecting individuals who are at the director level or higher, they would feel comfortable in sharing their learned experiences when working cross-culturally with U.S. companies.

Sample size. Patton (2002) posited that researchers define their sample from the population, “which is the group [in which] they are most interested” (p.45). In this study, the subjects consisted of 15-20 participants. The researcher selected 15-20 participants in the event that some participants may be unavailable to participate. Ultimately, the final participant list consisted of 11 participants who were chosen for the study. The following serve as selection criteria for the sampling frame: A “qualitative researcher seeks participants because of their knowledge and ability to describe the phenomenon or some part of the phenomenon under study” (Donalek & Soldwisch, 2004, p. 356). Therefore, the individuals that were selected to participate in this study were chosen because of their experience in working cross-culturally with U.S. companies.

Purposive sampling. In this study, the participants will be selected based on purposive sampling. When selecting participants for a study, it is important to be purposeful and meaningful, particularly when dealing with qualitative research. According to Creswell (2003/2014), in purposive sampling, the setting, actors, event, and process are considered to ensure that the data gathered and analyzed are of the highest quality. When conducting purposive sampling in qualitative research, it generates in depth understanding, whereas quantitative research focuses more on breadth of understanding (Palinkas et al., 2015).

Participation selection: Sampling frame to create the master list. Sampling frame is the master list of people who form the population from which the sample is taken (Coyne, 1997). The following procedures were utilized in the selection process through purposive sampling in order to create a master list:

1. Visited the publicly available website for Helicopter Association International (HAI) by visiting the following website: <https://www.rotor.org>
2. From the website, viewed the “Membership” tab.
3. Scrolled to “Search Membership Directory” and then selected.
4. Selected country of interest, specifying each of the following countries:
Argentina, Chile, Brazil, Colombia, Uruguay.
 - a. For each country: a summary of the HAI representatives were listed, which included company name, website URL, membership type, and point of contact information.
 - b. Each result was extracted and copied onto a spreadsheet, which included columns with contact information.
 - c. This process was repeated until a master list is created.
5. Applied inclusion and exclusion criteria.
6. Applied criteria for maximum variation.

Criteria for inclusion. The criteria for inclusion was as follows:

- Participant must be between the ages of 30 and 60 years of age.
- Experience of five years or more, working for a South American company.
- Participants must be actively working in Argentina, Brazil, Chile, Colombia, and Uruguay.
- Experience working cross culturally with companies based in the United States, as a director level or higher.
- Availability for interviews to be conducted face to face or virtually using

telephone or video conferencing.

Criteria for exclusion. The criteria for exclusion included the following:

- Participants who do not meet the inclusion criteria.
- Participants who are unavailable for virtual interviews through telephone or video conferencing applications previously mentioned.
- Participants who are unable to provide informed consent.

Purposive sampling maximum variation. Those chosen to participate in this study were selected through purposive sampling. In purposive sampling, “the researcher selects a sample based on his or her experience or knowledge of the group to be sampled” (p. 138). This was the result of the researcher having the participants as part of his professional business network. One primary advantage of this type of sampling is that it provides a high level of depth of information regarding the topic being analyzed, with only a small sample (Isaac & Michael, 1995). Therefore, if the study yields a list larger than 20, maximum variation will be applied. This includes race, gender, ethnicity, or age. Maximum variation is an approach that determines certain criteria in advance to differentiate the participants (Coyne, 1996; Creswell, 2013). Participants are then selected that differ on the criteria. Examples of maximum variation are race, gender, ethnicity, or age. An advantage of maximum variation is that it increases the probability that the research findings will represent different perspectives, which is “an ideal in qualitative research” (Creswell, 2003/2014, p. 157).

Protection of Human Subjects

This research study relied on human subjects to complete the intended research. The goal of the IRB process is two-fold: (1) Protect the welfare and dignity of human subjects, and

(2) Assist investigators in conducting ethical research that complies with applicable regulations.

As stated by Pepperdine University's IRB (2017):

It is the policy of Pepperdine University that all research involving human participants must be conducted in accordance with accepted ethical, federal, and professional standards for research and that all such research must be approved by one of the university's Institutional Review Boards (IRBs). In the review and conduct of research, Pepperdine University is guided by the ethical principles set forth in the Belmont Report. In addition, all human subjects research conducted by or under the auspices of Pepperdine University will be performed in accordance with the U.S. Code of Federal Regulations, CHHS (CFR), Title 45 Part 46 (45 CFR 46), entitled Protection of Human Research Subjects, and Parts 160 and 164, entitled Standards for Privacy of Individually Identifiable Health Information and the California Protection of Human Subjects in Medical Experimentation Act (para. 1).

Therefore, before commencing with the data collection, Pepperdine University's IRB department needed to grant permission to the researcher to proceed. Upon receiving approval, a recruitment letter was sent to the perspective participants. Once perspective participants reviewed the letter and agreed to participate, they contacted the researcher and scheduled their interview. The researcher included contact information in the recruitment letter, along with follow up instructions.

Participants who agreed to participate in the study were informed that the study is completely voluntary (Appendix B). Those chosen to participate in the study were provided with consent forms (Appendix B) prior to the interview via an electronic consent form. The researcher chose this method to allow subjects to read and understand the intent of the study and the risks of participating as part of the research.

The consent form informed participants of having free will when choosing not to answer questions that can create discomfort. The form also outlines that participants would have full anonymity of company name, title, or anything that might compromise the participant's identity. The informed consent form included the following content:

- Introductory contextual information about this study;
- the purpose of the study;
- the study procedures;
- potential risks and discomforts of the study;
- potential benefits to participants and /or society;
- potential conflicts of interest of the investigator;
- anonymity assurances;
- participation and withdrawal;
- alternatives to full participation;
- investigator's contact information;
- rights of research participant and IRB contact information;
- designated spaces for signatures of research participant and principal investigator.

No financial or any other kind of compensation will be provided for participating.

Furthermore, those participants who were interested in the results of the study, were told by this researcher that a copy of the results would be provided once the study was completed.

Data Collection

Once the researcher received an email from the participant indicating scheduled the interview and told each participant that the interview would take approximately 45-60 minutes. Before the interview, this researcher memorized all questions to minimize losing eye contact with the participant (Creswell, 2003/2014). As a result of all participants being located in South America, the interviews needed to take place via video teleconferencing using either Facetime or Skype, depending on participant's preference.

Prior to the start of any interview, the researcher prepared by being ready 15 minutes prior to the scheduled teleconference. The researcher had the following tools during the interview to assure proper transcription:

- iPad recorder as a primary source of recording and an iPhone as a secondary backup;
- informed consent form, signed and verified;
- backup notebook and writing instruments.

By utilizing these tools, the researcher was assured that the information derived during the interviews would be captured fully and accurately.

Interview Techniques

As a result of the interview subjects being South American businessmen and women, the researcher made sure that prior to starting the interview, formal pleasantries were exchanged. The reason the researcher chose this approach was because the importance of exchanging pleasantries is something of great importance in South America. Individuals from South America place a strong emphasis on connecting with other people and respecting human dignity by always making time to connect, even just to say “Hello.” The people in South America always have time to say hello and for a brief exchange. This can also be seen through the essence of time being flexible versus rigid (Osland, De Franco & Osland, 1999). It is important to them to always leave room to socialize and build relationships throughout their day. Therefore, the researcher focused on building this initial trust, in order to assure that the participants would feel comfortable with the interview process.

The researcher explained the protocol details of the interview and also explained the process of the interview, in order to alleviate any uncertainties of the participant. During this time, the researcher explained that the interview protocol being followed was created by the

researcher and was reviewed and approved by a committee and the University's dissertation committee. The researcher gave the participant an overview of the process and then obtained verbal consent for the use of auditory recording. The researcher explained that the purpose of audio recording was to assure accuracy in the data collection. The researcher provided an overview of the process and purpose of the semi-structured interview and explained that in a semi-structured interview, there may be a possibility of follow-up questions asked with the intention of gaining more insight or to clarify responses. Participants were told that the interview was structured to take between 45-60 minutes, with added flexibility of additional time to allow the interview to be fully completed. After concluding the interview, the participants were told that once the interview was transcribed, a copy of transcription would be sent to the participant in order to obtain corrections, clarifications, and/or validate that the information provided during the interview was accurate. At the end, the researcher concluded by thanking the participant for their time and contribution to the study.

Interview Protocol

The interview protocol will be guided by literature review digested in Chapter 2, along with personal knowledge, validity, and prima facie, peer review, and expert review.

Interview questions. The interview questions for this study are as follows:

IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies?

IQ 2: What are some of the disadvantages and when conducting business with U.S. companies?

IQ 3: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?

IQ 4: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?

IQ 5: How do you define Success when conducting business with U.S. companies?

IQ 6: How do you measure success when conducting business with U.S. companies?

IQ 7: Can you share an instance when one challenge significantly hampered conducting business with U.S. company?

IQ 8: Can you think of a second example in which something you did, hindered the business dealing, that you would never do again?

Relationship between research and interview questions. The researcher developed the ten interview questions based on the proposed research questions (Table 1).

Validity of the study. Validity of the instrument was evaluated to ensure that the questions on the protocol address that of the research questions. In order to determine the validity of these questions, a three step process was employed: (a) prima facie validity, (b) peer review validity, and (c) expert review.

Prima facie and content validity. The term Prima Facie has been used in modern academia defined by Herlitz (1994) as “upon an initial observation (p. 393).” After a thorough review of the literature, the investigator initially created nine interview questions believed to be appropriate for this study. These nine questions were believed to be linked directly to the four research questions. These were believed to yield rich responses by leveraging the original; pre approached four research questions of this study (as presented in Table 1).

Table 1

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ1: What challenges do South American companies face when conducting business with U.S. companies?	IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies? IQ 2: What are some of the disadvantages and when conducting business with U.S companies?
RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?	IQ 3: When conducting business with U.S. companies, what would you recommend to facilitate business dealings? IQ 4: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?
RQ3: How do Track success when conducting business with U.S. companies?	IQ 5: How do you define Success when conducting business with U.S. companies? IQ 6: How do you measure success when conducting business with U.S. companies?
RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?	IQ 7: Can you share an instance when one challenge significantly hampered conducting business with U.S. company? IQ 8: Can you think of a second example in which something you did, hindered the business dealing, that you would never do again?

Note. The table identifies four research questions and corresponding interview questions. Interview questions were reviewed by a panel of two peer-reviewers and expert reviewers.

Peer review validity. In order to assure validity, challenge interpretations, and clarify any difficulty in questions, a peer review process was employed. Table 2 was constructed and sent for reviewers composed of two other researchers who were conducting their own studies and currently enrolled in the Doctorate in Organizational Leadership program at Pepperdine

University. Peers were asked to review each question and specifically the following:

- Please review the summary statement attached to acquaint yourself with the purpose and goals of this study.
- Next, assess the corresponding interview questions.
- If you conclude that the interview question is applicable to the corresponding mark, “The question is applicable to the research question - Keep as stated.”
- If you conclude that the interview question is not applicable to the corresponding interview question mark, “ This question is not applicable to the research question - delete it.”
- Finally, if you conclude that to be applicable to the research question, the interview question must be amended, mark, “The question should be amended as suggested” and in the available space provided recommend your amendment.
- An additional space was also provided to recommend additional interview questions for each research question.

Suggestions for revisions. Suggestions for revisions primarily focused on the specificity of the proposed interview questions. Recommendations were provided by based on preliminary review in an effort to gain a better understand of what the interview is trying to convey, and to assure that these questions are as clear and concise as possible. The peer review panel suggested adding a ninth question, which can be seen in Table 3.

Expert review validity. The last step to assure validity of this study was an expert review for occasions where no consensus was met during the peer review exercise. Creswell (2003/2014) stated that the use of an external auditor, also known as expert reviewers, can provide the final layer of expertise when it comes to providing feedback for a study. Therefore,

after a peer review, these results were sent to the panel of expert reviewers composed of the dissertation committee for the final screening and approval. The expert panel provided focused

Table 2

Peer Review - Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
<p>RQ1: What challenges do South American companies face when conducting business with U.S. companies?</p>	<p>IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 2: What are some of the disadvantages and when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p style="text-align: right;">(Continued)</p>

Research Questions	Corresponding Interview Questions
<p>RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?</p>	<p>IQ 3: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 4: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested
<p>RQ3: How do Track success when conducting business with U.S. companies?</p>	<p>IQ 5: How do you define Success when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 6: How do you measure success when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p style="text-align: right;">(Continued)</p>

Research Questions	Corresponding Interview Questions
<p>RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?</p>	<p>IQ 7: Can you share an instance when one challenge significantly hampered conducting business with U.S. company?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 8: Can you think of a second example in which something you did, hindered the business dealing, that you would never do again?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested

Table 3

Research Questions and Corresponding Interview Questions (Revised)

Research Questions	Corresponding Interview Questions (Revised)
RQ1: What challenges do South American companies face when conducting business with U.S. companies?	IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies? IQ 2: What are some of the disadvantages and when conducting business with U.S. companies?
RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?	IQ 3: When conducting business with U.S. companies, what would you recommend to facilitate business dealings? IQ 4: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?
RQ3: How do Track success when conducting business with U.S. companies?	IQ 5: How do you define Success when conducting business with U.S. companies? IQ 6: How do you measure success when conducting business with U.S. companies? Continued
RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?	IQ 7: Can you share an instance when one challenge significantly hampered conducting business with U.S. company? IQ 8: Can you think of a second example in which something you did, hindered the business dealing, that you would never do again? IQ 9: What advice would you give to a U.S. colleague regarding doing business in South America

Note. The table identifies four research questions and corresponding interview questions with revisions based on feedback from peer-reviewers and an expert reviewer. Subsequent changes were made to the order and phrasing of questions within the interview protocol.

feedback on the questions and assured cohesion in the alignment between the research questions and the proposed interview questions. Their feedback was then incorporated in the final version of the invert protocol questions. See Table 4 for final set of interview questions.

Reliability of the study and pilot study. Reliability measures the degree to which an instrument can consistently measure what it is intended to measure (Richard & Morse, 2013). Therefore, if this study were to be replicated and yielded the same result, it could be considered to be reliable (Richard & Morse, 2013). To establish reliability, two interviews were conducted in a pilot study, with an attempt to establish reliability. Post interview, the researcher gathered input from the subjects regarding the clarity, flow, and understandability of the questions asked, and the results were incorporated into the interview questions.

Statement of Personal Bias

When an investigator embarks in a study, they will look at much of their research through a lens that has been shaped as a result to their own personal and professional experiences. As a result of these learned experiences, in research, it is important that these biases are identified as they will have an impact on the research. By addressing these biases, those who are reading the study can recognize the researcher's point of view and according to Creswell and Miller (2000), "suspend those researcher biases as the study proceeds" (p. 127).

Table 4

Final Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions (Final)
RQ1: What challenges do South American companies face when conducting business with U.S. companies?	IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies? IQ 2: What are some of the disadvantages when conducting business with U.S. companies? IQ 3: Can you share an instance when one challenge significantly hampered conducting business with U.S. company
RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?	IQ 4: Can you tell me an instance when you overcame challenges or disadvantages that you faced working with an U.S. Company? IQ 5: What other strategies have you used to overcome similar difficulties when working with Us Companies.
RQ3: How do Track success when conducting business with U.S. companies?	IQ 6: How do you define Success when conducting business with U.S. companies? IQ 7: How do you measure success when conducting business with U.S. companies?
RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?	IQ 8: What advice would you give U.S. colleagues regarding doing business in South America? IQ 9: What advice would you give to South American colleagues regarding doing business in South America?

Bracketing. Bracketing does not eliminate the researcher’s perspective, as this is nearly impossible (Creswell, 2013). However, it places an emphasis to able to examine and pivot the

research as needed. In the case of this study, the investigator acknowledged:

- Was born outside the United States and raised by foreign parents.
- Speaks two languages fluently including Spanish and English.
- Has over 15 years of aerospace and business background.
- Currently works for a Fortune 500 company in aerospace business development.
- Has lived, studied, and traveled abroad.
- Raised in a bilingual household.

As a result of the mentioned background and experiences, there is a need for bracketing.

However, these experiences and background allowed the investigators to conduct higher quality research and to collect much richer data.

Epoche. A Greek word meaning to “refrain from judgment” (Moerer-Urdahl & Creswell, 2004, p. 19), *epoche* relates to the researcher “setting aside prejudgments as much as possible and using systematic procedures for analyzing the data” (p. 19). Epoche can also be thought of as bracketing, as this suspends judgement, and separates the researchers experiences to have a fresh perspective regarding the study (Creswell, 2013). Prior to the interviews, the researcher removed preconceived thoughts related to best practices when working cross culturally between South American and U.S. companies. The researcher also maintained a reflective journal of observations and assumptions during the data collection process, to allow a clear perspective, focus, and undivided attention with participants answering interview questions (Moerer-Urdahl & Creswell, 2004). This has been used in an effort to minimize personal biases.

Data Analysis

Once the interview data was organized, the researcher followed Creswell’s method of collecting and analyzing data as a blueprint for the study. Creswell (2003/2014) mentioned that

the data should be organized and prepared for the analysis. This refers to transcribing all notes, sorting the data, and arranging data accordingly, and follow up by conducting a full review of the data. After the data has been organized, the next step, According to Creswell, is coding the data.. After the data has been coded, Creswell suggested this will lead to the development of themes and categories, which will result in the need for a deeper analysis. Furthermore, the final step suggested by Creswell is the interpretation of the data and the need of revisiting those themes gathered in the previous step to validate as necessary. Creswell mentioned, “The process of data analysis involves making sense out of text and image data” (p. 190). This statement provides guidance for the researcher when collecting and reviewing that data.

Coding. This phenomenological research study involved the need for coding the data gathered as a result of the interviews. The researcher utilized an inductive coding procedure involving interim analysis, coding, categorizing, and interpreting the results to be utilized in exploration of the problem poised in this study. These tools culminated in the creation of a table in which the data was organized and analyzed to recognize major themes and headings. The construct of each main heading was composed around key terms found throughout the data collection [interview] process. Once the coding of the data was completed, the researcher sought the review of qualified members of the dissertation committee.

Inter-rater reliability and validity.

Step 1: The researcher initially collected three transcripts.

Step 2: The collected transcripts were then coded.

Once the coding was completed, the theme category results were shared with two students. Once the two students and researcher had arrived at a consensus in terms of methodology, then the researcher coded the remaining transcripts utilizing the gathered feedback

from the two students. This process is similar to that which was utilized earlier to assist in drafting the interview questions. The purpose of having a peer review for the coding was to refine the data and to provide feedback on the need for potential modifications.

Step 3: Upon the completion of peer review process in step 2, the researcher followed a similar format to that of the expert review of the interview questions, but for the coded data. Following a similar process, the researcher received an expert panel that provided expert level feedback for the review of the data. Once a consensus was reached by the team, the researcher compiled the themes derived from the keywords found as a result of the data collection process, and the findings will be presented in detail in chapter four.

Chapter 3 Summary

Globalization has caused the need for companies to go abroad in search for other markets and avenues to grow their business and become competitive. Many U.S. companies have looked upon South America in hopes of a new market and to expand into becoming MNCs. However, as a result of the region being heavily influenced by culture companies must shift their approach to help transition employees by placing a high emphasis on cultural training and development. Through dialogue with South American businessmen, the researcher sought stories, experiences, and best practices to effectively conduct cross cultural business dealings between U.S. companies and South American companies. Ultimately, through the use of a qualitative research method, the data collected will lend itself to be utilized in the study, and creating a meaningful contribution to companies trying to conduct business in South America.

Chapter 4: Findings

As a result of cross cultural business continuing to be sought after by U.S. and South American companies, it is important for those individuals chosen to perform in this environment to be equipped with the right tools in order to deal with the complexities and responsibilities that follow when dealing cross culturally. Contrary to expatriates who are experienced working cross culturally, not all individuals chosen for international assignments have experience working abroad, which can create cross cultural challenges (Fischer, 2011). Therefore, in order to better understand these cross cultural challenges, this study sought after South American business leaders and their perspective on how they have successfully overcome some of the cross-cultural challenges when working with U.S. companies and (b) to highlight the best practices being implemented. To accomplish the task, this study sought out to answer the following four research questions:

RQ1: What challenges do South American companies face when conducting business with U.S. companies?

RQ2: What business strategies and practices do South American companies implement to facilitate business dealings with U.S. companies?

RQ3: How do South American companies measure success in dealing with U.S. companies?

RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?

To assist in answering these four research questions, an interview protocol composed of nine open-ended questions was developed. The use of inter-reliability and validity procedure

were approved and applied to interview participants for this study and the following questions were utilized:

1. Based on your experience, what difficulties do companies face when conducting business with U.S. companies?
2. What are some of the disadvantages when conducting business with U.S. companies?
3. Can you share an instance when one challenge significantly hampered conducting business with U.S. companies?
4. Can you tell me an instance when you overcame challenges or disadvantages that you faced when working with a U.S. Company?
5. What other strategies have you used to overcome similar difficulties when working with U.S. Companies?
6. How do you define success when conducting business with U.S. companies?
7. How do you measure success when conducting business with U.S. companies?
8. What advice would you give U.S. colleagues regarding doing business in South America?
9. What advice would you give to South American colleagues regarding doing business in South America?

Participants in this study were asked to provide responses to the nine open-ended questions and to elaborate and share their insights. During this time, the participants maintained a high level of comfort with sharing their opinions. The information collected from these nine questions contributed to a collection of in-depth understanding of the best practices utilized by South American business leaders when trying to conduct business in their country with U.S. companies. This chapter contains information about the participants and insight regarding the collection of the data and the process by which it was collected. The chapter also contains

information about the inter-rater review process utilized to validate and analyze the data.

Furthermore, the chapter also includes the findings from the analysis of the data collected from the nine interview questions.

Participant

A total of 15 potential participants were identified to participate in this study.

Participants in this study ranged in age from 30 to 60 years old. Once the interview process began, the data collected was coded, and the results indicated data saturation. This was evident by the increased number of common themes agreed upon by the participants. As a result of this data saturation, the committee agreed that 11 participants was sufficient evidence of saturation, ending the participant at 11. This population of 11 participants consisted of one, or 9%t who were female, and 10, or 90% who were males. Participants included were from Argentina, Brazil, Chile, Paraguay, Uruguay, and Colombia.

Data Collection

Data collection for this study began by visiting the Helicopter Association International (HAI), which is publicly accessible through the website <https://www.rotor.org>. Through the membership tab, the countries of interest were selected under the following countries: Argentina, Chile, Brazil, Colombia, Uruguay, and Paraguay. For each country, a summary of the HAI representatives are listed, which includes company name, website URL, membership type, and point of contact information. This list was extracted and a master list was created. The master list was then filtered, sorted, and then run through the criteria for inclusion. This was verified by visiting each member directory for each country and assuring that each participant selected met criteria. After sorting through the list, the master list was narrowed to 15 participants, ensuring maximum variation. Data collection began in early February 2018 after obtaining full IRB

approval on February 5th 2018. After being approved, on the second week of February, the first set of recruitment emails yielded three interviews, three responses of no interest, and two non-responses. During the third week of February, a second batch of 10 recruitment emails was sent. The second batch of recruitment emails yielded five interviews. To further recruit, a third batch of emails was sent, and yielded three interviews. Through the month of February, 37 recruitment emails were sent, that yielded a total of 11 completed interviews.

Participants who agreed to be interviewed were sent the informed consent form prior to being interviewed and were given the opportunity to ask questions prior to the start of the interview. All participants who agreed to be interviewed were maintained anonymously. This allowed the researcher to interview and collect the richest data possible. A total of 45-60 minutes was requested for the interview; however, the recording of the interviews lasted an average of 22 minutes, with an additional 10 minutes of pleasantries exchanges prior to conducting the interview. The longest interview took 29 minutes, and the shortest interview took 14 minutes.

Table 5

Dates of the Participant Interviews

Participant	Currently Working in South America	Interview Date
P1	Yes	February 13, 2018
P2	Yes	February 13, 2018
P3	Yes	March 09, 2018
P4	Yes	March 12, 2018
P5	Yes	March 12, 2018
P6	Yes	March 13, 2018
P7	Yes	March 13, 2018
P8	Yes	March 14, 2018
P10	Yes	March 15, 2018

Data Analysis

This phenomenological research study involved coding the interview data. The researcher utilized an inductive coding procedure involving interim analysis, coding, categorizing, and interpreting the results to be utilized in exploration of the problem poised in this study. This process began by audio recording all interviews and also note taking during the interviews. Once the data was gathered, Epoche, which is also known as bracketing was utilized to suspend judgment and separate the researcher's experiences, which allowed the researcher to have a fresh perspective regarding the study (Creswell, 2013). Prior to the interviews, the researcher removed preconceived thoughts related to best practices when working cross-culturally between South American and U.S. companies. The researcher also maintained a reflective journal of observations and assumptions during the data collection process, to allow a clear perspective, focus, and undivided attention with participants answering interview questions (Creswell, 2013).

The next step in the data analysis process involved the transcription of the audio recordings into Microsoft Word documents. The transcribed documents led to the development of a Microsoft Excel spreadsheet, which was utilized to compare and group all of the questions and the participant responses. These responses were reviewed, analyzed, and coded to identify commonality of key phrases and similarities in point of views between participants. Following the coding process, the next step involved clustering the codes into common themes and then sorting and ranking in accordance of highest to lowest frequency. Theme names were derived by utilizing descriptive verbiage included in the transcripts. After the clustering process was completed, the next step was to validate the data utilizing the inter-rater review process.

Inter-Rater Review Process

In order to validate the data, the inter-rater review process was performed by two doctoral students, who were enrolled in the Doctor of Education in Organizational Leadership program at Pepperdine University. The doctoral students selected for the review also have experience with similar research methodology and with training in qualitative research methods and data analysis. Therefore, both doctoral students were provided with the working document of the coded data with key phrases, responses and groupings, and also a copy of the questions to assist them in understanding the data collected and interpretation. Upon completing their analysis and interpretation of the data, the doctoral students provided their feedback and recommendations. The researcher and the doctoral students had a follow on discussion to assist in clarifying any questions, and the ultimately applying the recommended feedback. In this study, the inter-rater review process ended up yielding eight different recommendations. The edits recommended and modifications made can be seen in the Table 5 below.

Data Display

The data in this study was presented and organized according to the research question and the corresponding interview question. From the interviews, key phrases and similarities of point of views were grouped and sorted according to common themes. Once the common themes were outlined, the frequency charts were introduced to summarize and to provide a visual representation of the results. Furthermore, a description of each theme is accompanied by a participant quote, which was extracted from the transcribed data. To allow preservation and integrity of the data, statements and excerpt are reported verbatim. This resulted in some excerpts being incomplete sentences. The researcher has taken every precaution not to

communicate the data and to maintain anonymity, by referencing the interviewees in order (e.g. Participant 1 (P1), Participant 2 (P2), and so forth.

Table 6

Inter-rater Coding Table Edit Recommendations

Interview Question	Items	Inter-rater Recommendations	Modification Applied
1	Difficulties educating U.S. companies about the process	This is related to understanding complexities of conducting international business	Moved into theme titled differences in rules and regulations
4	We could have shipments seized or pay extra taxes	These are similar to Familiarization with Host Country Requirements	Moved into theme titled Educate Companies on Importance of Compliance
4	Creates delays due to lack of knowledge on regulations and restrictions	These are similar to Familiarization with Host Country Requirements	Moved into theme titled Educate Companies on Importance of Compliance
5	Important for the company to see the market, to come here to see the customer, to hear a lot of these things form the customer, and vice versa, to have either us or the U.S. companies sit down and go over the process.	These are similar to Cross-cultural business education	Moved into theme titled Educate Companies on Host Country Best Practices
5	See how each specific rule and regulations and how these procedures can match with the needs with the U.S company that also has to comply with local and international rules	These are similar to Cross-cultural business education	Moved into theme titled Educate Companies on Bureaucracies
6	Defining success is when you have the right company in the U.S. learn the needs that you have and understand how you can proceed with each particular business	These are all related to understanding process	Moved into theme titled Building Relationships
6	When they understand how to proceed it makes things more easy and more simple for the next business that you are doing with them	These are all related to understanding process	Moved into theme titled Streamlined Process
6	Customer Satisfaction related to the processes either the payment process, importation or exportation process.	These are all related to understanding process	Moved into theme titled Building Relationships

Research Question 1

The first research question (RQ1) asked, “What challenges do South American

companies face when conducting business with U.S. companies?” A total of three interview questions were asked to the participants in an effort to answer the first research question. The three questions related to RQ1 are:

1. Based on your experience, what difficulties do companies face when conducting business with U.S. companies?
2. What are some of the disadvantages and when conducting business with U.S companies?
3. Can you share an instance when one challenge significantly hampered conducting business with U.S. company?

The responses from the interview participants for these three interview questions were analyzed for similarities in themes to form the overall responses to RQ1.

Interview question 1. “Based on your experience, what difficulties do companies face when conducting business with U.S. companies?”

Through the analysis of all responses to interview question 1, a total of 22 difficulties were identified that were grouped into six common themes. The themes that emerged are as follow: (a) differences in rules and regulations, (b) lack of cultural awareness, (c) bureaucratic process, (d) understanding high effort, slow moving market, (e) communication differences, (f) financing (see Figure 1).

Differences in rules and regulations. Interview question 1 yielded differences in rules and regulations as the most notable difficulties faced by South American companies when conducting business with U.S. companies. Of the 22 key phrases, viewpoints, or responses, seven (32%) of the responses collected were directly related to issues with differences in rules and regulations. The label of differences in rules and regulations includes: importation and taxation difficulties, differences in contracting process, differences between the United States

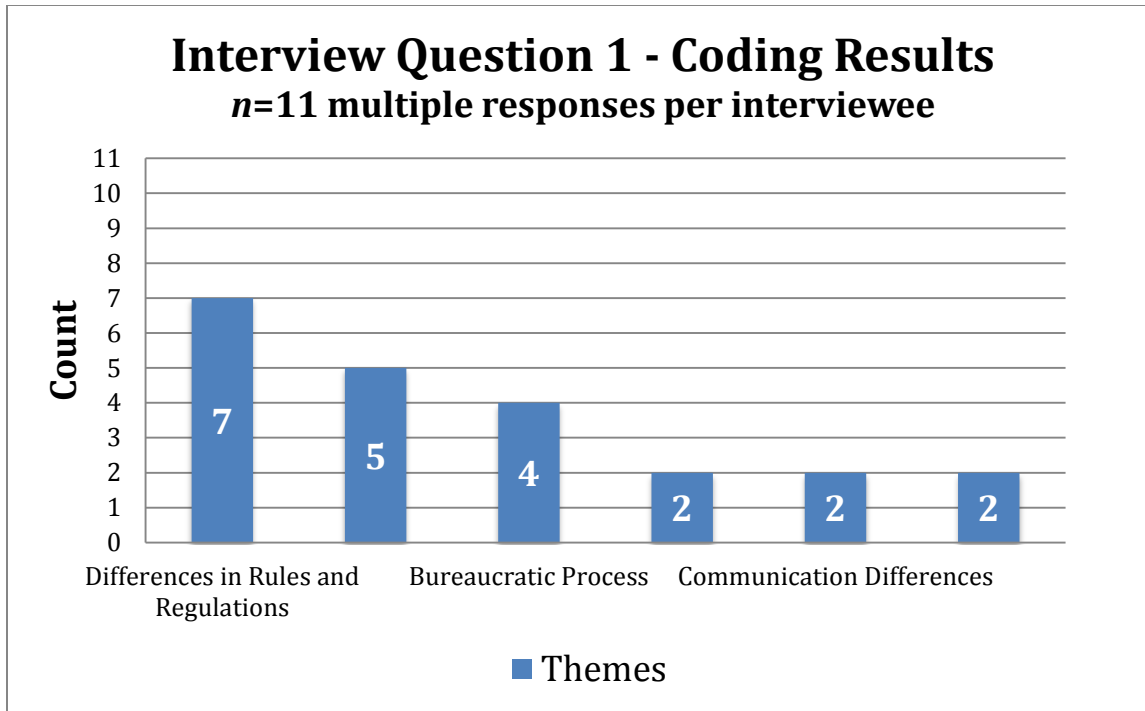


Figure 1. The most notable difficulties facing South American companies when conducting business with U.S. companies. The figures demonstrate six themes that emerged from responses to interview question one. The data is being presented in a decreasing order of frequency. The numbers in each theme indicate the number of responses in which a direct or indirect statement was made by an interview participant that fell into the respective theme category.

and Colombia, differences between countries. For example P8 stated, “In South America and usually dealing with a government and on average business, it can be confusing or it can be interpreted as, having a liability for corruption.” Furthermore, P4 stated that, “Most governments in Latin American countries have different rules.” Furthermore P11 stated that, “Rules and regulations and how they apply can be difficult for U.S. companies to understand.”

Lack of cultural awareness. The second most notable difficulty identified is the lack of cultural awareness. Of the 22 key phrases, viewpoints, or responses, five (23%) of the responses to question one were directly or indirectly related to issues dealing with lack of cultural awareness. The label of lack of cultural awareness includes: the cultural differences from one country to another, the point of view and how it is influenced by culture, lack understanding of

behaviors, and lack of understanding of the cultures. For example, P7 indicated, “Companies from the United States, they don’t understand the behaviors, or the customs in different countries.” Furthermore, P3 indicated, “South American companies don’t understand these differences.”

Bureaucratic process. The third most notable difficulty identified is the bureaucratic process. Of the 22 key phrases, viewpoints, or responses, four (18%) of the responses to question one were directly or indirectly related to issues of bureaucracies. The label of bureaucratic process includes: the difficulties with bureaucracies in Brazil, the challenges of how companies in the United States handle problems differently, the challenge in dealing with paperwork. For Example, P9 indicated that, “Paperwork in the U.S. often times, cannot modify their invoices or the shipping method used, which creates a problem with dealing with import and export bureaucracies.” Furthermore, P1 indicated that U.S. companies, “often lack an understanding of the local bureaucracies”.

Understanding high effort, slow moving market. The fourth difficulty identified was understanding the need for high effort needed, to sell products in a slow moving market. Of the 22 key phrases, viewpoints, or responses, two (9%) of the responses to question one were directly or indirectly related to issues with lack of understanding high effort, slow moving market. The label of understanding high effort, slow moving market includes: South America processes move slow, have longer sales cycles, and requires high effort to produce sales. For example P3 indicated that, “In the U.S., sales cycle is short, in Brazil sales cycles are long.” Furthermore, P1 indicated that, “the market in South America is a slow moving process to create sales.”

Communication differences. The fifth difficulty identified was communication differences. Of the 22 key phrases, viewpoints, or responses, two (9%) of the responses to question one were directly or indirectly related to issues with communication differences. The label of communication differences includes: language. For example, P11 indicated that, “The language is another thing that is difficult to deal with.” Similarly, P10 indicated, “the first difficulty is language.”

Financing. The sixth and final difficulty of interview question 1 was centered on financing. Of the 22 key phrases, viewpoints, or responses, two (9%) of the responses to question one were directly or indirectly related to issues with financing. The label of financing includes difficulties with payment terms not always available, wiring money outside the country requires permits, and getting financing approvals is difficult in South America. For example, P6 noted, “So I guess the main problem that we found is the financing of goods and services that we provide to the government agencies down in Argentina.” Furthermore, P9 stated that “Payment terms are a problem since a lot of the U.S. companies they don’t allow net 30 if they don’t know you.”

Interview question 2. “What are some of the disadvantages when conducting business with U.S companies?” Interview question number 2 yielded a total of 18 responses, in which the difficulties were identified and grouped into six common themes. The themes that emerged are as follow: (a) lack understanding of culture, (b) bureaucratic process and compliance, (c) currency differences, (d) financing, (e) language and communication (See Figure 2).

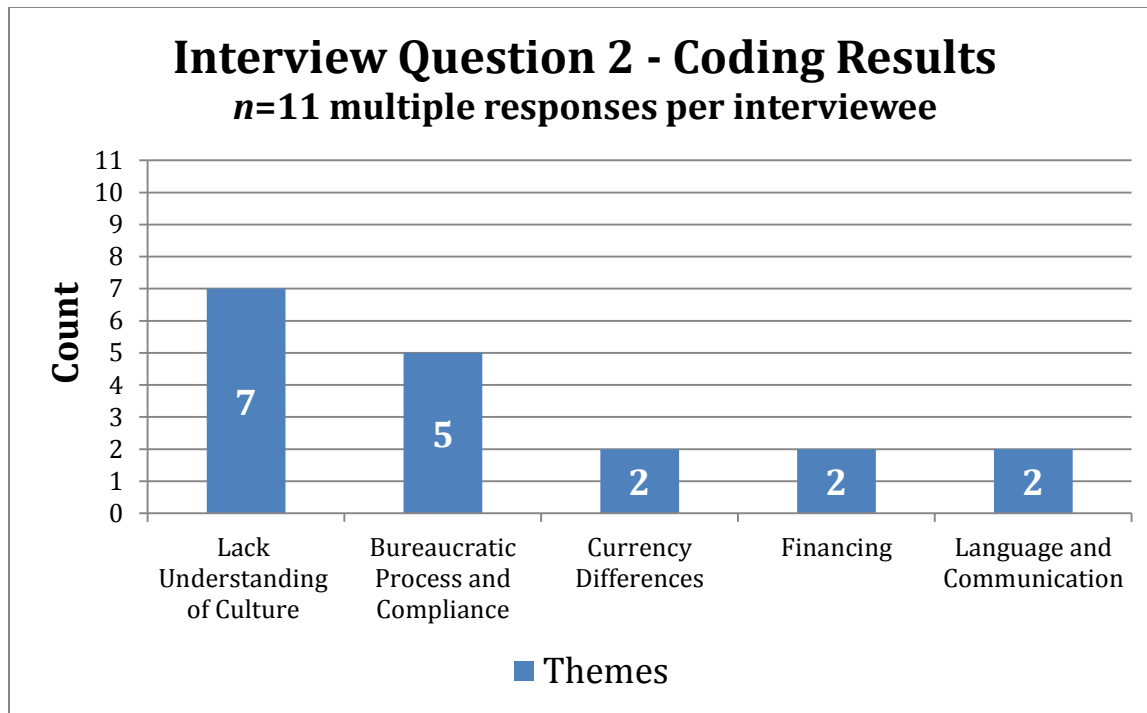


Figure 2. The most notable disadvantages when conducting business with U.S. companies. The figure demonstrates the fixed themes that emerged from responses to interview question 2. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

Lack understanding of culture. Interview question 2 identified that the largest disadvantage when working with U.S. companies is the lack understanding of the host country culture. Lack of understanding of the local culture is the most notable difficulty that faces South American companies when conducting business with U.S. companies. Of the 18 key phrases, viewpoints, or responses, seven (39%) of the responses collected were directly related to issues of culture. The label lack understanding of culture includes: U.S. companies don't take time to understand the customers, and U.S. companies don't understand why they need to do things a certain way. For example, P4 indicated, "Sometimes, in order to understand the culture, you need to work with experts in the United States, and experts from other countries." Furthermore, P2 stated the process is "Going to take longer because U.S. companies don't understand the way

the process works for each country.” United States companies don’t understand why they need to do things.”

Bureaucratic process and compliance. Interview question 2 identified dealing with bureaucratic process and compliance as the second largest disadvantage when conducting business with U.S. companies. Of the 18 key phrases, viewpoints, or responses, five (28%) of the responses to interview question two were directly or indirectly related to issues of bureaucracies and compliance. The label of bureaucratic process and compliance includes: lack of familiarization causes delays, rules vary between countries, lack understanding of how to format paperwork, and lack of familiarization with invoicing leads to delays. For example, P11 indicated:

They don't take the time to understand why things need to be done a certain way, and then the product is stuck in customs and there are fees that need to be paid due to lack of understanding of the bureaucracies .

Furthermore, P10 indicated, “ Shipments gets stuck in customs and is because the paperwork cannot be modified by U.S. companies.”

Currency differences. Dealing with differences in currency ranked third in frequency as one of the largest disadvantage when conducting business with U.S. companies. Of the 18 key phrases, viewpoints, or responses, two (11%) of the responses to interview question two were directly or indirectly related to currency issues. The label currency differences includes: price problems in Brazil, transferring money can be difficult, currency differences between the U.S. dollar and the Brazilian Real change regularly, price fixing and currency differences are a challenge. For example, P8 indicated “First thing, the U.S. company wants to get paid in dollars and here we collect in local currency that can fluctuate against the dollar in a very big number

and usually prices are fixed for a period of time in local currency. Furthermore, P3 indicated, “The money exchange can be a problem.”

Financing. The fourth theme ranked in frequency as a disadvantage when conducting business with U.S. companies was financing. Of the 18 key phrases, viewpoints, or responses, two (11%) of the responses to interview question two were directly or indirectly related to issues of financing issues. The label of financing included: credit risk. For example, P9 indicated:

Probably one is the payment terms since South American companies, almost all of them, will not make the payment directly or they will require a Net 30 since they, it's hard to take money out of the country, so that's one of the disadvantage they have since they can't pre-pay something sometimes and they take longer to make payments.

Furthermore, P8 indicated, “I have to say in Paraguay, the credit is an issue, as U.S. companies want to get paid upfront, without extending credit.”

Language and communications. The final theme ranked in frequency as the fifth most commonly mentioned disadvantage was language and communications. Of the 18 key phrases, viewpoints, or responses, two (11%) of the responses to interview question two were directly or indirectly related to issues of currency issues. The label language and communication includes: difficult to communicate in different languages. For example, P10 indicated “English and Spanish, very different, sometimes in Colombia, many officials don't speak English.” Furthermore, P7 stated, “In some people, they have difficulty to communicate in the different languages.”

Interview question 3. “Can you share an instance when one challenge significantly hampered conducting business with a U.S. company?” Interview question number 3 yielded a total of 15 responses, in which the difficulties were identified and grouped into four common themes. The themes that emerged are as follows: (a) differences in business practices, (b) lack of

cultural education, (c) pricing and currency exchange, (d) bureaucracies (See Figure 3).

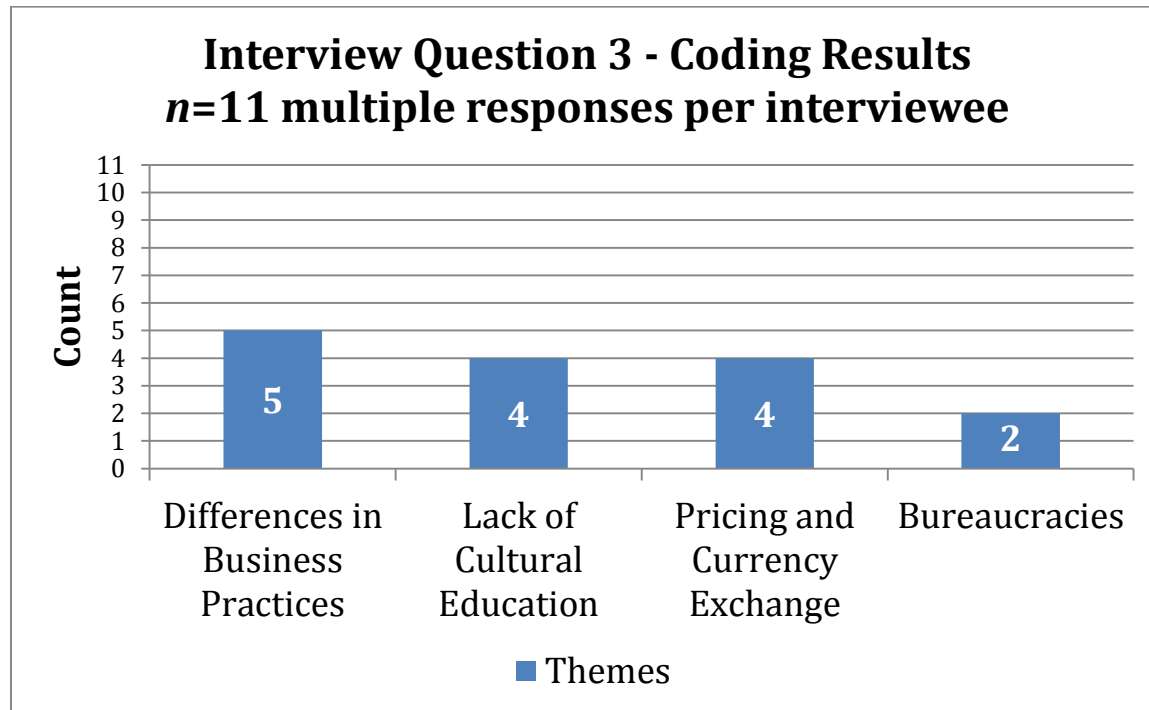


Figure 3. The most notable challenge that significantly impacts South American companies when conducting business with U.S. Companies. The figure demonstrates the four themes that emerged from responses to interview question three. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

Differences in business practices. Interview question 3 identified the most notable challenge when conducting business with U.S. companies is the differences in business practices. Of the 15 key phrases, viewpoints, or responses, 5 (33%) of the responses collected were directly related to differences in business practices. The label differences in business practices includes: working with U.S. companies comes with restrictions, U.S. may requires different types of credentials, and different approach is needed to do business in South America. For example P11 indicated:

American company send us product, and didn't notify us of this shipment, and it sat in customs because the paperwork was incorrect, which led to \$20,000 dollars in customs fees to release the shipment, and the U.S. company did not want to pay, although it was their fault, and we nearly lost the contract.

Furthermore P4 indicated, “ U.S. and South American companies often have different requirements and sometimes require different types of credentials.”

Lack of cultural education. Interview question 3 identified dealing with lack of cultural education as the second largest challenge when conducting business with U.S. companies. Of the 15 key phrases, viewpoints, or responses, 4 (27%) of the responses to interview question three, were directly or indirectly related to issues of culture. The label lack of cultural education includes: lack of understanding of U.S. and Brazilian requirements, and lack of understanding slows the when working cross culturally. For example P2 indicated, “Challenges are difficult when both parties can't understand each other.” Furthermore, P1 also indicated, “A lot of companies don't understand why you need certain requirements.”

Pricing and currency exchange. Dealing with differences in pricing and currency was also identified as a large challenge when conducting business with U.S. companies. Of the 15 key phrases, viewpoints, or responses, 4 (27%) of the responses to interview question 3, were directly or indirectly related to issues of pricing and currency. The label of pricing and currency exchange includes: 30 days will take 60 days to be received, differences when working with U.S. and local currencies, and currency values fluctuating can be problematic. For example, P4 indicated, “Pricing plays a role, so that interferes with what you really want to do.” Furthermore, P11 indicated:

Differences in working with U.S. currencies, and how they translate to the local currency is problematic due to fluctuation of the dollar.

Bureaucracies. The final theme ranked in frequency as the fourth most commonly mentioned challenge is bureaucracies. Of the 15 key phrases, viewpoints, or responses, two (13%) of the responses to interview question three were directly or indirectly related to issues of

local bureaucracies. The label bureaucracies includes: differences in paperwork, procedures, rules and regulations. For example, P1 indicated, “requirements for invoices need to be signed in blue ink.” Furthermore, P2 indicated “differences between the procedure and regulations.”

Summary of RQ1. Research Question 1 sought to identify the challenges that South American companies face when conducting business with U.S. companies. A total of 15 themes were identified by analyzing key phrases, viewpoints, or responses to the three interview questions. The theme of financing was identified in both interview questions one and two. Therefore, listed below, and only applying the financing theme once, the 14 themes were: (a) differences in rules and regulations; (b) lack cultural awareness; (c) bureaucratic process; (d) understanding high effort, slow moving market; (e) communicating differences; (f) financing; (g) lack understanding culture; (h) bureaucratic process and compliance; (i) currency differences; (j) language and communications; (k) differences in business practices; (l) lack cultural education; (m) pricing and currency exchange; and (n) bureaucracies.

Research Question 2

RQ2 asked, “What successful practices do South American companies implement to overcome challenges when working with U.S. companies? A total of two interview questions were asked to the interview participants in order to provide an answer to RQ2:

1. Can you tell me an instance when you overcame challenges or disadvantages that you faced working with a U.S. company?
2. What other strategies have you used to overcome similar difficulties when working with U.S. companies?

The responses from all interview participants for the two interview questions were analyzed for common themes that inform the overall response to RQ2.

Interview question 4. “Can you tell me an instance when you overcame challenges or disadvantages that you faced working with a U.S. company?” Through the analysis of all responses to interview question 4, a total of 15 key phrases, viewpoints, or responses related to overcoming challenges or disadvantages of working with U.S. companies. The key phrases,

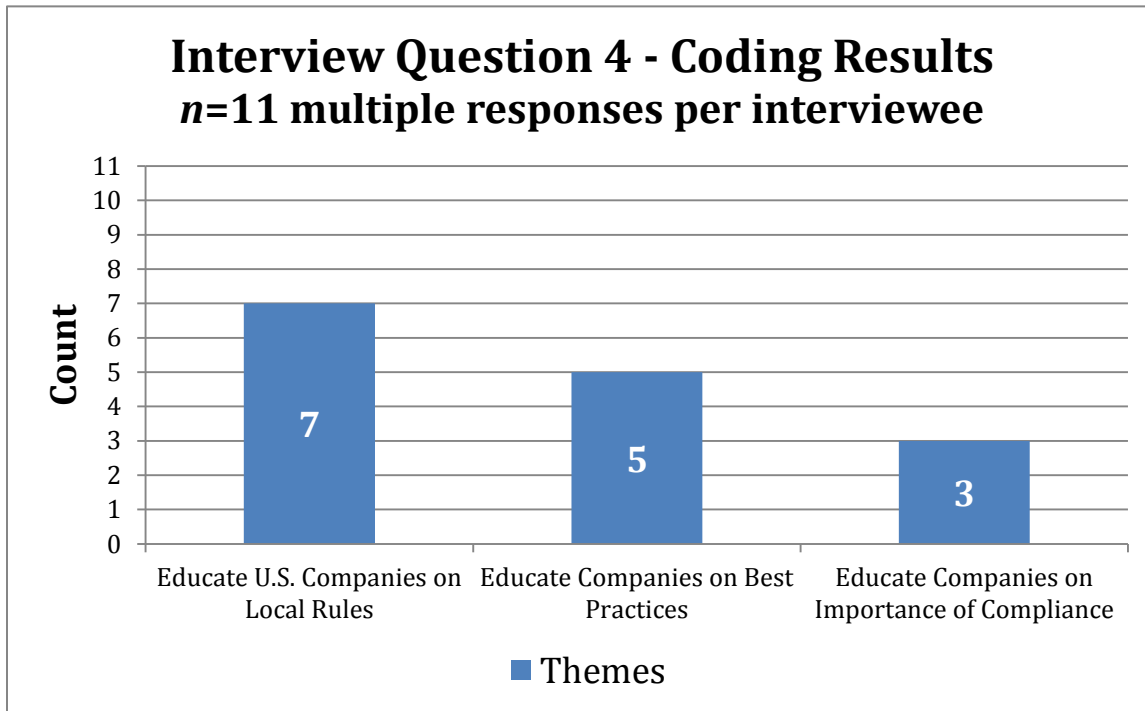


Figure 4. The most notable instances when challenges or disadvantages were overcome by South American companies when working with U.S. companies. The figure demonstrates the three themes that emerged from the responses to interview question four. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

viewpoints, or responses were grouped into three common themes. The themes that emerged are as follows: (a) educate U.S. companies on local rules, (b) educate companies on best practices, (c) educate companies on importance of compliance (see Figure 4).

Educate U.S. companies on local rules. Interview question 4 identified that educating U.S. companies on local rules was the largest challenge that was overcome when working with U.S. companies. Of the 15 key phrases, viewpoints, or responses, seven (47%) of the responses

collected were directly related to issues of education on local rules. The label educating U.S. companies on local rules includes: understanding the local rules, understanding the local requirements, developing an understanding for compliance, understanding the requirements are set forth by local laws, lack of understanding rules creates problems, developing understanding for both South America and U.S. For example P1 indicated, “Educating U.S. companies on what is required.” Furthermore, P10 stated, “Helping American companies understand the importance of learning about the regulations.”

Educate companies on best practices. Interview question 4 identified dealing with the need to educate companies on best practices. Of the 15 key phrases, viewpoints, or responses, five (33%) of the responses to interview question 4 were directly or indirectly related to issues of best practices. The label educate companies on best practices includes: understanding that each country has different best practices to follow, compliance of U.S. companies with local requirements is necessary for success, modify process to help compliance efforts, work with local personnel company bridge the gap for better understanding, understanding the requirements to sell in each country. For example P7 indicated, “That's why sometimes it's good to have an intermediary company between because you can make the shipments through them.” Furthermore, P11 mentioned, “Utilizing local personnel has helped our company bridge the gap for better understanding.”

Educate companies on the importance of compliance. The final theme ranked in frequency as the third most commonly mentioned was educating U.S. companies on the importance of compliance. Of the 15 key phrases, viewpoints, or responses, three (20%) of the responses to interview question 4 were directly or indirectly related to issues of compliance. The label educate companies on the importance of compliance includes: understanding the logistics

involved with importing and exporting, following the rules is important to avoid extra fees, understanding and compliance can avoid extra taxes, or detained shipments. For example, P2 indicated, “Creates delays due to lack of knowledge on regulations and restrictions.”

Furthermore, P9 indicated:

The U.S. companies tell us that they couldn’t make any changes to the invoices or they didn’t know how to ship it outside to South America. I think that this is a big problem that a lot of companies face because they don’t know how to handle the shipping outside.

Interview question 5. “What other strategies have you used to overcome similar difficulties when working with U.S. Companies?” Through the analysis of all responses to interview question five, a total of 16 key phrases, viewpoints, or responses related to overcoming challenges or disadvantages of working with U.S. companies. The key phrases, viewpoints, or responses were grouped into four common themes. The themes that emerged are as follows: (a) educate companies on host country best practices, (b) educate companies on culture, (c) educate companies on bureaucracies, (d) educate companies on importance of Compliance (see Figure 5).

Educate companies on host country best practices. Interview question five identified that educating companies on host country best practices is the largest strategy utilized to overcome difficulties when working with U.S. companies. Of the 16 key phrases, viewpoints, or responses, 7 (44%) of the responses collected were directly related to issues of educating companies on host country best practices. The label educating companies on host country best

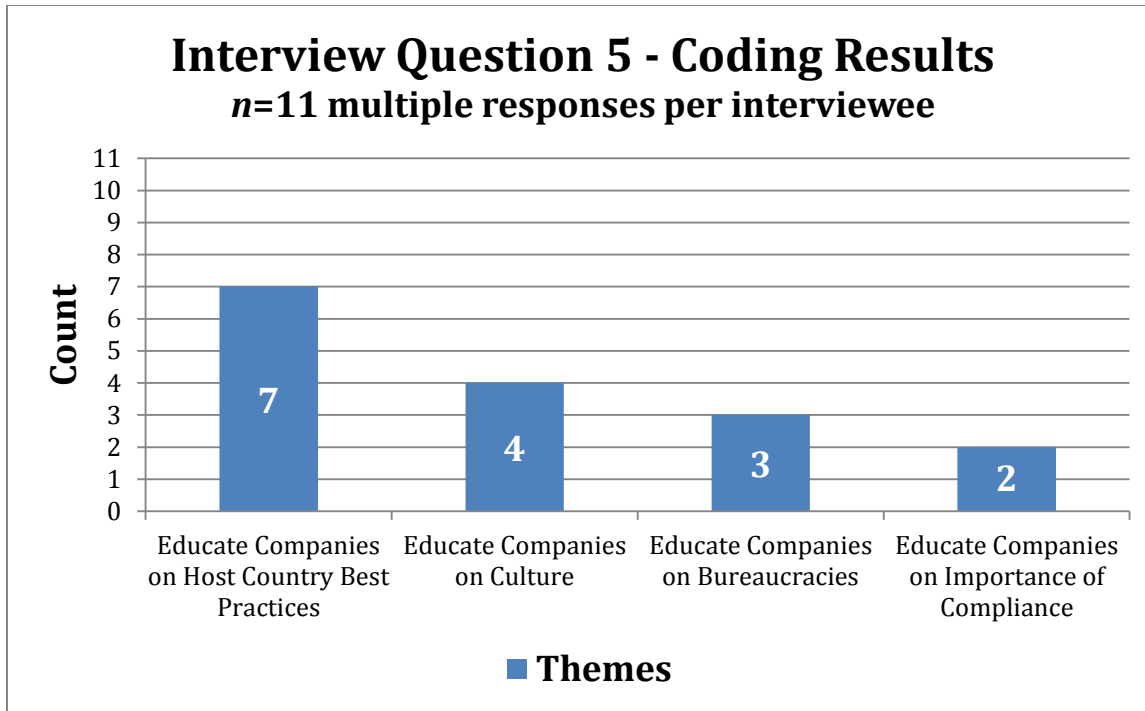


Figure 5. The most notable instances indicating the strategies utilized by South American companies when working with U.S. companies. The figure demonstrates the four themes that emerged from the responses to interview question five. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

practices includes: hiring a broker or third party to help understand the requirements of different countries, understanding that these local parties are important to assist in understanding best practices, establishing offices in both host country and U.S. to create local a local presence. For example P11 indicated, “We also have offices in the U.S. that help coordinate the logistics form the U.S. company within the states, and then coordinate internationally with our third party intermediate.” Furthermore, P9 indicated:

I think that’s a key point because mainly this intermediary companies work with South America, and they know how to work with South American company’s culture, as we mentioned before.”

Educate companies on importance culture. Interview question five identified dealing with the importance of compliance with host country rules. Of the 16 key phrases, viewpoints,

or responses, 4 (25%) of the responses to interview question five, were directly or indirectly related to issues of culture. The label educate companies on culture includes: educating U.S. companies on how things work in south America, inviting people to South America to know the companies and the customers, studying and learning about the companies rules, regulations, culture and processes. For example P1 indicated, “Educating and coaching companies by working with them to understand the landscape in Brazil.” Furthermore, P7 indicated:

Normally in my style of work, I try to invite people to know the company in the United States, and also the United States to meet the customer in South America.

Educate companies on bureaucracies. The third theme ranked in frequency as the third most commonly mentioned was educating companies on bureaucracies. Of the 16 key phrases, viewpoints, or responses, 3 (19%) of the responses to interview question five, were directly or indirectly related to issues of bureaucracies. The label educate companies on bureaucracies includes: developing familiarization with local requirements and certifications, developing an understanding of the local business environment, developing an understanding for regulations to avoid customs violations and fees. For example P2 indicated:

See how each specific rule and regulations and how these procedures can match with the needs of the U.S company, that also has to comply with local and international rules.

Furthermore, P10 states:

Learning how to make things works based on the companies goals and working on learning all regulations to not get stuck in customs.

Summary of RQ2. Research Question 2 sought to identify the successful practices that South American companies implement to overcome challenges when working with U.S. companies. A total of seven themes were identified by analyzing key phrases, viewpoints, or responses to the two interview questions. The seven themes included: (a) educate U.S. companies on local rules, (b) educate companies on best practices, (c) educate companies on the

importance of compliance, (d) educate companies on host country best practices, (e) educate companies on culture, (f) educate companies on bureaucracies, and (g) educate companies on importance of compliance.

Research Question 3

RQ3 asked, “How do you track success when conducting business with U.S. companies?” A total of two interview questions were asked to the participants in order to provide an answer to RQ3.

1. How do you define success when conducting business with U.S. companies?
2. How do you measure success when conducting business with U.S. companies?

The responses from all interview participants for the two interview questions were analyzed for common themes that inform the overall response to RQ3.

Interview question 6. “How do you define success when conducting business with U.S. companies?” Through the analysis of all responses to interview question 6, a total of 20 key phrases, viewpoints, or responses related to overcoming challenges or disadvantages of working with U.S. companies. The key phrases, viewpoints, or responses were grouped into four common themes. The themes that emerged are as follows: (a) building relationships, (b) streamlined process, (c) sales, (d) continued growth (see Figure 6).

Building relationships. Interview question 6 identified that success for South American companies, when working with U.S. companies is building relationships. Of the 20 key phrases, viewpoints, or responses, eight (40%) of the responses collected were directly or indirectly tied back to building relationships. The label building relationships includes: continuing representation, working as a team with the U.S. company, continuous customer satisfaction, and

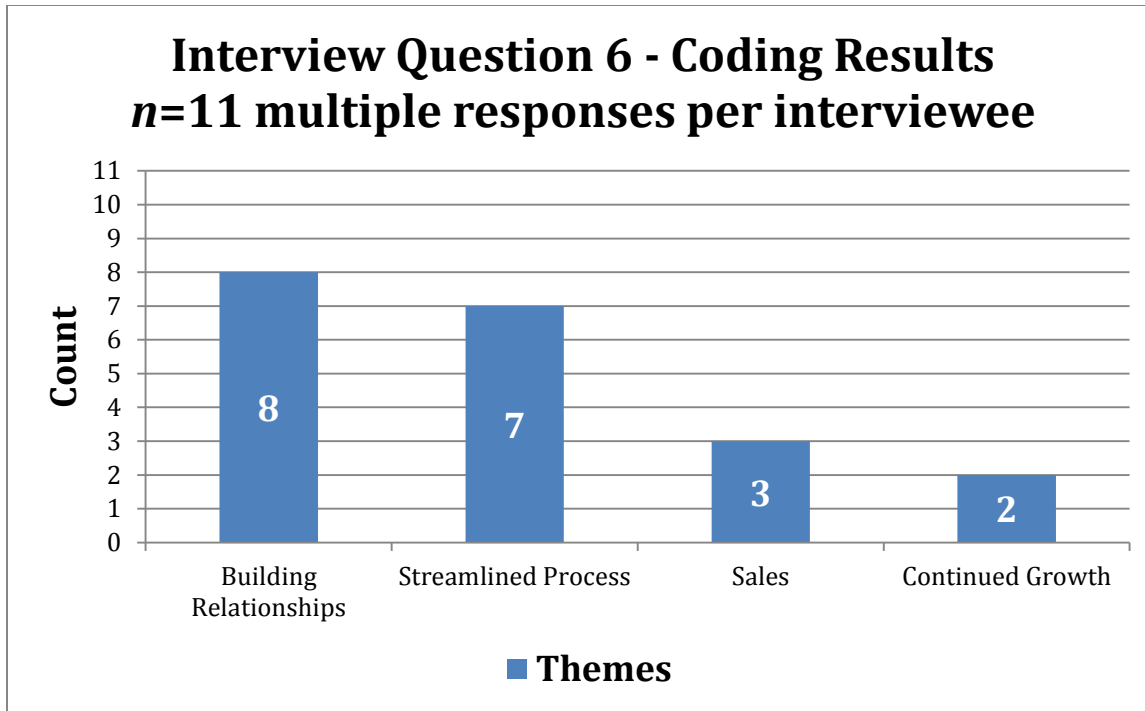


Figure 6. The most notable instances of how South American companies define success when conducting business with U.S. companies. The figure demonstrates the four themes that emerged from the responses to interview question six. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

becoming a company that everyone knows and trusts. For example, P10 indicated, “When we become the representatives of large companies and build a relationship with them.”

Furthermore, P8 stated, “I would define success if the representative is able to maintain their representation and continue the dealings of those goods.”

Streamlined process. Interview question 6 identified streamlining the process as the second most commonly used strategy. Of the 20 key phrases, viewpoints, or responses, seven (35%) of the responses to interview question 6 were directly or indirectly related to streamlining the processes. The label streamlined process includes: making transactions easy, not having issues every time a transaction takes place, and making sure goods are delivered on time. For example P1 indicated, “If we see that we are able to conduct business in a way that is not troublesome, it is considered a success.” Furthermore, P11 stated, “Success is not having issues

every time we are trying to make a transaction, whether its dealing with bureaucracies, customs, duties, etc.”

Sales. The third theme ranked in frequency is related to sales. Of the 20 key phrases, viewpoints, or responses, three (15%) of the responses to interview question 6 were directly or indirectly related sales. The label of sales included: how much you sell, sustaining and growing the sales volume, continuous sales into the market. For example, P7 indicated, “For me, the success is when I sign the contract and receive the money for that contract.” Furthermore, P1 indicated, “Measured on sales, sustaining, and growing our volume.”

Continued growth. The fourth and final theme identified was continued growth. Of the 20 key phrases, viewpoints, or responses, two (10%) of the responses to interview question 6 were directly or indirectly related to continuous growth. The label continued growth included: position in the market. For example, P10 indicated, “When we dominate the market and sell to the companies as the local company.” Furthermore, P8 indicated:

The big discussion or biggest test of loyalty for growth comes when the U.S. company begins to get called directly from the customer, but they defer those inquiries to their local representative.

Interview Question 7. “How do you measure success when conducting business with U.S. companies.” Through the analysis of all responses to interview question seven, a total of 21 key phrases, viewpoints, or responses related to measuring success when working with U.S. companies. The key phrases, viewpoints, or responses were grouped into five common themes. The themes that emerged are as follows: (a) sales, (b) building relationships, (c) streamlined process, (d) continued growth, (e) building trust (see Figure 7).

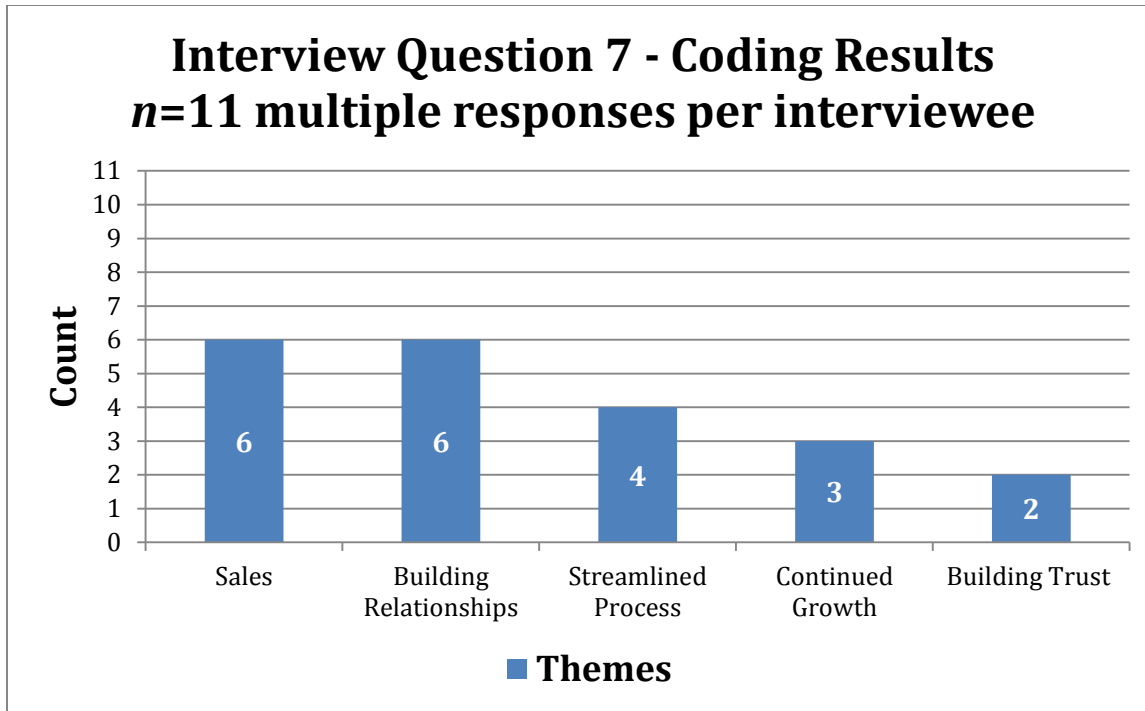


Figure 7. The most notable instances indicating how South American companies measure success when conducting business with U.S. companies. The figure demonstrates the five themes that emerged from the responses to interview question five. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

Sales. Interview question seven identified sales as one of highest measurements of success for South American companies when working with U.S. companies. Of the 21 key phrases, viewpoints, or responses, 6 (29%) of the responses collected were directly related to sales within the region. The label sales included: how much is sold, meeting or exceeding sales targets, establishing new contracts, creating relationships and trust, and recurring business. For example, P6 indicated, “With the renewal of a contract is a huge success for us.” Furthermore, P11 mentioned, “We measure success by establishing new contracts due to built trust, and relationships of successful previous business.”

Building relationships. The second theme, also ranking as one of the most notable was building relationships. Of the 21 key phrases, viewpoints, or responses, 6 (29%) of the responses to interview question seven, were directly or indirectly related to the need for building

relationships. The label building relationships includes: building relationship with your clients, working together to understand each other, and qualifying U.S. companies to conduct business locally. For example, P3 indicated, “In South America, relationship is sometimes more important than having a good product.” Furthermore, P10 mentioned that, “Success is when we build relationships with the customers and continue winning contracts.”

Streamlined process. The third theme ranked in frequency when measuring success was to have a streamlined process when working with U.S. companies. Of the 21 key phrases, viewpoints, or responses, 4 (19%) of the responses to interview question seven, were directly or indirectly related to issues of streamlined process. The label streamlined process includes: working together and achieving set goals, on time shipment deliveries and payments, and having up to date achievements through completed transactions. For example, P2 indicated, “When companies create an international department to learn about the country, makes it much more easier” (P2, personal communication, February 13, 2018). Furthermore, P9 stated:

I think measuring success would be for both companies working together and achieving what they need, like shipments, payment terms, for each company.

Continued growth. The fourth theme ranked in frequency when measuring success was to continue growing when working with U.S. companies. Of the 21 key phrases, viewpoints, or responses, 3 (14%) of the responses to interview question seven, were directly or indirectly related to continued growth. The label continued growth includes: understanding the size of the market, growing the market, and continue developing more products. For example, P11 indicated, “Success for us means that we are continuing to grow, and through our previous success with building relationships, we build upon and gain more contracts.” Furthermore, P10 mentioned that, “Growing the market and continue developing more products.”

Building trust. The final theme ranked in frequency when measuring success was to build trust when working with U.S. companies. Of the 21 key phrases, viewpoints, or responses, 2 (10%) of the responses to interview question seven, were directly or indirectly related to Building Trust. The label continued growth includes: building relationships lead to trust. For example, P9 indicated, “That’s something important for the companies. Earning the trust is not easy, so it’s something that takes time.” Furthermore, P11 mentioned, “Once you have built relationships, then you build trust.”

Summary of RQ3. Research question 3 sought to identify how success is tracked when South American companies conduct business with U.S. companies. A total of nine themes were identified by analyzing key phrases, viewpoints, or responses to the two interview questions. Interview question 6 revealed themes, which included: (a) building relationships, (b) streamlined process, (c) sales, and (d) continued growth. Interview question 7 revealed themes, which included (a) sales, (b) building relationships, (c) streamlined process, (d) continued growth, and (e) building trust. These themes indicate that South American companies value long term success more than short term gain. Themes identified in RQ3 such as building relationships, and streamlined process, and increased sales and continued growth are derivatives of long term strategy for success.

Research Question 4

RQ4 asked, “What recommendations do South American companies have for future U.S. companies who want to do business in South America?” A total of two interview questions were asked to the interview participants in order to provide an answer to RQ4:

1. What advice would you give U.S. colleagues regarding doing business in South America?

2. What advice would you give to South American colleagues regarding doing business in South America?

The responses from all interview participants for the two interview questions were analyzed for common themes that inform the overall response to RQ4.

Interview question 8. “What advice do you give U.S. colleagues regarding doing business in South America? Through the analysis of all responses to interview question 8, a total of 30 key phrases, viewpoints, or responses were identified, regarding the advice given to U.S. colleagues looking at doing business in South America. The key phrases, viewpoints, or responses were grouped into eight common themes. The themes that emerged were as follows: (a) Learn about the host country culture, (b) learn host countries best practices, (c) get in country help, (d) learn about the country, (e) rules and regulations, (f) understand bureaucracies, (g) establish a local presence, and (h) face to face as much as possible (see Figure 8).

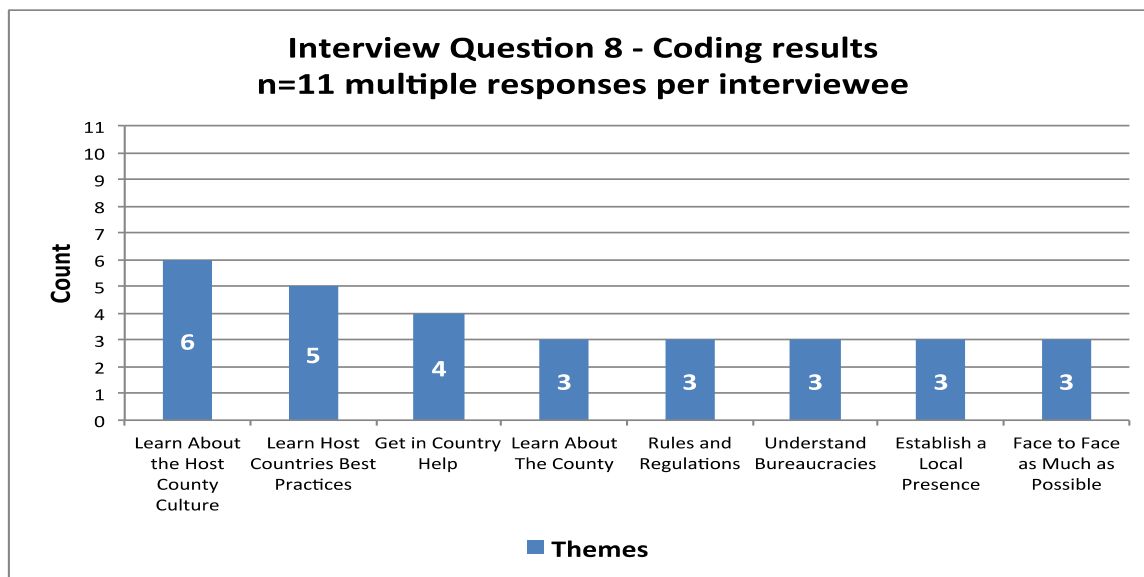


Figure 8. The most notable instances when giving advice to U.S. colleagues regarding doing business in South America. The figure demonstrates the eight themes that emerged from the responses to interview question eight. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category.

Learn about the host country culture. Interview question 8 identified that learning about the host country culture was the highest frequency when U.S. companies are trying to conduct business in South America. Of the 30 key phrases, viewpoints, or responses, six (20%) of the responses collected were directly related to learning about the local culture. The label learn about the host country culture includes: developing an understanding for South American culture, having the ability to adapt your business model to meet local market, understanding that culture is different for each county, learning about the business culture. For example, P4 indicated, “For Latin American people, it's very important the approach should be related to culture.” Furthermore, P9 stated, “Try to understand these South American cultures, how they work, how is the way they make business, everything.”

Learn host countries best practices. Interview question 8 identified dealing with the need to learn host countries best practices. Of the 30 key phrases, viewpoints, or responses, five (17%) of the responses to interview question 8 were directly or indirectly related to issues of best practices. The label learn host countries best practices includes: knowing the customer; knowing the customs, For example, P1 indicated, “Understanding the business culture of that country, and designing a business plan specific to them, within the plans of ethics.” Furthermore, (P1, personal communication, February 13, 2018). Furthermore, P4 stated that, “Meetings can be easily accomplished at breakfast time, lunch, or dinner time, with some of the family surrounding the meeting.”

Get in country help. The third theme ranked in frequency as the third most commonly mentioned was getting in country help. Of the 30 key phrases, viewpoints, or responses, four (13%) of the responses to interview question 8 were directly or indirectly related to issues of having in country representation or help. The label get in country help includes: having

representation to help with language, rules, and regulations, utilizing host country nationals to navigate local host country challenges, working with reputable and responsible host country companies. For example, P5 indicated, “My recommendation is always go to some local companies in Brazil because the people know the experience.” Furthermore, P10 mentioned, “have representation to help with language, and with the rules and regulations.”

Learn about the country. The fourth theme identified, and ranked fourth in frequency is learn about the country. Of the 30 key phrases, viewpoints, or responses, three (10%) of the responses to interview question 8 were directly or indirectly related to learning about the host country. The label learn about the country includes: knowing the country, and developing an understanding of the local requirements. For example, P1 indicated, “Learn about the business market, in our case the Brazilian Market, so you can know what to expect and how you need to work to satisfy that market.” Furthermore, “I would recommend to them, to develop a department to learn and to help with these kinds of needs.”

Rules and regulations. The fifth theme identified was to learn about the rules and regulations of the host country. Of the 30 key phrases, viewpoints, or responses, three (10%) of the responses to interview question 8, were directly or indirectly related to learning about the host country. The label learn about the country includes: developing an understanding of the requirements to doing business in South America, and understanding the rules of each local country as they differ from the United States. For example, P5 indicated, “Always to talk to someone who lives here or at least knows the rules to do business here.” Furthermore, P11 stated, “make sure you understand the requirements to doing business in South America, as this is fundamental.”

Understand bureaucracies. The sixth theme identified was to develop an understanding of local bureaucracies. Of the 30 key phrases, viewpoints, or responses, three (10%) of the responses to interview question 8 were directly or indirectly related to understanding local bureaucracies. The label understand bureaucracies includes: learning the process, and learn the bureaucracies. For example, P10 indicated, “Understand the regulations because importation and expiration is problematic for U.S. American companies.” Furthermore, P5 stated, “Learn about the process, because there are some bureaucracies here.”

Establish a local presence. The seventh theme identified was to establish a local presence. Of the 30 key phrases, viewpoints, or responses, three (10%) of the responses to interview question 8 were directly or indirectly related to establishing a local presence in the host country. The label establish a local presence includes: opening an office locally and having in country assistance to create a local presence. For example, P11 indicated, “Get help in county, as the relationships and trust will not be there if you are a new company. These take time to develop.” Similarly, P10 stated, “Have help in country to make it work, companies like local people being here to help.”

Face to face as much as possible. The eighth and final theme identified was face to face as much as possible. Of the 30 key phrases, viewpoints, or responses, three (10%) of the responses to interview question 8 were directly or indirectly related to face to face interaction when conducting business in the host country. The label face to face as much as possible includes: visiting company locally on a regular basis, and having regular face to face time with the local customers. For example, stated: It could end your career in the U.S. if you do a bad judgment of somebody that doesn't exist”. Furthermore, P9 indicated stated:

Try to understand the culture that is different. Sometimes, I think the American culture is different from the South American culture and that's a problem for the business

sometimes, because each country in South America, they have their own culture and how they work.

Interview Question 9. “What advice would you give to South American colleagues regarding doing business in South America? Particularly as it relates to local companies, doing business with U.S. companies.” Through the analysis of all responses to interview question 9, a total of 30 key phrases, viewpoints, or responses related to advice for South American colleagues on conducting business in their country, as they work with U.S. companies. The key phrases, viewpoints, or responses were grouped into seven common themes. The themes that emerged are as follows: (a) learn about the country, (b) learn host countries best practices, (c) learn about the culture, (d) rules and regulations, (e) understand bureaucracies, (f) face to face as much as possible, (g) get in country help (See Figure 9).

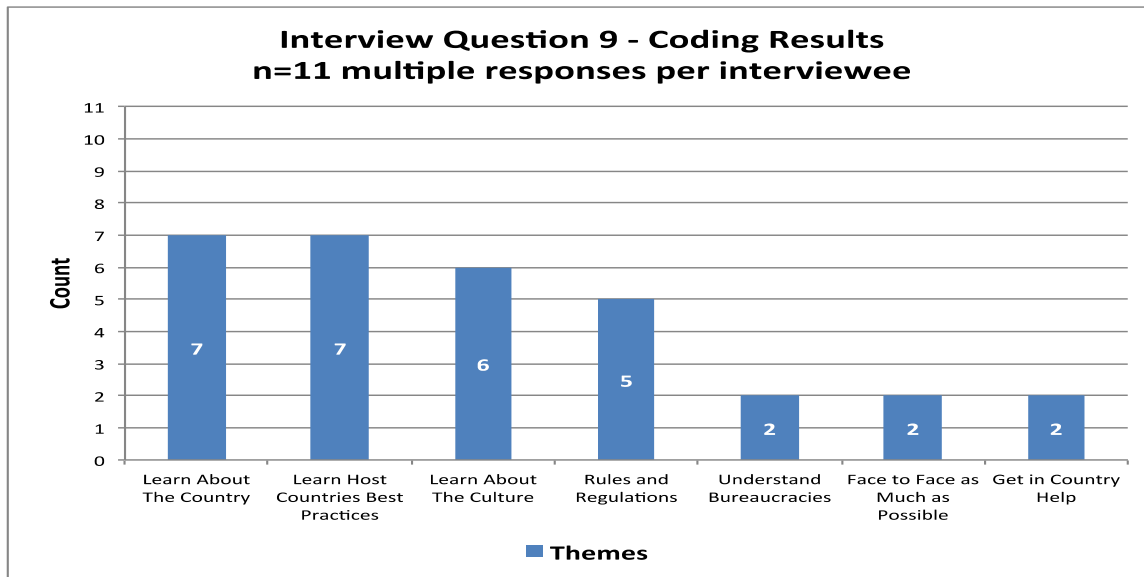


Figure 9. The most notable instances when giving advice to South American colleagues regarding doing business in South America, with U.S. companies. The figure demonstrates the seven themes that emerged from the responses to interview question eight. Data is presented in decreasing order of frequency. The numbers in each theme indicate the number of times a direct or indirect statement was made by an interview participant that fell into the respective theme category

Learn about the country. Interview question 9 identified that learning about the host country culture was one of the highest frequency when providing advice to South American

colleagues about doing business in South America, when working with U.S. companies. Of the 31 key phrases, viewpoints, or responses, seven (23%) of the responses collected were directly related to learning about the country. The label learn about the country culture includes: understanding what the expectations are when you are working with a U.S. customer, knowing the United States behavior; and learning about the differences in culture. For example, P8 indicated, “Ideas and cultural customs cannot be translated” (P8). Furthermore, (P10) stated:

Similarly to my previous example, get to know the culture. In this case American culture, which is very different than South American culture.

Learn host countries best practice. Interview question 9 identified dealing with the need to learn host countries best practices. Of the 31 key phrases, viewpoints, or responses, seven (23%) of the responses to interview question 9 were directly or indirectly related to issues of best practices. The label learn host countries best practices includes: developing confidence between U.S. and South American companies, understanding requirements from either country to complete projects; (c) attending trade shows and coordinating customer visits. For example, P4 indicated, “Secondly, to understand how the systems work because not necessarily what works in Mexico and Argentina is going to work in the United States.” Furthermore, P9 stated:

Get both companies together to a point that each company will not lose anything, but they will win confidence with each other and then this makes both companies feel safer or know about how they work with South American or U.S. companies.

Learn about the culture. The third theme ranked in frequency as the third most commonly mentioned was learning about the culture. Of the 31 key phrases, viewpoints, or responses, six (19%) of the responses to interview question 9 were directly or indirectly related to issues related to culture. The label learn about the culture includes: understanding the business practices of the U.S., understanding the culture and company culture, and establish relationships. For example, P2 indicated, “Try to find a company who has knowledge and

advantage to understand the culture and how it works.” Furthermore, P1 stated, “Understand the business practices of the U.S.

Rules and regulations. The fourth theme identified and ranked fourth in frequency is rules and regulations. Of the 31 key phrases, viewpoints, or responses, five (16%) of the responses to interview question 9 were directly or indirectly related to understanding the rules and regulations. The label rules and regulations includes: becoming familiar with the politics of the company, becoming familiar with the different regulations in the United States. For example, P1 indicated, “Understand what the regulations are to work with in that country and what the regulations your customer in the U.S. is subject to, so you can meet all of those and not create a problem.” Furthermore, P4 indicated, “Do your homework and learn the laws, the regulations of different governments, and different corporations.”

Understand bureaucracies. The fifth theme identified was to understand the bureaucracies. Of the 31 key phrases, viewpoints, or responses, two (6%) of the responses to interview question 9 were directly or indirectly related to understanding bureaucracies. The theme understand bureaucracies includes: developing relationships with the people representing the U.S. company to help make business easier when working through the bureaucracies. For example, P5 indicated, “We have the same problems, in dealing with external and internal bureaucracies.” Furthermore, P3 stated, “Make a relationship with the people in the USA company to help make business easier when working through the bureaucracies.”

Face to face as much as possible. The sixth theme identified was to work face to face as often as possible. Of the 31 key phrases, viewpoints, or responses, two (6%) of the responses to interview question 9 were directly or indirectly related to face to face business interactions. The label face to face as much as possible includes: having face to face meetings to help develop

better understanding of the market. For example, P6 indicated, “Well, my advice would be to get on a plane, travel and meet the people face-to-face.” Furthermore, P11 stated:

Have face-to-face meetings and help them understand the market. Many times U.S. companies don’t realize that South America is not a sizeable market, so set prove data to show the South American potential so the business plan is adequate.

Get in country help. The seventh and final theme identified was to get in country help.

Of the 30 key phrases, viewpoints, or responses, two (6%) of the responses to interview question 9 were directly or indirectly related to having help in host country. The label establish a local presence includes: finding help that understand the rules in the Unites States. For example, P11 indicated, “Find people who know both the cultures and can help with connecting the gap so that everyone is more in sync.” Furthermore, P5 stated, “You know, you try to find some guys who know the rules in the states.”

Summary of RQ4. Research question four sought to identify those recommendations that South American companies have for future U.S. companies that want to do business in South America.

A total of 15 themes were identified by analyzing key phrases, viewpoints, or responses to the two interview questions. Interview question 8 revealed themes which included: (a) learn about the host country culture, (b) learn host countries best practices, (c) get in country help, (d) learn about the country, (e) rules and regulations, (f) understand bureaucracies, (g) establish a local presence, and (h) face to face as much as possible. Interview question 9 revealed themes which included: (a) learn about the county, (b) learn host countries best practices, (c) learn about the culture, (d) rules and regulations, (e) understand bureaucracies, (f) face to face as much as possible, and (g) get in country help.

Chapter 4 Summary

The purpose of this study was to identify the best practices that South American business leaders employ when conducting business with U.S. companies. To accomplish this task, 11 participants who operate in this environment were recruited to become interview participants for the study. All participants were asked nine semi-structured interview questions designed to inform the following four research questions:

1. What challenges do South American companies face when conducting business with U.S. companies?
2. What successful practices do South American companies implement to overcome challenges when working with U.S. companies?
3. How do you track success when conducting business with U.S. companies?
4. What recommendations do South American companies have for future U.S. companies who want to do business in South America?

Data for this study was collected through 11 semi-structured interviews. The researcher coded the data and validated the results with the assistance of two inter-rater Pepperdine doctoral candidates. Data analysis was conducted employing the phenomenological approach explained in chapter three. Data analysis yielded a total of 45 themes. Table 6 below, provides a summary of all the themes obtained through the data analysis process. Chapter Five presents a discussion of themes, implications, recommendations, and conclusions of the study.

Table 7

Summary of Themes for Four Research Questions

RQ1. Difficulties Disadvantages and Challenges	RQ2. Overcoming Challenges and Difficulties	RQ3. Defining and Measuring Success	RQ4. Recommendations
Lack Understanding Culture	Educate U.S. Companies on Local Rules	Building Relationships	Learn About the Host Country Culture
Financing	Educate Companies on Best Practices	Building Trust	Learn Host Countries Best Practices
Understanding High Effort, Slow Moving Market	Educate Companies on Importance of Compliance	Continued Growth	Get in Country Help
Lack Cultural Awareness	Educate Companies on Host Country Best Practices	Sales	Learn About The County
Bureaucratic Process	Educate Companies on Culture	Streamlined Process	Rules and Regulations
Differences in rules and regulations	Educate Companies on Bureaucracies	Building Relationships	Understand Bureaucracies
Bureaucracies	Educate Companies on Importance of Compliance	Streamlined Process	Establish a Local Presence
Lack Cultural Education		Continued Growth	Face to Face as Much as Possible
Pricing and Currency Exchange		Building Trust	Learn About The Country
Bureaucratic Process and Compliance			Learn Host Countries Best Practices
Communication Differences			Learn About The Culture
Currency Differences			Rules and Regulations
Differences in Business Practices			Understand Bureaucracies
Language and Communication			Face to Face as Much as Possible
			Get in Country Help
Note: This table demonstrates a summary of all the themes derived through the data analysis process.			

Chapter 5: Conclusions and Recommendations

Expansions into South America can be complicated and full of challenges for foreign companies trying to conduct business in the region. Therefore, when companies begin considering working in the region, they should create a strategy, structure, design, process, and system adapting their strategy to their new environment (Sanchez, 2000). This means becoming more familiar with the local customs, culture, and bureaucracies involved when conducting business in the region.

The findings of this study seek to add to the existing literature by identifying the challenges and obstacles that South American companies and U.S. companies face when trying to conduct business with one another in South America. Most importantly, this study also helps to look beyond the obstacles and challenges faced in an effort to identify the strategies and best practices to help navigate culture, rules and regulations, and bureaucracies that can surround different countries in South America. Ultimately, this research aimed to provide a model that has been successful for South American business leaders for effectively working with U.S. companies. This model can serve as a base for creating training and development for successful cross cultural business dealings. As a result of this research, a set of skills and strategies were identified that led to the development of best practices when trying to conduct business in South America. This chapter begins with a summary of the study and a restatement of the purpose of the study. The chapter then follows with a discussion of the findings, additional recommendations for future research, and concludes with the researchers final thoughts regarding the study.

Summary of the Study

The purpose of this study was to determine the best practices that South American business leaders employ to make successful dealings with U.S. companies in South America. Guided by the literature review, four research questions and nine open-ended interview questions were developed to inform this study. The design of the study was qualitative research using a phenomenological approach. This approach was selected because according to Creswell (2003/2014), phenomenological research “identifies the ‘essence’ of human experiences concerning a phenomenon, as described by participants in study, therefore defining this methodology as both philosophy and approach” (p. 15).

Participants for this study were recruited through the Helicopter Association International, which is publicly accessible through the website <https://www.rotor.org>. A sample of 11 participants were identified for this study. Participants were between the age range of 30 to 60 years of age, five years or more working for a South American company as a director or higher, actively working in Argentina, Brazil, Chile, Colombia, and/or Uruguay. Participants also needed experience working cross-culturally with companies in the United States and availability to participate in face-to-face or virtually using telephone or video conferencing. In addition, criteria for maximum variation was used to include individuals from other countries in the region who might provide a similar perspective and also those with titles of general manager to allow higher sampling population.

Data collection for the study was done through semi-structured interviews with 11 participants. These participants were asked nine open-ended questions that were developed and validated through interrater and validity procedure through instruments which included: (a) prima facie validity, (b) peer-review validity, and (c) expert review. The data collection

occurred through interviews, which were audio recorded to assure accurate transcription into a Microsoft Word document. The transcribed data was then analyzed and coded to determine common themes and then reviewed through an interrater review procedure. The interrater review process led to the edits on Table 5 (see page 98 Chapter 4). Following the interrater process, the findings of the study were then summarized into nine bar graphs, tabulating and reporting the summary of the key phrases, point views, and responses that could be categorized according to themes.

Discussion of Findings

The findings of this study are intended to identify the best practices that South American business leaders employ to succeed when conducting business in South America with U.S. companies. In RQ1 the overall themes identified are listed in Figure 10. In RQ2 the overall themes identified are listed in Figure 11. In RQ3 the overall themes identified are listed in Figure 12. In RQ4 the overall themes identified are listed in Figure 13.



Figure 10. Summary of all the themes derived through the data analysis process in RQ1.

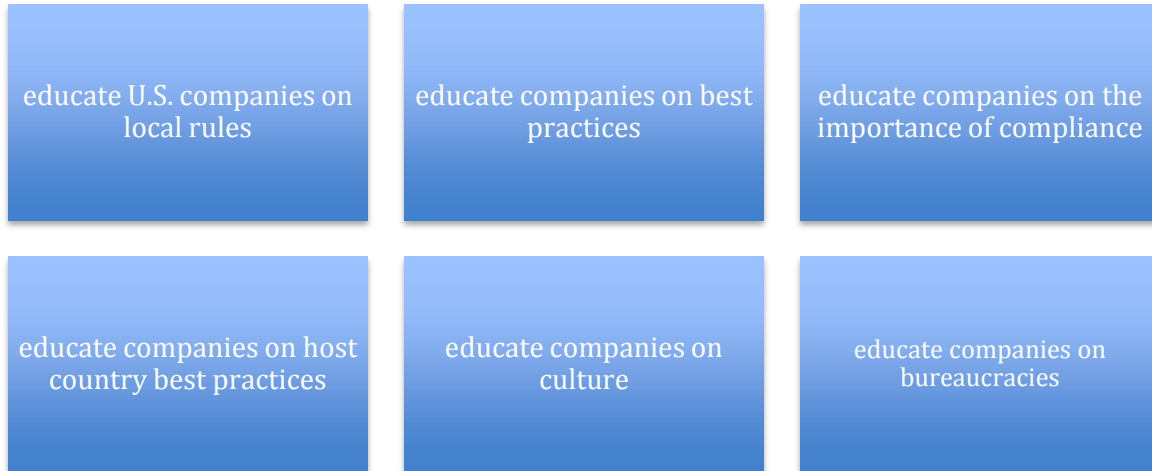


Figure 11. Summary of all the themes derived through the data analysis process in RQ2.

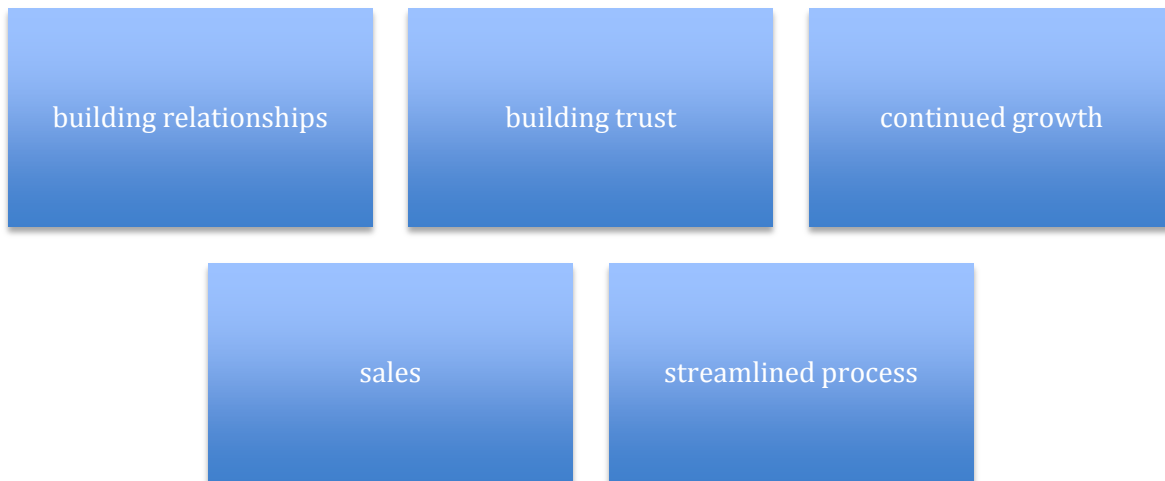


Figure 12. Summary of all the themes derived through the data analysis process in RQ3.



Figure 13. Summary of all the themes derived through the data analysis process in RQ4.

Therefore, the following section provides further discussion of the major themes derived from the interview responses. Furthermore, the findings are compared to the existing literature to determine if the responses during the interview agree, disagree, or contribute to the existing literature on this subject matter.

Results for research question one (RQ1). RQ1 asked, “What challenges do South American companies face when conducting business with U.S. companies?” Figure 14 is a summary of the responses, identified as the major themes for RQ1. Figure 15 is a summary of the responses, identified as major themes for RQ2. Figure 16 is a summary of the responses, identified as the major themes for RQ3. Figure 17 is a summary of the responses, identified as the major themes for RQ4.



Figure 14. Summary of major themes derived through the data analysis process in RQ1.

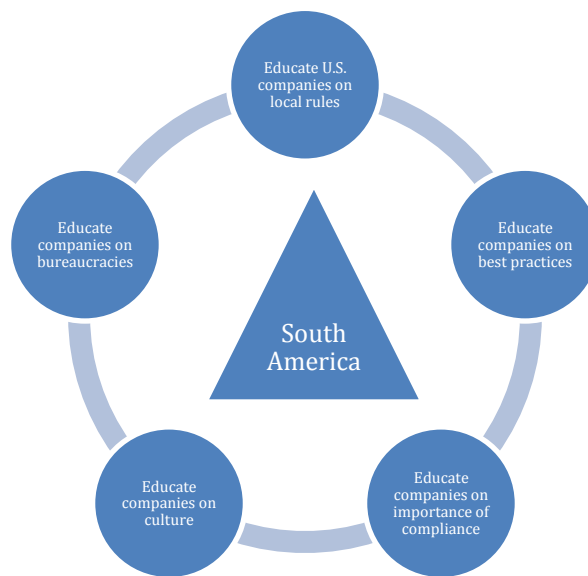


Figure 15. Summary of major themes derived through the data analysis process in RQ2.

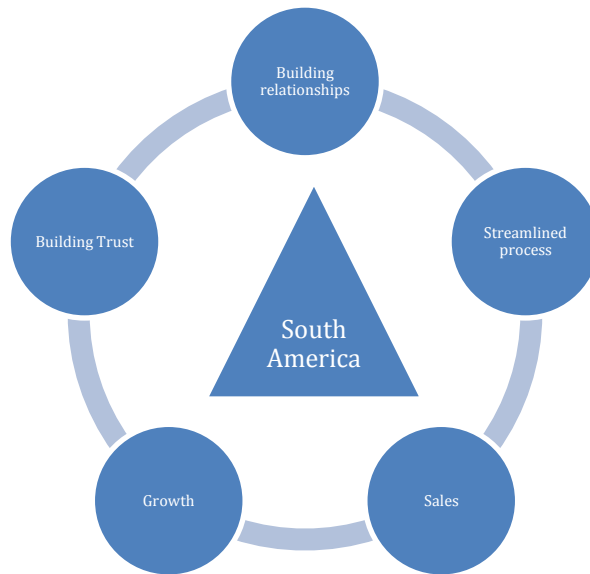


Figure 16. Summary of major themes derived through the data analysis process in RQ3.

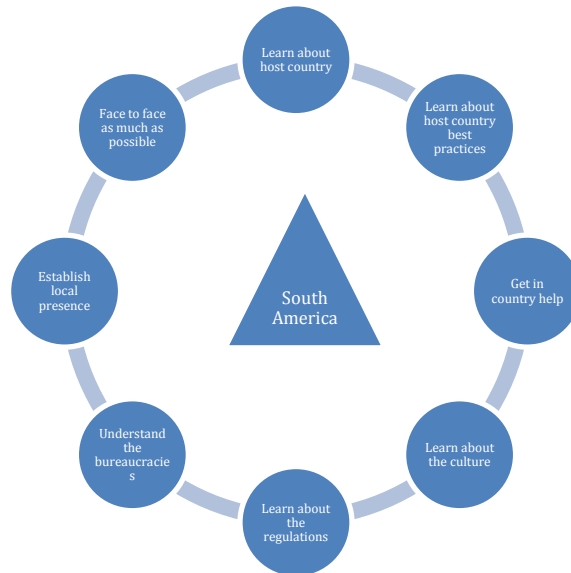


Figure 17. Summary of major themes derived through the data analysis process in RQ4.

Research Question one identified the following:

- Companies from the U.S. lack understanding of the differences in rules and regulations that apply when conducting business in South America.
- Companies from the U.S. appear to lack cultural awareness when dealing with South American culture.
- Companies from the U.S. lack an understanding of the local bureaucratic processes.

- Companies from the lack cultural education when dealing in South America.
- Companies from the U.S lack an understanding the effects of pricing and currency differences of the local market.
- Companies from the U.S. lack an understanding of the importance of compliance when working with South American companies.

Discussion of RQ1. The findings to RQ1 indicate that for many South American business leaders, the most notable difficulties and challenges faced are the differences in rules and regulations. The lack of understanding the rules and regulations of the host country is problematic when trying to conduct business in South America and has become more apparent now in a globalized environment. Globalization has caused a significant impact on businesses, as the dealings are becoming more globalized everyday. However, when dealing with differences at a global scale, there are other values, beliefs, norms, cultures, and languages, particularly as it relates to the U.S. and South America (Nixon & Dawson, 2002). Therefore, there is a need to develop leaders who understand these differences and can learn the rules and regulations that come into play when doing business in South America. Leadership chosen to lead projects in South America must be carefully selected because simply having a leader who may be successful in their domestic role will not guarantee them success in an internal context (Phillips et al., 2014).

Another notable challenge that arose from the research findings is the challenge with understanding the local culture. As such, the challenge of assimilating and fitting in with the local culture and adapting to the rules and regulations can be difficult for those from U.S. companies. The culture in South America is different than in the United States. The people of South America are driven by traditions, religion, and warm personalities that require time and

attention and a need for personal relationship (Osland et al., 1999). This leaves a high responsibility for management, which is tasked with figuring out how to work cross-culturally (Phillips et al., 2014). As a result of the difficulty in differences in culture, a focus should be placed on training and developing those individuals who are working abroad to have an understanding of the host country culture and to understand the need to adapt.

The third most notable challenge that arose from the research is the challenge of bureaucracies. Every country has its own government and rules that need to be followed. Companies from the United States must learn the host country politics and government levels so that they can develop an understanding of the local challenges (Azpuru, 2016). Often times, as U.S. companies go into South America, they want to operate within the confines of their government. This can be problematic when operating in a foreign country whose local bureaucracies are different than that of their home country. When working abroad, host country governments will have an impact on the business and not complying can be costly. Many companies often find that their behaviors can be influenced by the political climate of the host country (Deslandes, 2011). Therefore, understanding the local bureaucracies and acclimating to the local bureaucracies give these companies a better opportunity to succeed in the region.

The fourth most notable theme identified is the lack of cultural education. It was mentioned that often times, those individuals selected for international assignments, do not receive formal cross cultural training, therefore leading to slow assimilation to their new environment. Literature indicates that since the 1980's 20-40% of individuals sent on international assignments left their assignment prematurely prior to completion (Black & Mendenhall, 1989). Therefore there is a high importance that should be placed on training and development for employees being sent abroad, in order to carry out their full assignments, and

avoid premature departures from foreign assignments. (Okpara & Kabongo, 2011).

The fifth major theme identified is related to pricing and currency challenges. The findings from RQ1 indicate that the differences in pricing, combined with change in currencies, can cause problems for some South American companies. This problem arises as a result of the difficulties faced when working with large corporations, who offer special pricing to some companies, particularly when dealing in regions of economic disparity. These pricing and currency differences can lead to the disqualification of small South American companies bidding on new projects, and can effectively drive small local companies out of business (Osland, 2003). Therefore, companies in South America often try to receive financing, net terms, and factor in currency changes in an effort to compete in the region, and still make a profit when awarded new contracts.

The Sixth and final theme identified in the study is compliance. As previously mentioned, there are a number of notable differences between U.S. and South American rules, regulations, bureaucracies, and pricing. These differences can create challenges when it comes to complying with the South American landscape. Therefore, U.S. companies should become familiar with the importance of compliance and the risks involved when they don't comply. One way to aid in helping companies become more compliant is by gaining an understanding these rules, regulations, bureaucracies, and pricing, is to utilize host country nationals. By working with in country expatriates and host county nationals. Expatriates and host country nationals can be looked upon as interpreters for compliance (Mahajan & Toh, 2014).

Results for RQ2. RQ2 asked, “What successful practices do South American companies implement to overcome challenges when working with U.S. companies?” An analysis of the responses and themes derived indicate that the strategies to overcoming challenges and

difficulties for South American companies working with U.S. companies can be centered on the following five areas:

- Educating U.S. companies on local rules.
- Educating U.S. companies on best practices.
- Educating U.S. companies on importance of compliance.
- Educating companies on culture.
- Educating companies on bureaucracies.

Discussion of RQ2. The purpose of this research question was to identify the best practices that South American business leaders employ to make them successful when dealing with U.S. companies. RQ2 specifically focused on identifying strategies and practices that South America business leaders currently employ to make them successful. The research indicates that that best practices for business dealings, require an in-depth understanding of host country, host country best practices, and host country rules and regulations, as those employees who receive training in these types of areas, tend to have a higher success rate when working internationally (Bennett et al., 2000). The findings of this study agree with these best practices. One best practice identified in this study to assist in navigating the local rules, practices, and culture is for U.S. companies to hire third party assistance that is familiar with these cultural norms and practices. Host country nationals understand the local: practices, rules, language, and have build relationships. Host country nationals live locally, have native ties to the country, understand the local practices, local rules, and can assist in helping navigate the culture (Wang & Fang, 2013).

Results for RQ3. RQ3 asked, “How do track success when conducting business with U.S. companies?” An analysis of the responses and themes derived indicated that South American companies define and measure success around the following five areas:

- Success is measured by building relationships.
- Success is measured by streamlining the process.
- Success is measured by increasing sales.
- Success is measured through continuous growth.
- Success is measured by building trust.

Discussion of RQ3. Popular opinion suggests that the main motivator for measuring and defining success for South American business leaders would be the desire to increase sales.

Although increasing sales was one of the main themes derived from the findings, interestingly enough, sales ranked third as a measure of success for South American business leaders. The most important way to track success identified in the data collected was to build relationships. The need to build relationships was also identified as high importance in the review of the literature. Evidence illustrates that in order to be able to conduct business and perform successful negotiations, there is a need to first build relationships, which will then lead to developing trust (Van de Vliert et al., 2009).

The second most important way to track success defined by the study is sales. Many U.S. companies have looked upon South America in hopes of a new market and to expand. However, this market is not easy to enter, and it is not easy to develop. Therefore, in order to develop sales in this region, U.S. companies must work on building and developing relationships locally. Data from both the interview participants and the literature review indicate that sales are a derivative of relationships and trust, in South America business dealings. Therefore, if there is no trust and relationship, individuals who are trying to conduct sales will have difficulty doing so (Van de Vliert et al., 2009). The findings of this study suggest that in order to get sales immediately in the region, U.S. companies will have to leverage using local offices, local personnel, local

representation, with established network or relationships and clients to reduce the time for building trust. As a result of host country nationals being local employees, they have established networks of sales and distribution channels (Wang & Fang, 2013).

The third theme identified of high importance when it comes to tracking success was having a streamlined process. This means having a process that is simple and barrier free from start to finish. This goes back to understanding the best practices and utilizing these best practices to develop simplified processes. For U. S. companies, this means understanding the local bureaucracies and knowing that in order to succeed, compliance with the rules is fundamental. To have a streamlined process, U. S. companies will also have to learn the rules and regulations as they apply to each country they are trying to conduct business at. This also means having personnel that can help to coach and assist in navigating the culture. Based on this finding of the study, this means working with expatriates and host country nationals. Expatriates' fluency in language and culture, coupled with their technical background are some of the many reasons why they are chosen to lead technical discussions and manage local relationships in their international environment (Abdulai et al., 2017). Host country nationals can assist both expatriates and non-expatriates in minimizing culture shock, while helping to provide them with cultural guidance, and social integration into South America (Mahajan & Toh, 2014).

Results for RQ4. RQ4 asked, “What recommendations do South American companies have for future U.S. companies who want to do business in South America?” An analysis of the responses and themes derived indicate South American business leaders recommendations focus around the following six areas:

- Learning about the host country.
- Learning about the host country best practices.
- Hiring in country help or representation.
- Learning about the culture.
- Learning about the regulations.
- Understanding the bureaucracies.
- Establishing a local presence.
- Conducting face to face business as much as possible.

Discussion of RQ4. In reviewing the findings to RQ4, it was noted that a majority of the participants recommended that U.S. companies learn about the country, culture, best practices, and the rules and regulations. This is in agreement with the literature which suggests that the use of expatriates and host country nationals for coaching and training can help improve the employees performance in their new environment (Nair-Venugopal, 2015). Therefore, according to the findings of this study, U.S. companies, trying to break into the South American market should familiarize themselves with the host country, in order to have successful business dealings. The use of expatriates and host country nationals will help highlight the major differences between cultures, helping raise the employees cultural awareness and assisting in faster development in understanding of the local culture, best practices, local rules, and regulations.

Implications of the Study

The aim of this study was to identify the best practices that South American business leaders employ to successfully conduct business in South America with U.S. companies. As companies from the U.S. continue to practice globalization and look to South America to meet

their goals, their leaders require the knowledge and skills to navigate the complexity of culture and rules at play when conducting business in South America. Without an understanding of these complexities, business dealings in South America can be complicated and prove to be difficult to achieve desired success.

As a result of this study, a set of best practices and strategies were identified, allowing the development of a leadership model for conducting business in South America. These findings led to the development of The Sanchez Castillo Framework for Working Cross-Culturally. This framework is composed of four primary components: (a) understand the culture, (b) understand the rules and regulations, (c) create change, and (d) measuring success (see figure 18).

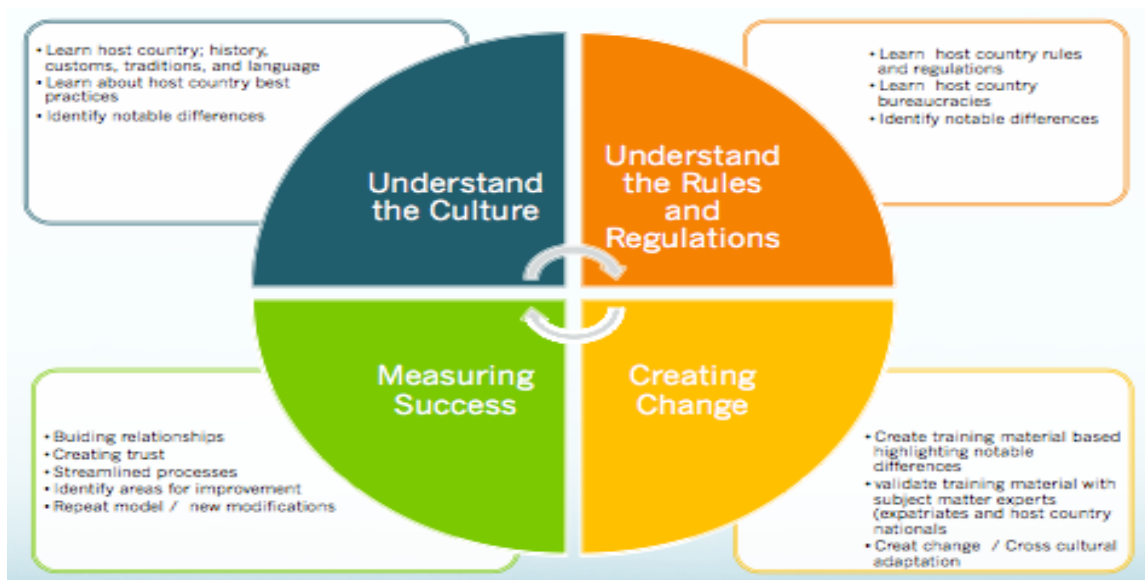


Figure 18. Sanchez Castillo's Framework for Working Cross-Culturally

These four components of this framework form a foundation for building an understanding of South American culture, the rules for doing business, rules and regulations, creating change, and measuring success for companies. Furthermore, maintaining success involves leadership modifying their approach in order to adapt to changing complexities in the region. This

framework allows for changes at the end of the final quadrant and repeats in a cyclical form versus that of a linear approach.

This model provides the foundation for developing leadership training material that focuses on the four core components. The first quadrant, labeled understand culture, would focus on learning about the host country culture. This includes familiarization with history, customs, traditions, language, and best practices, providing leaders with a better understanding of the host country culture. The second quadrant, labeled understand the rules and regulations, provides leaders with a better understanding of the host country, rules, regulations, and bureaucracies. The third quadrant, labeled create change, is based on the notable differences identified in quadrants one and two and applying the data when drafting the creating a type of cross cultural and regulatory training material. Once the draft is complete, subject matter experts (SMEs) should be used to validate the material, and then distributed to the trainee once approved. In quadrant four, labeled measure success, focuses on building relationships, increasing sales, and having a streamlined processes. Therefore, an integral part of successfully executing this model is evaluating how these measures are being met and modifying approach as needed. Considering that this is a cyclical model, the model would begin again addressing the new findings. This leadership model has practical applications to be utilized by universities and colleges, South American and U.S. companies, consulting and mentoring practices.

Universities and colleges. The theme of education arose multiple times throughout the interview process of this study. The findings in this study indicate that there is a true need to educate and train individuals who are planning on conducting business in South America. The study also revealed that there is a need for individuals to develop an understanding of the culture, rules, regulations and bureaucracies of the host country. Therefore, universities and colleges can

utilize these findings in developing or improving their curriculum based on the findings. As such, the findings of this study can be used by universities who focus on international business practices to develop or revise curriculum that incorporates the proven best practices identified in this study. This study will provide universities with proven strategies that will help students understand the best practices being utilized by companies in the region, and the importance that culture plays when conducting business abroad.

South American and U.S. companies. In addition to universities and colleges utilizing this study for improving their international business curriculum, another group that can benefit from this study is South American and U.S. companies. South American companies can analyze the finding of this study to help them develop best practices when working with U.S. companies. The findings of this study provide several areas that can be improved upon when working with U.S. companies. Companies from the United States can also analyze the findings of this study to help provide an overview of some of the challenges that South American business leaders have identified. These findings can help companies develop leadership training material that can help coach and develop employees being deployed on international assignments.

Consulting and mentoring practice. The findings of this study did not only identify best practices that South American leaders employ but also the lack of companies dedicated to providing this type of training. As such, the findings of this study lay a foundation for creating a consulting and mentoring practice that is evidence-based and geared to help U.S. companies and South American companies prepare current and future leaders to succeed in cross-cultural business dealings. As the number of companies looking to becoming MNCs increase, there is a greater need for understanding the landscape of regions like South America. This study can help consulting companies assist these organizations in bridging this gap which exists between South

American companies and U.S. companies. These consulting and mentoring practices can help raise cross-cultural awareness and provide companies training to identify these cross cultural barriers and can help develop higher cultural mindfulness. The findings of this study can be used by consulting and mentoring practices to leverage proven success strategies of South American business leaders whose primary focus are cross-cultural business dealings with U.S. companies.

Study Conclusion

The researcher began this study with the desire to add to the existing body of literature for cross-cultural business dealings, focusing on South America and the U.S. To accomplish this task, the researcher had to bracket his own biases and perspectives as a Hispanic U.S. businessman, who regularly deals with international business dealings. Through the collection of data from 11 interviews, the researcher was able to code and analyze nine open-ended interview questions, that informed four research questions all designed to identify the most notable challenges and obstacles that South American business leaders face in their role when conducting business with U.S. companies. As a result, the following six key findings were identified:

1. The biggest challenges identified by South American leaders are attributed to differences in: culture, rules, regulations, bureaucracies, and best practices.
2. South American leaders encounter these challenges when working with U.S. companies due to lack of training and development on the: culture, rules, regulations, bureaucracies, and best practices of the host country.
3. Having a clear understanding of how the culture and how the country operators will help organizations create success.
4. According to the findings of this study, South American leaders defined success as the ability to build relationships, trust, sales, and to increase market share in the region.

5. To achieve success in South America, U.S. leaderships can utilize the findings of this study to create cross-cultural training programs.
6. Utilizing in-country help and support is recommended by the participants; this was also backed up by the data. Therefore, the use of expatriates or host country nationals should be consulted to assist in navigating the culture, rules, regulations, bureaucracies, and best practices.

Recommendations for Future Research

The purpose of this study was to determine the challenges that South American companies face when conducting business with U.S. companies and the best practices and strategies being used by South America leaders to facilitate business dealings with U.S. companies. The study also sought after determining how South American companies measure success and the recommendations that South American companies have for future U.S. companies who want to do business in the region. In the process of answering these questions, other questions arose that provide the opportunity for future studies and dissertations. For example, future researchers can contribute to the existing body of knowledge by conducting studies that focuses on the following:

1. A study that seeks to expand on the same questions in this study, yet comparing other parts of the world. For example, examining the cross-cultural and communication barriers that exist between U.S. companies trying to conduct business in India or any other region of the world would be useful and informative. This could begin comparative analysis of countries worldwide.
2. A study that seeks out how South American countries view U.S. companies when conducting business and if their view is impacted due to political climate. The study

should also underline how the U.S. politics and host country politics challenge and impact business dealings.

Final Thoughts

This study sought out to identify best practices and strategies that current South American companies employ when conducting business with U.S. companies to make them successful. As a result of this study, the importance of culture when conducting business was outlined. In addition to culture, the importance of understanding the rules, regulations, bureaucracies, and best practices were also identified as part of doing business. The study also revealed the importance of building trust and relationships for long terms success.

Companies in the United States can look at the importance that South American companies place on these components, and utilize this information to create training material for successful adaptation to working abroad. Training material will help U.S. companies cultivate higher success when working with South American leaders and companies. This assumption is formulated based on the findings, which outline the barriers and best practices when dealing in cross cultural business between the U.S. and South America business leaders. The study revealed that collaboration between U.S. companies and South American leaders, coupled with an understanding for the importance building relationships and trust, will lead to future business, fostering new relationships and increase sales and growth in the region, factors that are considered measurements of success by South American business leaders.

Therefore, U.S. companies, South American companies, colleges and universities, coaches and mentors can utilize the framework provided in this study to help create training material for employee development, aimed at reducing the cross cultural and communication barriers when conduction business abroad. Through coaching, training and development,

employees will have a higher chance to successfully complete their international assignments, and reduce the amount of premature departures resulting from poor acclimation into their new environment. Completion of these assignments will result in lower costs, as they will not have to retrain new employees if the assignment is prematurely terminated.

Creating training material will highlight the challenges, best practices, measurements for success, and recommendations that surfaced in this study. These steps can be accomplished through the implementation of the Sanchez Castillo Framework for Working Cross-Culturally. Utilizing this framework as a base for training and development programs, will provide employees meaningful training, derived from real life experience of South American business leaders, who possess keen knowledge of previous and current successful business dealings with U.S. companies.

REFERENCES

- Abdulai, M., Ibrahim, H., Mohammed, M.A. (2017). (May 01, 2017). Communicating across cultures in multinational Ibis West Africa. *International Journal of Intercultural Relations International Journal of Intercultural Relations*, 58(2), 42-53.
<http://dx.doi.org/10.1016/j.ijintrel.2017.04.009>
- Adams, B., & van de Vijver, F. (2015). (November 01, 2015). The many faces of expatriate identity. *International Journal of Intercultural Relations*, 49(1), 322-331.
[doi:10.1016/j.ijintrel.2015.05.009](http://dx.doi.org/10.1016/j.ijintrel.2015.05.009)
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74(8), 141. <http://dx.doi.org/10.5688/aj7408141>
- Arrau, G. P., Eades, E., & Wilson, J. (2012). Managing human resources in the Latin American context: The case of Chile. *The International Journal of Human Resource Management*, 23(15), 3133-3150. <http://dx.doi.org/10.1080/09585192.2011.639547>
- Arruda, M. C. (October 01, 1997). Business ethics in Latin America. *Journal of Business Ethics*, 16(1), 1597-1603. <https://doi.org/10.1023/A:100582331>
- Azpuru, D. (2016). Is U.S. influence dwindling in Latin America? Citizens' perspectives. *The Latin Americanist*, 60(4), 447-472. <https://doi.org/10.1111/tla.12092>
- Baker, J. F., & Burns, L. (2010). Creating a culture of innovation: Lessons from Google. *Independent School*, 70(1). Retrieved from https://gsuite.google.co.in/intl/en_in/learn-more/creating_a_culture_of_innovation.html
- Baumeister, R. F., & Leary (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 479-529.
[http:// 10.1002/hrm.3930280406](http://10.1002/hrm.3930280406)

- Bennett, R., Aston, A., & Colquhoun, T. (2000). Cross-cultural training: A critical step in ensuring the success of international assignments. *Human Resource Management*, 39(2-3), 239-250. doi:AID-HRM12>3.0.CO;2-J
- Benson, G. S., & Pattie, M. (2009). The comparative roles of home and host supervisors in the expatriate experience. *Human Resource Management*, 48(1), 49-68.
<http://dx.doi.org/10.1002/hrm.20266>
- Berry, D. P., & Bell, M. P. (2012). "Expatriates": Gender, race and class distinctions in international management. *Gender, Work, & Organization*, 19(1), 10-28.
<https://doi.org/10.1111/j.1468-0432.2011.00577.x>
- Bird, A., Osland, J. S., Mendenhall, M., & Schneider, S. C. (1999). Adapting and adjusting to other cultures: What we know but don't always tell. *Journal of Management Inquiry*, 8(2), 152-165. <http://dx.doi.org/10.1177/105649269982009>
- Black, J. S., & Mendenhall, M. (1989). A practical but theory-based framework for selecting cross-cultural training methods. *Human Resource Management*, 28(4), 511-539.
<http://dx.doi.org/10.1002/hrm.3930280406>
- Bloom, N., & Van Reenen, J. (2010). Why do management practices differ across firms and countries? *Journal of Economic Perspectives*, 24(1), 203-224. doi:10.1257/jep.24.1.203
- Brady, M. C., Kelly, H., Godwin, J., Enderby, P., & Campbell, P. (June 1, 2016). Speech and language therapy for aphasia following stroke. *The Cochrane Database of Systematic Reviews*, (6). <http://dx.doi.org/10.1002/14651858.CD000425.pub4>
- Brown, K., & Cullen, C. (2006). Maslow's hierarchy of needs used to measure motivation for religious behavior. *Mental Health, Religion, & Culture*, 9(1), 99-108.
<https://doi.org/10.1080/13694670500071695>

- Brookfield Global Relocation Services. (2014). *2014 global mobility trends survey*. Retrieved from <http://www.worldwideerc.org/Events/Documents/Webinar-Presentations/FinalPresentation05202014.pdf>
- Canales, A. R., Vasquez, E., Arbelaez, M., Aveiga, F., Strong, K., Walters, R., Jahren, C. T. (2009). Exploring training needs and development of construction language courses for American supervisors and Hispanic craft workers. *Journal of Construction Engineering and Management*, *135*(5), 387-396.
[http://dx.doi.org/10.1061/\(ASCE\)0733-9364\(2009\)135:5\(387\)](http://dx.doi.org/10.1061/(ASCE)0733-9364(2009)135:5(387))
- Chiu, C., Gries, P., Torelli, C. J., & Cheng, S. Y. Y. (2011). Toward a social psychology of globalization. *Journal of Social Issues*, *67*(4), 663-676.
[doi:10.1111/j.1540-4560.2011.01721.x](https://doi.org/10.1111/j.1540-4560.2011.01721.x)
- Coyne, I. T. (1997). Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing*, *26*(3), 623-630.
[doi:10.1111/1365-2648.ep4514143](https://doi.org/10.1111/1365-2648.ep4514143)
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Los Angeles, CA: Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage. (Original work published in 2003)
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, *39*(3), 124-130. http://dx.doi.org/10.1207/s15430421tip3903_2
- Davidson, M. J., Burke, R. J. (2004) *Women in Management worldwide: Facts, figures and analysis*. Aldershot, UK: Ashgate.

- Dávila, C. (2013), The Current State of Business History in Latin America. *Australian Economic History Review*, 53(2), 109-120. <https://doi:10.1111/aehr.12006>.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Deslandes, G. (2011). Corporate culture versus organizational identity: Implications for media management. *Journal of Media Business Studies*, 8(4), 23-36.
<https://doi.org/10.1080/16522354.2011.11073529>
- DeTurk, S. (2001). Intercultural empathy: Myth, competency, or possibility for alliance building? *Communication Education*, 50(4), 374-384. doi:10.1080/03634520109379262
- Donalek, J. G., & Soldwisch, S. (2004). An introduction to qualitative research methods. *Urologic Nursing*, 24(4), 354-356. Retrieved from <https://www.sun.org/sites/default/files/download/members/unjarticles/2004/04aug/354.pdf>
- Durrheim, K. (2006). Research design. In M. T. Blanche, K. Durrheim, & D. Painter (Eds.), *Research in practice: Applied methods for the social sciences* (pp. 33-59). Cape Town, South Africa: University of Cape Town Press.
- Dutta, B. (2008). Communication in cross-cultural context. *The Icfai University Journal of Soft Skills*, 2(2), 7-12. Retrieved from <http://web.a.ebscohost.com.lib.pepperdine.edu/ehost/pdfviewer/pdfviewer?vid=5&sid=4996473b-f09e-4dff-8c6b-c62cf927f8e3%40sdc-v-sessmgr02>
- Englander, M. (2012). The interview: Data collection in descriptive phenomenological human scientific research. *Journal of Phenomenological Psychology*, 43(1), 13-35.
<http://dx.doi.org/10.1163/156916212X632943>

- Erez, M., Harush, R., Glikson, E., Nouri, R., Lisak, A., & Shokef, E. (2013). Going global: Developing management students' cultural intelligence and global identity in culturally diverse virtual teams. *Academy of Management Learning and Education*, 12(3), 330-355. <http://dx.doi.org/10.5465/amle.2012.0200>
- Fang, T., Schaumburg, J., & Fjellström, D. (2017). International business negotiations in Brazil. *Journal of Business & Industrial Marketing*, 32(4), 591-605. <http://dx.doi.org/10.1108/JBIM-11-2016-0257>
- Fischer, R. (2011). Cross-cultural training effects on cultural essentialism beliefs and cultural intelligence. *International Journal of Intercultural Relations*, 35(6), 767-775. doi:10.1016/j.ijintrel.2011.08.005
- Fontes, R. L. F., Medeiros J. F., Neves J. C. L., Carvalho O. S., & Medeiros J. C. (2008). Growth of Brazilian cotton cultivars in response to soil applied boron. *Journal of Plant Nutrition*, 31(5), 902-918. <https://doi.org/10.1080/01904160802043247>
- Ghauri, P., & Fang, T. (2001). Negotiating with the Chinese: A socio-cultural analysis. *Journal of World Business*, 36(3), 303. [http://dx.doi.org/10.1016/S1090-9516\(01\)00057-8](http://dx.doi.org/10.1016/S1090-9516(01)00057-8)
- Gideon, J. (2005). Gender in Latin America. *Feminist Review*, 79 (1), 176-177. <http://dx.doi.org/10.1057/palgrave.fr.9400211>
- Gore, V. (2013). The importance of cross-cultural communication. *The IUP Journal of Soft Skills*, 3(3), 59-65. http://www.iupindia.in/1309/Soft%20Skills/Soft_Skills_Focus.asp
- Habiba, A. (2014). Impact of paternalistic leadership on employees outcome - A study on the banking sector of Pakistan. *Journal of Business and Management*, 7(6), 109-115. <https://pdfs.semanticscholar.org/2cc6/0cbba5de8699fd28b9cc4bf5ab59d96d9ab3.pdf>
- Hamilton, L., & Webster, P. (2009). *The international business environment*. New York, NY:

Oxford University Press.

- Harzing, A. W., & Pudelko, M. (2014). Hablas vielleicht un peu la mia language? A comprehensive overview of the role of language differences in headquarters-subsiary communication. *International Journal of Human Resource Management*, 25(5), 696-717. <http://dx.doi.org/10.1080/09585192.2013.809013>
- He, R., & Liu, J. (2010). *Barriers of cross cultural communication in multinational firms. A case study of Swedish company and its subsidiary in China*. Halmstad University. Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hh:diva-5384>
- Herlitz, G. N. (1994). The meaning of the term “prima facie.” *Louisiana Law Review*, 55(2), 391-408. Retrieved from <https://digitalcommons.law.lsu.edu/cgi/viewcontent.cgi?article=5569&context=lalrev>
- Hicks, M. (2015). Does Walmart cause an increase in anti-poverty expenditures? *Social Science Quarterly*, 96(4), 1136-1152. doi:10.1111/ssqu.12170
- Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. London, UK: McGraw-Hill.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (Revised 3rd ed.). New York, NY: McGraw-Hill.
- Holtbrügge, D., & Schillo, K. (2008). Intercultural training requirements for virtual assignments: Results of an explorative empirical study. *Human Resource Development International*, 11(3), 271-286. <http://dx.doi.org/10.1080/13678860802102575>
- Huff, K. C., Song, P., & Gresch, E. B. (2014). Cultural intelligence, personality, and cross-cultural adjustment: A study of expatriates in Japan. *International Journal of Intercultural Relations*, 38(1), 151-157. <http://dx.doi.org/10.1016/j.ijintrel.2013.08.005>

- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences* (3rd ed.). San Diego, CA: Educational and Industrial Testing Services.
- Jameson, D. A. (2007). Reconceptualizing cultural identity and its role in intercultural business communication. *Journal of Business Communication, 44*(3), 199-235.
<http://doi.org/10.1177/0021943607301346>
- Jenkins, J. (2006). Dividends and interest: Coaching meets the cross-cultural challenge. *Leadership in Action, 26*(5), 23-24. doi:10.1002/lia.1182
- Kantor, J., & Streitfeld, D. (2015, August 21). Amazon's bruising, thrilling workplace. *The New York Times*, p. A10. Retrieved from
http://go.galegroup.com.lib.pepperdine.edu/ps/retrieve.do?tabID=News&resultListType=RESULT_LIST&searchResultsType=MultiTab&searchType=AdvancedSearchForm¤tPosition=1&docId=GALE%7CA425503654&docType=Correction+notice&sort=Relevance&contentSegment=&prodId=OVIC&contentSet=GALE%7CA425503654&searchId=R1&userGroupName=pepp12906&inPS=true#
- Kiessling, T., & Harvey, M. (2005). Strategic global human resource management research in the twenty-first century: an endorsement of mixed-methods research methodology. *International Journal of Human Resource Management, 16*(1), 22-45
<http://dx.doi.org/10.1080/0958519042000295939>
- Kilpatrick, R. H. (1984). International business communication practices. *Public Relations Review, 10*(3), 64-65. [http://dx.doi.org/10.1016/S0363-8111\(84\)80098-3](http://dx.doi.org/10.1016/S0363-8111(84)80098-3)

- Kruijt, A., & Turin, M. (2017). Review article. *Language in Society*, 46(2), 257.
doi:10.1017/S0047404517000161
- Lee, E., & Vivarelli, M. (2006). The social impact of globalization in the developing countries. *International Labour Review*, 145(3), 167-184. doi:10.1111/j.1564-913X.2006.tb00016.x
- Levitt, S. R. (2016). Cultural dialectics in international teamwork dynamics. *International Journal of Business Communication*, 1-23. doi:10.1177/2329488416629094
- Lianaki-Dedouli, I., & Plouin, J. (2017). Bridging anticipation skills and intercultural competences as a means to reinforce the capacity of global citizens for learning to learn together. *Futures*, 94(11), 45-58. <http://dx.doi.org/10.1016/j.futures.2017.03.001>
- Liu, D. (2003). The most frequently used spoken American English idioms: A corpus analysis and its implications. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect*, 37(4), 671-700.
<http://dx.doi.org/10.2307/3588217>
- Liu, H., Li, J., & Zhuang, H. (2013). On the indicating words of idiom annotation in CCD (6th ed.). *Lecture Notes in Computer Science*, 82(29), 581-592.
doi:10.1007/978-3-642-45185-0
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
<http://dx.doi.org/10.1037/h0054346>
- Mahajan, A., & Toh, S. M. (2014). Facilitating expatriate adjustment: The role of advice-seeking from host country nationals. *Journal of World Business*, 49(4), 476-487.
<http://dx.doi.org/10.1016/j.jwb.2013.10.003>
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity & family therapy* (3rd ed.). New York, NY: The Guilford Press.

- McKenzie, C. L., & Qazi, C. J. (1983). Communication barriers in the workplace. *Business Horizons*, 26(2), 70-72. [http://dx.doi.org/10.1016/0007-6813\(83\)90088-5](http://dx.doi.org/10.1016/0007-6813(83)90088-5)
- Melser, D. (2009). Verbal communication: From pedagogy to make-believe. *Language Sciences*, 31(5), 555-571. doi:10.1016/j.langsci.2008.06.001
- Miller, D. W., & Ewest, T. (2013). *Rethinking the impact of religion on business values: Understanding its reemergence and measuring its manifestations*. Dimensions of teaching business Ethics, Berlin, Heidelberg. http://dx.doi.org/10.1007/978-3-642-36022-0_3.
- Miser, A. (2010). *Cross-cultural coaching: Ensuring success over the life cycle of an expatriate assignment*. Retrieved from <http://www.elysianenterprises.net/>
- Moerer-Urdahl, T., & Creswell, J. (2004). Using transcendental phenomenology to explore the "ripple effect" in a leadership mentoring program. *International Journal of Qualitative Methods*, 3(2), 19-35. <http://dx.doi.org/10.1177/160940690400300202>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Nair-Venugopal, S. (2015). Issues of language and competence in intercultural business contexts. *Language and Intercultural Communication*, 15(1), 29-45. <http://dx.doi.org/10.1080/14708477.2014.985304>
- Nazarenko, L. (2015). Linguistic characteristics of intercultural competence as a part of teachers' professional competence. *Procedia -Social and Behavioral Sciences*, 180(1), 407-412. doi:10.1016/j.sbspro.2015.02.137
- Nixon, J. C., & Dawson, G. A. (2002). Reason for cross-cultural communication training. *Corporate Communications: An International Journal*, 7(3), 184-191. <http://dx.doi.org/10.1108/13563280210436790>

- Nunes, I.M., Felix, B., & Prates, L.A. (2017). Cultural intelligence, cross-cultural adaptation and expatriate performance: A study with expatriates living in Brazil. *Revista De Administração Da Universidade De São Paulo*, 52(3), 219-232.
<http://dx.doi:10.1016/j.rausp.2017.05.010>
- Ogliastri, E. (2013). Empresa familiar emprendedora? *Debates IESA*, 18(1), 13. Retrieved from <http://virtual.iesa.edu.ve/servicios/wordpress/wp-content/uploads/2014/03/e-13ogliastri.pdf>
- Okpara, J. O., & Kabongo, J. D. (2011). Cross-cultural training and expatriate adjustment: A study of western expatriates in Nigeria. *Journal of World Business*, 46(1), 22-30.
<http://dx.doi.org/10.1016/j.jwb.2010.05.014>
- Osland, J. S. (2003). Broadening the debate: The pros and cons of globalization. *Journal of Management Inquiry*, 12(2), 137-154. <http://dx.doi.org/10.1177/1056492603012002005>
- Osland, J. S., De Franco, S., & Osland, A. (1999). Organizational implications of Latin American culture: Lessons for the expatriate manager. *Journal of Management Inquiry*, 8(2), 219-234. <http://dx.doi.org/10.1177/105649269982018>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. doi:10.1007/s10488-013-0528-y
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Phillips, J. M., Gully, S. M., McCarthy, J. E., Castellano, W. G., & Kim, M. S. (2014). Recruiting global travelers: The role of global travel recruitment messages and Individual

- differences in perceived fit, attraction, and job pursuit intentions. *Personnel Psychology*, 67(1), 153-201. doi:10.1111/peps.12043
- Phutela, D. (2015). The importance of non-verbal communication. *Journal of Soft Skills*, 9(4), 43-49. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2715432
- Puig, N. & Fernandez Perez, P. (2009). A silent revolution: The internationalization of large Spanish family firms. *Business History*, 51(3), 462-483.
<http://dx.doi.org/10.1080/00076790902844088>
- Polyakova, E. I. (2016). Business simulation as a means of developing intercultural competence. *Procedia - Social and Behavioral Sciences*, 236(12), 289-294.
doi:10.1016/j.sbspro.2016.12.031
- Price, T. D. (October 4, 1953). [Review of the book, *The Christian dilemma: Catholic Church—Reformation*, by W. H. van de Pol, translated by G. van Hall]. *Review & Expositor*, 50(4), 509-510. <http://dx.doi.org/10.1177/003463735305000432>
- Richards, L., & Morse, J. (2013). *Qualitative methods*. Thousand Oaks, CA: Sage.
- Rodriguez, J. K. (2013). Joining the dark side: Women in management in the Dominican Republic. *Gender, Work & Organization*, 20(1), 1-19. doi:10.1111/j.1468-0432.2010.00541.x
- Rossmann, G., & Rallis, S. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
- Sánchez, C. M. (2000). Special issue: Global organizational change. *Performance Improvement Quarterly*, 13(2), 6-8. <http://dx.doi.org/10.1111/j.1937-8327.2000.tb00161.x>
- Scholte, J. A. (2007). Defining globalization. *The World Economy*, 31(11), 49-84.
http://dx.doi.org/10.1007/978-0-230-21207-7_3

- Schmidt, K. L., & Cohn, J. F. (2001). Human facial expressions as adaptations: Evolutionary questions in facial expression research. *American Journal of Physical Anthropology*, 116(33), 3-24. <http://dx.doi.org/10.1002/ajpa.20001>
- Sethi, D., & Seth, M. (2009). Interpersonal communication: Lifeblood of an organization. *The IUP Journal of Soft Skills*, 3(3), 32-40. Retrieved from <https://iims.uthscsa.edu/sites/iims/files/Novel/communication/Communication-5.pdf>
- Smith, M. C., & Victorson, J. (2012). Developing a global mindset: Cross-cultural challenges and best practices for assessing and grooming high potentials for global leadership. *People and Strategy*, 35(2), 42–51. Retrieve from <https://www.hrps.org/Pages/default.aspx>
- Sørensen, J. B. (2002). The strength of corporate culture and the reliability of firm performance. *Administrative Science Quarterly*, 47(1), 70-91. <http://dx.doi.org/10.2307/3094891>
- Taormina, R. J. (2013). Maslow and the motivation hierarchy: Measuring satisfaction of the needs. *American Journal of Psychology*, 126(2) 155-157. <http://dx.doi.org/10.5406/amerjpsyc.126.2.0155>
- Tarique, I., & Caligiuri, P. (2009). The role of cross-cultural absorptive capacity in the effectiveness of in-country cross-cultural training. *International Journal of Training and Development*, 13(3), 148-164. doi:10.1111/j.1468-2419.2009.00324.x
- Tung, R. L. (1998). American expatriates abroad: From neophytes to cosmopolitans. *Journal of World Business*, 33(2), 125. [http://dx.doi.org/10.1016/S1090-9516\(98\)90002-5](http://dx.doi.org/10.1016/S1090-9516(98)90002-5)
- Vance, C. M., Vaiman, V., & Andersen, T. (2009). The vital liaison role of host country nationals in MNC knowledge management. *Human Resource Management*, 48(4), 649-659. <http://dx.doi.org/10.1002/hrm.20307>

- Van de Vliert, E., Einarsen, S., Euwema, M. C., & Janssen, O. (2009). Ecological limits to globalization of managerial situations. *International Journal of Cross Cultural Management*, 9(2), 185-198. doi:10.1177/1470595809335715
- Vargas-Hernandez, J. G., Maciel, J. P., & Morales, J. S. L. (2013). Latin American multinational companies growth. *International Journal of Advances in Management and Economics* 2(4), 65-72. <http://dx.doi.org/10.2139/ssrn.2550082>
- Varma, A., Toh, S. M., & Budhwar, P. (2006). A new perspective on the female expatriate experience: The role of host country national categorization. *Journal of World Business*, 41(2), 112-120. <http://dx.doi.org/10.1016/j.jwb.2006.01.010>
- Wang, C., & Fang, M. (September 01, 2014). The effects of personality on host country nationals' helping behaviors toward expatriates. *International Journal of Cultural Relations*, 42(1), 140-145. <https://doi.org/10.1016/j.ijintrel.2014.06.001>
- Waxin, M. F., & Panaccio, A. (2005). Cross-cultural training to facilitate expatriate adjustment: It works! *Personnel Review*, 34(1), 51-67. <http://dx.doi.org/10.1108/00483480510571879>
- Weaver, H., Hartz, M., & Yellow, H. B. (1999). Examining two facets of American Indian identity: Exposure to other cultures and the influence of historical trauma. *Journal of Human Behavior in the Social Environment*, 2(1-2), 1-2. http://dx.doi.org/10.1300/J137v02n01_03
- Wessel, S., Decker, C., Lange, K. S. G., & Hack, A. (2014). One size does not fit all: Entrepreneurial families' reliance on family offices. *European Management Journal*, 31(1), 37-45. doi://dx.doi.org.10.1016/j.emj.2013.08.003
- Zahra, S. A. (2003). International expansion of U.S. manufacturing family businesses: The effect of ownership and involvement. *Journal of Business Venturing*, 18(4), 495-512.

APPENDIX A

IRB CITI Certification



Completion Date 29-Dec-2017
Expiration Date 28-Dec-2022
Record ID 25474025

This is to certify that:

Jay Sanchez Castillo

Has completed the following CITI Program course:

GSEP Education Division

(Curriculum Group)

GSEP Education Division - Social-Behavioral-Educational (SBE)

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Pepperdine University

CITI

Collaborative Institutional Training Initiative

APPENDIX B
PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: _____

Principal Investigator: Jay Sanchez-Castillo

Title of Project: A study of Cross Cultural and Communication Barriers that exist when trying to conduct business between U.S. based companies and South America.

1. I, _____ , agree to participate in the research study

under the direction of Jay Sanchez-Castillo, MBAA, and under the supervision of Dr. Farzin Madjidi Ed.D.

2. The overall purpose of this research is to identify:

- The challenges that South American companies face when conducting business with U.S. companies.
- The business strategies and practices South American companies implement to facilitate business dealings with U.S. companies.
- How South American companies measure success in dealing with U.S. companies.
- What recommendations do South American companies have for future U.S. companies who want to do business in South America

3. Participation in the study will involve the following:

Based on criteria utilized for selection to participate in the study, the following criteria is

required:

- Participant must be between the ages of 30 and 60 years of age.
- Experience of five years or more, working for a South American company.
- Participants must be actively working in Argentina, Brazil, Chile, Colombia, and Uruguay.
- Experience working cross culturally with companies based in the U.S., as a director level or higher.
- Availability for interviews to be conducted face to face or virtually using telephone or video conferencing.
- Participating in the study will require approximately 45-60 minutes, during which a semi-structured interview will be conducted in via Skype or FaceTime, depending on the participant's preference.

5. Possible benefits of being involved as a participant and to society include:

During the interview, the participants will share best practices learned through their experiences while working cross culturally with U.S. companies. The researcher will create a composite description of what the participants experienced and how they experienced it. After the data is collected and interpreted, participants are encouraged to obtain a copy of the results, which could be beneficial for them because they will be able to learn of the many different cross cultural barriers that are experienced by different companies. They can take that information and apply it to their company when conducting business with the U.S. Society in general will benefit because the study will ultimately outline barriers that companies experience when conducting business. By understanding these barriers, companies can be culturally sensitive and work together in a better way now that they will become aware of any potential issues that typically occur and

provide adequate training to minimize cross cultural barriers.

6. Possible risks and discomforts that might be associated with this study include:

Feeling uncomfortable with the set research questions or follow up inquiry; lack of interest; risk of breach of confidentiality; and possible fatigue from sitting for an hour for the interview. Risk is minimal even with risk of breach of confidentiality, as the nature of the interview content does not put subjects or their organizations at financial or reputation risk.

7. As a participant, I understand the following:

I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled. I understand that the investigator will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dissertation Committee Chair, Dr. Farzin Madjidi Ed.D at [email](#), if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact IRB chair Dr. Judy Ho, Ph.D., at [email](#). I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above and I will contact the investigator by email to schedule my interview.

APPENDIX C

Recruitment Script

A STUDY OF CROSS CULTURAL AND COMMUNICATION BARRIERS THAT EXIST WHEN TRYING TO CONDUCT BUSINESS BETWEEN U.S. BASED COMPANIES AND SOUTH AMERICA

Date: Month/Day/Year

Dear Prospective Participant,

My name is Jay Sanchez Castillo and I am a doctoral student in the School of Education and Psychology at Pepperdine University. I am conducting a research study examining cross-cultural barriers that exist between US and South American companies conducting business, and you are invited to participate in the study. If you agree, you are invited to participate in an interview. The interview is anticipated to take 45-60 minutes and will be audio recorded for data collection purposes. Participation in this study is voluntary. It is based on your interest and availability, and guarantees your complete anonymity in the study's findings. Please reference the attached informed consent for participation in research activities document for additional details. If you have questions or would like to participate, please contact me at email

Thank you for your participation,

Jay Sanchez Castillo, MBAA
Doctoral Student
School of Education and Psychology at
Pepperdine University

APPENDIX D

Peer Review Form – Placeholder

Research Questions	Corresponding Interview Questions
<p>RQ1: What challenges do South American companies face when conducting business with U.S. companies?</p>	<p>IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 2: What are some of the disadvantages and when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p style="text-align: right;">(Continued)</p>

Research Questions	Corresponding Interview Questions
<p>RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?</p>	<p>IQ 3: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 4: When conducting business with U.S. companies, what would you recommend to facilitate business dealings?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested
<p>RQ3: How do Track success when conducting business with U.S. companies?</p>	<p>IQ 5: How do you define Success when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 6: How do you measure success when conducting business with U.S. companies?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p style="text-align: right;">(Continued)</p>

Research Questions	Corresponding Interview Questions
<p>RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?</p>	<p>IQ 7: Can you share an instance when one challenge significantly hampered conducting business with U.S. company?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested <p>IQ 8: Can you think of a second example in which something you did, hindered the business dealing, that you would never do again?</p> <ul style="list-style-type: none"> • Keep as stated • Delete it • Modified as suggested

APPENDIX E

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions (Final)
RQ1: What challenges do South American companies face when conducting business with U.S. companies?	<p>IQ 1: Based on your experience, what difficulties do companies face when conducting business with U.S. companies?</p> <p>IQ 2: What are some of the disadvantages and when conducting business with U.S. companies?</p> <p>IQ 3: Can you share an instance when one challenge significantly hampered conducting business with U.S. company</p>
RQ 2: What successful practices do South American companies implement to overcome challenges when working with U.S. companies?	<p>IQ 4: Can you tell me an instance when you overcame challenges or disadvantages that you faced working with an U.S. Company?</p> <p>IQ 5: what other strategies have you used to overcome similar difficulties when working with Us Companies.</p>
RQ3: How do Track success when conducting business with U.S. companies?	<p>IQ 6: How do you define Success when conducting business with U.S. companies?</p> <p>IQ 7: How do you measure success when conducting business with U.S. companies?</p>
RQ4: What recommendations do South American companies have for future U.S. companies who want to do business in South America?	<p>IQ 8: What advice would you give U.S. colleagues regarding doing business in South America?</p> <p>IQ 9: What advice would you give to South American colleagues regarding doing business in South America</p>