

EXAMINING THE IMPACT OF CULTURAL DIVERSITY ON STRATEGIC LEADERSHIP IN IT ROLES IN MULTINATIONAL ORGANIZATIONS

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Abstract- Cultural diversity can have a significant impact on Strategic Leadership (SL) in IT roles in multinational organizations. This study examines the impact of cultural diversity on SL in IT roles within multinational organizations, using SPSS as the analytic tool and a questionnaire to collect data from 560 participants. The study aims to investigate the relationship between cultural diversity and SL practices in the IT sector. The study employs a quantitative research methodology to analyze the relationships between cultural diversity and SL practices. The questionnaire used measures the participants' perceptions of the impact of cultural diversity on leadership practices, decision-making, communication, and team dynamics. The findings of the study reveal that cultural diversity has a significant impact on SL in IT roles, with a positive correlation between cultural diversity and effective leadership. The analysis conducted using SPSS provides insights into the factors influencing effective leadership, including cultural intelligence (CI), communication strategies, and decision-making processes. The study concludes that strategic leaders in IT roles must possess cultural competence to effectively manage diverse teams and achieve organizational objectives. The findings provide valuable insights for multinational organizations in developing effective strategies for managing cultural diversity in their IT departments and enhancing the quality of their SL.

Keywords: Cultural Diversity, SL, Leadership approach, Globalization, Cultural intelligence, Organizational culture (OC)

1. INTRODUCTION

In today's global business environment, cultural diversity has become an increasingly significant factor in shaping organizational strategies, including the leadership approach in multinational organizations [1] [2] [3]. Multinational organizations operate in diverse cultures, and cultural differences can influence the leadership styles adopted by the leaders within the organization. Cultural diversity can pose challenges for leaders in multinational organizations, such as managing cross-cultural communication, fostering inclusiveness, and overcoming cultural barriers that could affect the effectiveness of the leadership approach [4] [5] [6]. The study aims to examine the impact of cultural diversity on SL in IT roles in multinational organizations. Cultural diversity in multinational organizations refers to the differences in norms, values, and behaviors among people of different cultures who work together in the same organization. The cultural diversity in multinational organizations can be attributed to globalization and the increasing trend of internationalization, which has led to the expansion of organizations into foreign markets. The globalization trend has brought people from different cultures together, and multinational organizations have to manage these cultural differences to ensure the smooth operation of their businesses.

SL in multinational organizations involves the ability of leaders to develop and execute strategies that align with the organization's goals and objectives [7] [8] [9] [10] [11]. The SL approach is critical in the IT roles in multinational organizations as technology plays a significant role in the operation of these organizations. The IT leaders in multinational organizations must adopt an SL approach that considers cultural diversity within the organization. The impact of cultural diversity on SL in IT roles in multinational organizations is an important area of research as it has implications for the effectiveness of the leadership approach in multinational organizations [12] [13] [14] [15]. Cultural diversity can affect the leadership style adopted by IT leaders in multinational organizations, which can, in turn, affect the effectiveness of the SL approach. Therefore, there is a need to examine the impact of cultural diversity on SL in IT roles in multinational organizations. The paper's contribution is to,

- ❖ To enhance innovation and creativity in multinational organizations.
- ❖ To improve the global market competitiveness in multinational organizations.

The paper is organized into seven sections. Section 2 provides a comprehensive review of the literature on the impact of cultural diversity on SL in IT roles in multinational organizations. Section 3 presents the hypotheses that the investigation aims to test and the methodology used to collect and analyze data from participants. Section 4 presents the results of the investigation and their discussion. Lastly, Section 5 accomplishes the research.

2. LITERATURE REVIEW

Shemueli, *et al.* 2019 [16] The consequences of “CI, idiocentrism-allocentrism, and OC on work engagement in a multinational organization” were investigated. The study's approach was evaluated using “partial least squares-structural equation modeling” on a sample of 219 employees from a multinational company.

Boone, *et al.* 2019 [17] The goal was to establish a structure to clarify when and why nationality diversity in “top management teams (TMTs)” influences corporate entrepreneurship and innovation performance in multinational corporations (MNCs). Over 10 years, the research evaluated a committee of 165 manufacturing MNCs relying upon 20 countries, drawing on upper-echelon theory and innovation literature. The study discovered that the potential benefits of “TMT nationality diversity on corporate entrepreneurship and innovation performance” were dependent on TMT class inequality and MNC home country national power distance. The study emphasizes the critical significance of corporate headquarters and TMT composition in the strategic management of modern multinational corporations operating in multiple cultures. More research is needed, however, to investigate numerous different context-specific variables that could impact the connection between TMT nationality diversity and innovation performance.

Meyer and Xin, 2018 [18] proposed integrating strategic management and human resource management viewpoints, to advance theories but also to significantly boost the significance of both lines of scholarship to practice. The paper established an investigation agenda to contribute to the creation of better practices for “attracting, developing, and retaining talent capable of leading international operations in EMNEs”. Nevertheless, more studies are required to assess the effectiveness of these practices in improving the talent management capabilities of EMNEs.

Vlajčić, *et al.* 2019 [19] CQ has been studied in all of its four dimensions, including “metacognitive, cognitive, behavioral, and motivational, to determine how it behaves as a knowledge de-codification and codification filter, actively helping managers in the Knowledge Transfer process”. Furthermore, the research aimed to find out whether prior international experience moderates CQ's optimistic effect on both CKT and RKT. The study's findings focus on providing significant theoretical as well as applied visions to assist MNCs in KT development. However, more studies are required to assess the findings' potential application to other countries and industries.

Guo, *et al.* 2020 [20] investigated the role of professional global mobility in the allocation of tacit knowledge within multinational service firms. The authors argued, using a literature review and case studies, that global mobility could enable the transmission of tacit knowledge by allowing professionals to cooperate with colleagues from different cultural backgrounds, share experiences, and develop a common understanding of organizational practices. The authors did, however, highlight several challenges associated with global mobility, such as language barriers, cultural differences, and the risk of knowledge leakage.

Nguyen, *et al.* 2019 [21] discovered that numerous individual, organizational, and cultural factors normalize the motivation and knowledge-sharing relationship. The study's constraints included the focus on variables that have been extensively studied in previous research, and continued studies could indeed broaden on distinct categories of “knowledge sharing and multiple boundary conditions”. This study's applied suggestions tend to involve providing personalized

incentive systems to detailed target groups in hopes of integrating motivation and knowledge sharing, as well as considering various motivation schemes throughout countries to better match cultural differences.

Vitolla, *et al.* 2021 [22] primarily directed to address this discrepancy by investigating the “impact of Hofstede's dimensions as an affirmation of national culture on the reliability of ethical codes from an organizational control standpoint”. The research examined 191 international companies from 29 various countries and five continents. This research contributes to the existing research on the subject by continuing to expand the “field of antecedents of the quality of the code of ethics, which originally only included analyses of internal determinants”.

Sarala, *et al.* 2019 [23] addressed the requirement of an extra profound comprehension of the "human side" of global mergers and acquisitions (M & As) by conceptualizing M & As as practice-oriented processes. Attempting to draw somewhat on the practice approach, the paper underlines research avenues for any further investigation into the "human side" of global M&As, including such “multi-layered identity dynamics, emotional processes, participation, and change agency, resistance, human resource management (HRM) practices, and tools, as well as new forms of communication”. The objective of this article serves to offer insight and direction for future investigation on the "human side" of global M&A.

Tien, *et al.* 2019 [24] examined the significance of international marketing in the context of international business, considering the increasing significance of worldwide trade and the emergence of fresh competitors in the global market. The consequences of revolutionary advances in communication and transportation, economic liberalization, and increased access to communication channels have been highlighted in the research. Moreover, the study suggested that global marketing seems to be extremely crucial in implementing new customers to the massive advantages that can enhance their standard of living. The research attempts to provide additional insight into how international marketing can endorse and drive global business growth by interpreting the conversations between both international marketing and international business.

Jahanshahi, *et al.* 2018 [25] The consequences of the top management team's (TMT) CI on corporate entrepreneurship strategy have been explored, in addition to how TMT ambiguity tolerance modulates this partnership. To verify the assumption, the research gathered survey data from 41 TMTs of small and medium-sized enterprises in Southeast Iran.

2.1 PROBLEM STATEMENT

Multinational organizations in today's globalized business environment are placing greater emphasis on diversity and inclusivity within their workforce. However, managing a culturally diverse workforce is a complex challenge that requires effective leadership to leverage the benefits of diversity while minimizing the risks associated with cultural differences. As IT roles play a critical role in supporting the strategic goals of multinational organizations, the leadership style adopted by IT leaders can have a noteworthy influence on the effectiveness of SL in these organizations [26] [27]. Despite the growing importance of cultural diversity, there is limited research on its impact on SL in IT roles in multinational organizations. This research gap creates a critical need to examine the relationship between cultural diversity and SL in IT roles in multinational organizations to identify the factors that facilitate or hinder effective SL in a culturally diverse context [28]. Therefore, this investigation aims to discover the impact of cultural diversity on SL in IT roles in multinational organizations and develop strategies for managing cultural diversity effectively to enhance SL effectiveness. The discoveries of this investigation are predicted to subsidize the existing literature on cultural diversity and SL in IT roles in multinational organizations. Moreover, the recommendations for managing cultural diversity effectively will provide practical implications for IT leaders in multinational organizations and help them to leverage the benefits of cultural diversity to enhance SL effectiveness.

3. RESEARCH METHODOLOGY

The objective of this study is to investigate how cultural diversity affects SL in IT roles within multinational organizations operating in South India. To collect primary data, a structured questionnaire will be designed and administered, and the study will utilize a random sampling technique.

3.1 Research Problem

The research problem in this study is to investigate how cultural diversity affects SL in IT roles within multinational organizations operating in South India. Specifically, the study seeks to understand the impact of cultural diversity on the effectiveness of SL in these organizations, as well as the potential challenges and opportunities presented by cultural diversity in this context. By addressing this research problem, the study aims to provide valuable insights and recommendations for organizations seeking to optimize their SL practices in multicultural settings.

3.2 Research Objectives

The research objectives for examining the impact of cultural diversity on SL in IT roles in multinational organizations are:

- To identify the extent to which cultural diversity affects SL practices in IT roles within multinational organizations in South India.
- To examine the potential challenges and opportunities presented by cultural diversity in SL practices in IT roles within multinational organizations in South India.

3.3 Research Hypotheses

Hypothesis 1: *There is no significant relationship between SL and organizational performance (OP).*

Hypothesis 2: There is no significant positive relationship between SL and CI.

Hypothesis 3: There is no significant positive relationship between SL and diversity and inclusion practices (DI).

Hypothesis 4: There is no significant positive relationship between SL and OC.

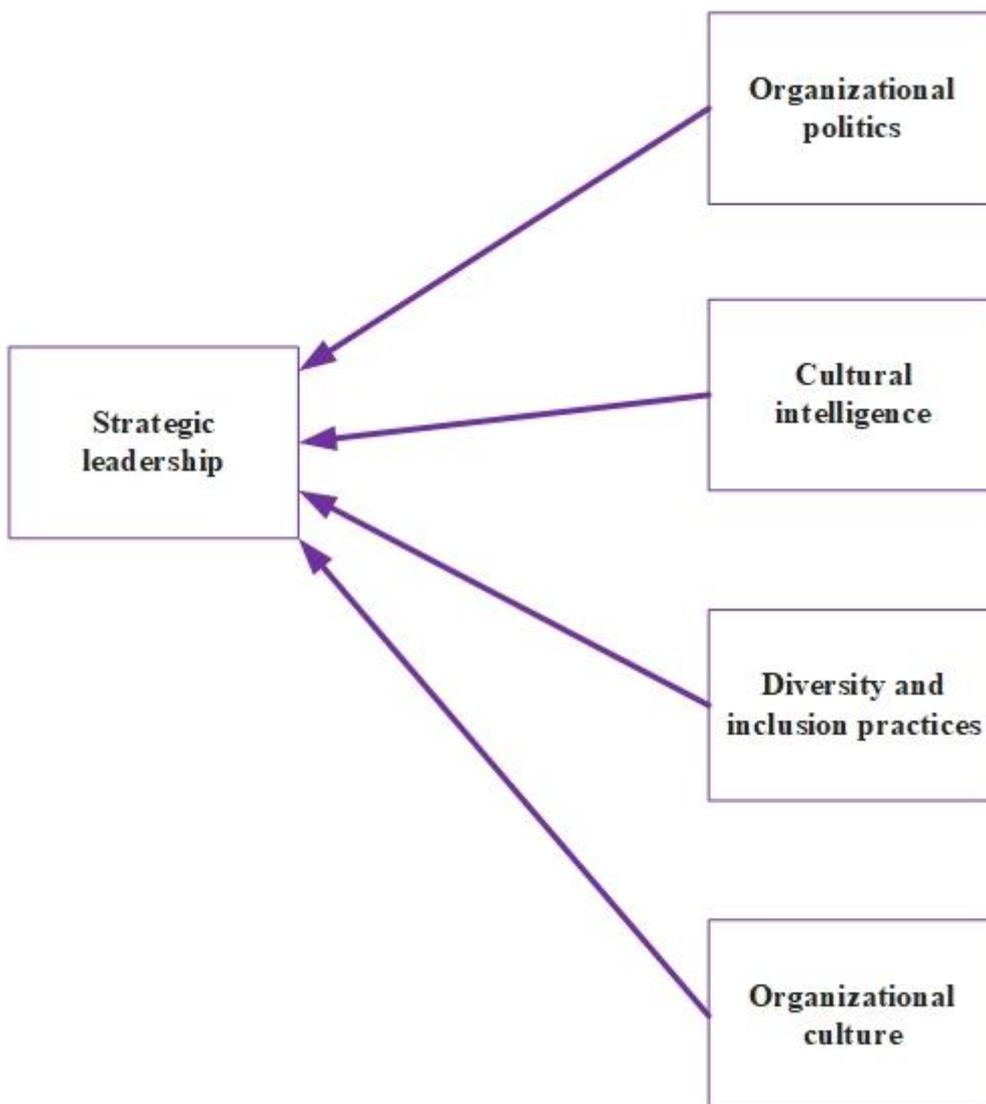


Figure 1: Framework of the proposed model

3.4 Methodology

Target Population: This study focuses on IT industries that embrace cultural diversity. The cultural diversity factors preferred are determined by observations crafted through these businesses. The study analyzes the strategies and performance of these companies to understand the impact of cultural diversity on their operations.

Collection of Data: The study will collect data from three specific industries located in Bangalore: “Intuit Technology Services, Cisco Systems (India) Private Ltd., and Adobe Systems India Private Ltd”.

Sample for study: The sample of 560 respondents from the entire population of three industries for the study is shown in table 1.

Table 1: Companies with their Employees

| Company | Cisco Systems (India) Private Ltd. | Intuit Technology Services | Adobe Systems India Private Ltd. |
|------------------------|------------------------------------|----------------------------|----------------------------------|
| Employees Participated | 164 | 230 | 166 |

4. RESULTS AND DISCUSSION

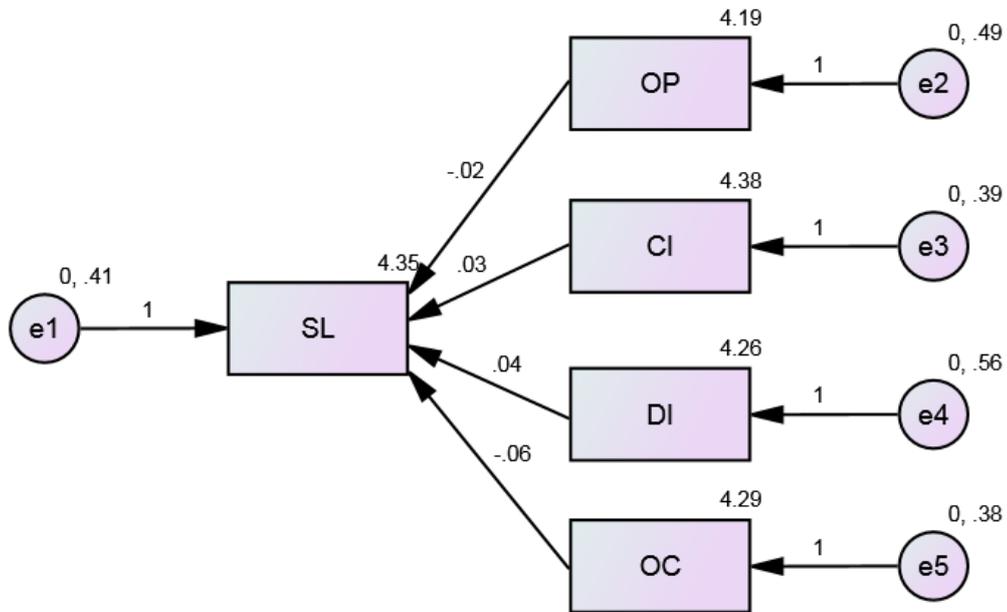


Figure 1: Resultant framework of the proposed model

This study involves analyzing and interpreting sample data collected from a questionnaire. Data analysis includes identifying trends, patterns, and insights in the data. Before conducting the analysis, the reliability of the questionnaire used to gather the sample data was tested. Table 2 displays the reliability test results.

Table 2: Table of Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | No. of Items |
|------------------|--|--------------|
| 0.573 | 0.604 | 20 |

The reliability of the questionnaire used in this study was assessed using Cronbach's Alpha. The results indicate a Cronbach's Alpha coefficient of 0.573, which suggests that the internal consistency of the questionnaire is moderate. However, Cronbach's Alpha coefficient based on standardized items is 0.604, indicating slightly improved consistency. The questionnaire consisted of 20 items, and further analysis may be necessary to determine the overall reliability of the instrument.

4.1 Frequency table

Table 3: Frequency table

| Demographic Factors | | Frequency | Percent |
|--------------------------------|------------------|-----------|---------|
| Age | 20-30 | 145 | 25.9 |
| | 31-40 | 173 | 30.9 |
| | 41-50 | 197 | 35.2 |
| | Above 50 | 45 | 8.0 |
| Gender | Male | 274 | 48.9 |
| | Female | 286 | 51.1 |
| Education qualification | Diploma | 147 | 26.3 |
| | Bachelor degree | 140 | 25.0 |
| | Master degree | 135 | 24.1 |
| | Relevant courses | 138 | 24.6 |
| Nationalities | India | 321 | 57.3 |
| | Other | 239 | 42.7 |
| Languages spoken | Native language | 165 | 29.5 |
| | English | 395 | 70.5 |
| Decision-making | SD | 25 | 4.5 |
| | D | 6 | 1.1 |
| | NL | 28 | 5.0 |
| | A | 272 | 48.6 |
| | SA | 229 | 40.9 |

| | | | |
|------------------------------|----|-----|------|
| Problem-solving | SD | 15 | 2.7 |
| | D | 6 | 1.1 |
| | NL | 8 | 1.4 |
| | A | 284 | 50.7 |
| | SA | 247 | 44.1 |
| Innovation | SD | 5 | 0.9 |
| | D | 6 | 1.1 |
| | NL | 9 | 1.6 |
| | A | 293 | 52.3 |
| | SA | 247 | 44.1 |
| Communication | D | 4 | 0.7 |
| | NL | 9 | 1.6 |
| | A | 296 | 52.9 |
| | SA | 251 | 44.8 |
| Financial performance | SD | 32 | 5.7 |
| | D | 8 | 1.4 |
| | NL | 37 | 6.6 |
| | A | 257 | 45.9 |
| | SA | 226 | 40.4 |

“SD=Strongly disagree, D=Disagree, NL-Neutral, A=Agree, SA=Strongly agree”

Table 3 demonstrates the frequency and percentage distribution of demographic factors, such as age, gender, education qualification, nationalities, languages spoken, and their perceptions towards decision-making, problem-solving, innovation, communication, and financial performance. The majority of the respondents fall under the age group of 31-50 years (66.1%), and male (48.9%). Most of the respondents hold a Bachelor's or Master's degree (49.1%) and are from India (57.3%). The data also indicates that English is the predominant language spoken (70.5%) by the respondents. In terms of perceptions towards “decision-making, problem-solving, innovation, communication, and financial performance”, the majority of the respondents agreed or strongly agreed (89.5% or more) with these factors. However, a small percentage of respondents (1.1% to 6.6%) were neutral or disagreed with these factors. The data suggest that respondents perceive their organizations to be effective in decision-making, problem-solving, innovation, communication, and financial performance.

4.2 Descriptive Statistics

Table 4: Descriptive Statistics

| Demographic Factors | M | SD |
|---|----------|-----------|
| Age | 2.25 | 0.932 |
| Gender | 1.51 | 0.500 |
| Education qualification | 2.47 | 1.127 |
| Nationalities | 1.43 | 0.495 |
| Languages spoken | 1.71 | 0.456 |
| Decision-making | 4.20 | 0.929 |
| Problem-solving | 4.32 | 0.797 |
| Innovation | 4.38 | 0.663 |
| Communication | 4.42 | 0.565 |
| Financial performance | 4.14 | 1.012 |
| Customer satisfaction | 4.29 | 0.870 |
| Employee engagement | 4.14 | 1.013 |
| Ability to adapt to different cultural contexts | 4.34 | 0.749 |
| Knowledge of different cultures | 4.41 | 0.574 |
| Policies | 4.14 | 1.016 |
| Training | 4.29 | 0.866 |
| Support networks | 4.34 | 0.749 |
| Attitudes | 4.42 | 0.574 |
| Beliefs | 4.15 | 1.017 |
| Values towards diversity | 4.30 | 0.868 |

“M=Mean, SD=Standard Deviation”

Table 4 shows the M and standard deviation for various demographic factors in the study. The M age of the participants is 2.25 with a standard deviation of 0.932. The majority of the participants are male (M = 1.51, SD = 0.500) and hold a master's or relevant degree (M = 2.47, SD = 1.127). The participants are predominantly Indian (M = 1.43, SD = 0.495)

and fluent in English (M = 1.71, SD = 0.456). The table also displays the M and standard deviation for various factors related to SL and cultural diversity. The participants reported high levels of agreement in decision-making (M = 4.20, SD = 0.929), problem-solving (M = 4.32, SD = 0.797), innovation (M = 4.38, SD = 0.663), communication (M = 4.42, SD = 0.565), financial performance (M = 4.14, SD = 1.012), customer satisfaction (M = 4.29, SD = 0.870), employee engagement (M = 4.14, SD = 1.013), ability to adapt to different cultural contexts (M = 4.34, SD = 0.749), knowledge of different cultures (M = 4.41, SD = 0.574), policies (M = 4.14, SD = 1.016), training (M = 4.29, SD = 0.866), support networks (M = 4.34, SD = 0.749), attitudes (M = 4.42, SD = 0.574), beliefs (M = 4.15, SD = 1.017), and values towards diversity (M = 4.30, SD = 0.868).

4.3 ANOVA tables

ANOVA is a statistical technique used to test the variances between groups Ms, and it is commonly used in research education to investigate the influence of different variables on the outcome of interest. In this analysis, the categories examined include decision-making, problem-solving, innovation, communication, financial performance, customer satisfaction, employee engagement, ability to adapt to different cultural contexts, knowledge of different cultures, policies, training, support networks, attitudes, beliefs, and values towards diversity.

4.3.1 ANOVA table for Age

Table 5: ANOVA-Age

| Categorization | | | SS | df | MS | F | Sig. |
|---|-------|------------|---------|-----|-------|-------|------|
| Decision-making | BG | (Combined) | .794 | 3 | .265 | .305 | .821 |
| | WG | | 481.999 | 556 | .867 | | |
| | Total | | 482.793 | 559 | | | |
| Problem-solving | BG | (Combined) | .351 | 3 | .117 | .183 | .908 |
| | WG | | 354.499 | 556 | .638 | | |
| | Total | | 354.850 | 559 | | | |
| Innovation | BG | (Combined) | .678 | 3 | .226 | .513 | .673 |
| | WG | | 244.820 | 556 | .440 | | |
| | Total | | 245.498 | 559 | | | |
| Communication | BG | (Combined) | .245 | 3 | .082 | .255 | .858 |
| | WG | | 177.976 | 556 | .320 | | |
| | Total | | 178.221 | 559 | | | |
| Financial performance | BG | (Combined) | 4.789 | 3 | 1.596 | 1.564 | .197 |
| | WG | | 567.624 | 556 | 1.021 | | |
| | Total | | 572.413 | 559 | | | |
| Customer satisfaction | BG | (Combined) | 3.881 | 3 | 1.294 | 1.716 | .163 |
| | WG | | 419.255 | 556 | .754 | | |
| | Total | | 423.136 | 559 | | | |
| Employee engagement | BG | (Combined) | 4.233 | 3 | 1.411 | 1.377 | .249 |
| | WG | | 569.623 | 556 | 1.025 | | |
| | Total | | 573.855 | 559 | | | |
| Ability to adapt to different cultural contexts | BG | (Combined) | .511 | 3 | .170 | .302 | .824 |
| | WG | | 313.025 | 556 | .563 | | |
| | Total | | 313.536 | 559 | | | |
| Knowledge of different cultures | BG | (Combined) | .023 | 3 | .008 | .023 | .995 |
| | WG | | 183.863 | 556 | .331 | | |
| | Total | | 183.886 | 559 | | | |
| Policies | BG | (Combined) | 3.982 | 3 | 1.327 | 1.289 | .277 |
| | WG | | 572.589 | 556 | 1.030 | | |
| | Total | | 576.571 | 559 | | | |
| Training | BG | (Combined) | 4.417 | 3 | 1.472 | 1.972 | .117 |
| | WG | | 415.138 | 556 | .747 | | |
| | Total | | 419.555 | 559 | | | |
| Support networks | BG | (Combined) | 2.062 | 3 | .687 | 1.226 | .300 |
| | WG | | 311.793 | 556 | .561 | | |
| | Total | | 313.855 | 559 | | | |
| Attitudes | BG | (Combined) | 2.633 | 3 | .878 | 2.689 | .046 |
| | WG | | 181.423 | 556 | .326 | | |

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|--------------------------|-------|------------|---------|-----|-------|------|------|
| | Total | | 184.055 | 559 | | | |
| Beliefs | BG | (Combined) | 1.460 | 3 | .487 | .469 | .704 |
| | WG | | 577.238 | 556 | 1.038 | | |
| | Total | | 578.698 | 559 | | | |
| Values towards diversity | BG | (Combined) | 2.213 | 3 | .738 | .980 | .402 |
| | WG | | 418.579 | 556 | .753 | | |
| | Total | | 420.793 | 559 | | | |

“SS=Sum of Squares, MS=Mean Square, BG-Between Groups, WG-Within Groups”

Table 5 depicts the ANOVA table by Age. In the case of Age, the sum of squares is discovered to be the highest in terms of beliefs. It is discovered that the M square value is higher in terms of financial performance BG and higher in terms of beliefs WG. In terms of Attitudes, the frequency value was discovered to be the highest.

4.3.2 ANOVA table for Gender

Table 6: ANOVA- Gender

| Categorization | | | SS | df | MS | F | Sig. |
|---|-------|------------|---------|-----|-------|-------|------|
| Decision-making | BG | (Combined) | 3.708 | 1 | 3.708 | 4.319 | .038 |
| | WG | | 479.085 | 558 | .859 | | |
| | Total | | 482.793 | 559 | | | |
| Problem-solving | BG | (Combined) | 1.841 | 1 | 1.841 | 2.910 | .089 |
| | WG | | 353.009 | 558 | .633 | | |
| | Total | | 354.850 | 559 | | | |
| Innovation | BG | (Combined) | .278 | 1 | .278 | .633 | .427 |
| | WG | | 245.220 | 558 | .439 | | |
| | Total | | 245.498 | 559 | | | |
| Communication | BG | (Combined) | .301 | 1 | .301 | .945 | .331 |
| | WG | | 177.920 | 558 | .319 | | |
| | Total | | 178.221 | 559 | | | |
| Financial performance | BG | (Combined) | 1.269 | 1 | 1.269 | 1.240 | .266 |
| | WG | | 571.144 | 558 | 1.024 | | |
| | Total | | 572.413 | 559 | | | |
| Customer satisfaction | BG | (Combined) | .160 | 1 | .160 | .211 | .646 |
| | WG | | 422.975 | 558 | .758 | | |
| | Total | | 423.136 | 559 | | | |
| Employee engagement | BG | (Combined) | .316 | 1 | .316 | .308 | .579 |
| | WG | | 573.539 | 558 | 1.028 | | |
| | Total | | 573.855 | 559 | | | |
| Ability to adapt to different cultural contexts | BG | (Combined) | .254 | 1 | .254 | .453 | .501 |
| | WG | | 313.282 | 558 | .561 | | |
| | Total | | 313.536 | 559 | | | |
| Knowledge of different cultures | BG | (Combined) | .647 | 1 | .647 | 1.970 | .161 |
| | WG | | 183.239 | 558 | .328 | | |
| | Total | | 183.886 | 559 | | | |
| Policies | BG | (Combined) | .694 | 1 | .694 | .673 | .412 |
| | WG | | 575.877 | 558 | 1.032 | | |
| | Total | | 576.571 | 559 | | | |
| Training | BG | (Combined) | 1.072 | 1 | 1.072 | 1.429 | .232 |
| | WG | | 418.484 | 558 | .750 | | |
| | Total | | 419.555 | 559 | | | |

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|--------------------------|-------|------------|---------|-----|-------|-------|------|
| Support networks | BG | (Combined) | .953 | 1 | .953 | 1.699 | .193 |
| | WG | | 312.903 | 558 | .561 | | |
| | Total | | 313.855 | 559 | | | |
| Attitudes | BG | (Combined) | .578 | 1 | .578 | 1.759 | .185 |
| | WG | | 183.477 | 558 | .329 | | |
| | Total | | 184.055 | 559 | | | |
| Beliefs | BG | (Combined) | .019 | 1 | .019 | .018 | .894 |
| | WG | | 578.680 | 558 | 1.037 | | |
| | Total | | 578.698 | 559 | | | |
| Values towards diversity | BG | (Combined) | .163 | 1 | .163 | .216 | .642 |
| | WG | | 420.630 | 558 | .754 | | |
| | Total | | 420.793 | 559 | | | |

Table 6 shows the ANOVA table based on Gender. The sum of squares is found to be highest in terms of beliefs in the case of Gender. The M square value is found to be higher in terms of Decision-making BG and higher in terms of beliefs WG. The frequency value is found to be the highest in terms of Decision-making.

4.3.3 ANOVA table for Education qualification

Table 7: ANOVA- Education qualification

| Categorization | | | SS | df | MS | F | Sig. |
|---|-------|------------|---------|-----|-------|-------|------|
| Decision-making | BG | (Combined) | 1.914 | 3 | .638 | .738 | .530 |
| | WG | | 480.878 | 556 | .865 | | |
| | Total | | 482.793 | 559 | | | |
| Problem-solving | BG | (Combined) | 1.304 | 3 | .435 | .683 | .562 |
| | WG | | 353.546 | 556 | .636 | | |
| | Total | | 354.850 | 559 | | | |
| Innovation | BG | (Combined) | 2.507 | 3 | .836 | 1.912 | .126 |
| | WG | | 242.991 | 556 | .437 | | |
| | Total | | 245.498 | 559 | | | |
| Communication | BG | (Combined) | 1.442 | 3 | .481 | 1.512 | .210 |
| | WG | | 176.779 | 556 | .318 | | |
| | Total | | 178.221 | 559 | | | |
| Financial performance | BG | (Combined) | 1.246 | 3 | .415 | .404 | .750 |
| | WG | | 571.167 | 556 | 1.027 | | |
| | Total | | 572.413 | 559 | | | |
| Customer satisfaction | BG | (Combined) | .762 | 3 | .254 | .335 | .800 |
| | WG | | 422.373 | 556 | .760 | | |
| | Total | | 423.136 | 559 | | | |
| Employee engagement | BG | (Combined) | 3.462 | 3 | 1.154 | 1.125 | .338 |
| | WG | | 570.393 | 556 | 1.026 | | |
| | Total | | 573.855 | 559 | | | |
| Ability to adapt to different cultural contexts | BG | (Combined) | 1.587 | 3 | .529 | .943 | .420 |
| | WG | | 311.949 | 556 | .561 | | |
| | Total | | 313.536 | 559 | | | |
| Knowledge of different cultures | BG | (Combined) | 1.088 | 3 | .363 | 1.103 | .347 |
| | WG | | 182.798 | 556 | .329 | | |
| | Total | | 183.886 | 559 | | | |
| Policies | BG | (Combined) | 4.244 | 3 | 1.415 | 1.374 | .250 |

| | | | | | | | |
|--------------------------|-------|------------|---------|-----|-------|------|------|
| | WG | | 572.328 | 556 | 1.029 | | |
| | Total | | 576.571 | 559 | | | |
| Training | BG | (Combined) | .910 | 3 | .303 | .403 | .751 |
| | WG | | 418.646 | 556 | .753 | | |
| | Total | | 419.555 | 559 | | | |
| Support networks | BG | (Combined) | .646 | 3 | .215 | .383 | .766 |
| | WG | | 313.209 | 556 | .563 | | |
| | Total | | 313.855 | 559 | | | |
| Attitudes | BG | (Combined) | .345 | 3 | .115 | .348 | .791 |
| | WG | | 183.711 | 556 | .330 | | |
| | Total | | 184.055 | 559 | | | |
| Beliefs | BG | (Combined) | .026 | 3 | .009 | .008 | .999 |
| | WG | | 578.673 | 556 | 1.041 | | |
| | Total | | 578.698 | 559 | | | |
| Values towards diversity | BG | (Combined) | 1.828 | 3 | .609 | .809 | .489 |
| | WG | | 418.965 | 556 | .754 | | |
| | Total | | 420.793 | 559 | | | |

Table 7 displays the ANOVA table by education qualification. In terms of beliefs, the sum of squares is found to be the highest in the case of Education qualification. The M square value is determined to be greater in terms of policies BG and higher in terms of beliefs WG. In terms of innovation, the highest frequency value was discovered.

4.3.4 ANOVA table for Nationalities

Table 8: ANOVA- Nationalities

| Categorization | | | SS | df | MS | F | Sig. |
|-----------------------|-------|------------|---------|-----|-------|-------|------|
| Decision-making | BG | (Combined) | .051 | 1 | .051 | .059 | .808 |
| | WG | | 482.741 | 558 | .865 | | |
| | Total | | 482.793 | 559 | | | |
| Problem-solving | BG | (Combined) | 1.945 | 1 | 1.945 | 3.076 | .080 |
| | WG | | 352.905 | 558 | .632 | | |
| | Total | | 354.850 | 559 | | | |
| Innovation | BG | (Combined) | 1.224 | 1 | 1.224 | 2.796 | .095 |
| | WG | | 244.274 | 558 | .438 | | |
| | Total | | 245.498 | 559 | | | |
| Communication | BG | (Combined) | .749 | 1 | .749 | 2.356 | .125 |
| | WG | | 177.472 | 558 | .318 | | |
| | Total | | 178.221 | 559 | | | |
| Financial performance | BG | (Combined) | .005 | 1 | .005 | .005 | .942 |
| | WG | | 572.407 | 558 | 1.026 | | |
| | Total | | 572.413 | 559 | | | |
| Customer satisfaction | BG | (Combined) | .005 | 1 | .005 | .007 | .933 |
| | WG | | 423.130 | 558 | .758 | | |
| | Total | | 423.136 | 559 | | | |
| Employee engagement | BG | (Combined) | 5.434 | 1 | 5.434 | 5.334 | .021 |
| | WG | | 568.422 | 558 | 1.019 | | |
| | Total | | 573.855 | 559 | | | |
| | BG | (Combined) | .743 | 1 | .743 | 1.326 | .250 |

| | | | | | | | |
|---|-------|------------|---------|-----|-------|-------|------|
| Ability to adapt to different cultural contexts | WG | | 312.793 | 558 | .561 | | |
| | Total | | 313.536 | 559 | | | |
| Knowledge of different cultures | BG | (Combined) | .359 | 1 | .359 | 1.092 | .297 |
| | WG | | 183.527 | 558 | .329 | | |
| | Total | | 183.886 | 559 | | | |
| Policies | BG | (Combined) | .250 | 1 | .250 | .242 | .623 |
| | WG | | 576.321 | 558 | 1.033 | | |
| | Total | | 576.571 | 559 | | | |
| Training | BG | (Combined) | .015 | 1 | .015 | .020 | .888 |
| | WG | | 419.540 | 558 | .752 | | |
| | Total | | 419.555 | 559 | | | |
| Support networks | BG | (Combined) | .045 | 1 | .045 | .080 | .777 |
| | WG | | 313.810 | 558 | .562 | | |
| | Total | | 313.855 | 559 | | | |
| Attitudes | BG | (Combined) | .001 | 1 | .001 | .004 | .948 |
| | WG | | 184.054 | 558 | .330 | | |
| | Total | | 184.055 | 559 | | | |
| Beliefs | BG | (Combined) | .402 | 1 | .402 | .388 | .534 |
| | WG | | 578.296 | 558 | 1.036 | | |
| | Total | | 578.698 | 559 | | | |
| Values towards diversity | BG | (Combined) | .571 | 1 | .571 | .759 | .384 |
| | WG | | 420.222 | 558 | .753 | | |
| | Total | | 420.793 | 559 | | | |

Table 8 shows the ANOVA table based on Nationalities. The sum of squares is found to be highest in terms of beliefs in the case of Nationalities. The M square value is found to be higher in terms of Employee engagement BG and higher in terms of Beliefs WG. The frequency value is found to be highest in terms of Employee engagement.

4.3.5 ANOVA table for Languages spoken

Table 9: ANOVA- Languages spoken

| Categorization | | | SS | df | MS | F | Sig. |
|-----------------------|-------|------------|---------|-----|-------|-------|------|
| Decision-making | BG | (Combined) | .373 | 1 | .373 | .432 | .512 |
| | WG | | 482.420 | 558 | .865 | | |
| | Total | | 482.793 | 559 | | | |
| Problem-solving | BG | (Combined) | 1.595 | 1 | 1.595 | 2.520 | .113 |
| | WG | | 353.255 | 558 | .633 | | |
| | Total | | 354.850 | 559 | | | |
| Innovation | BG | (Combined) | .086 | 1 | .086 | .196 | .658 |
| | WG | | 245.412 | 558 | .440 | | |
| | Total | | 245.498 | 559 | | | |
| Communication | BG | (Combined) | .008 | 1 | .008 | .024 | .877 |
| | WG | | 178.214 | 558 | .319 | | |
| | Total | | 178.221 | 559 | | | |
| Financial performance | BG | (Combined) | .004 | 1 | .004 | .004 | .950 |
| | WG | | 572.408 | 558 | 1.026 | | |
| | Total | | 572.413 | 559 | | | |
| Customer satisfaction | BG | (Combined) | .120 | 1 | .120 | .158 | .691 |
| | WG | | 423.016 | 558 | .758 | | |

| | | | | | | | |
|---|-------|------------|---------|-----|-------|-------|------|
| | Total | | 423.136 | 559 | | | |
| Employee engagement | BG | (Combined) | .589 | 1 | .589 | .573 | .449 |
| | WG | | 573.267 | 558 | 1.027 | | |
| | Total | | 573.855 | 559 | | | |
| Ability to adapt to different cultural contexts | BG | (Combined) | 1.043 | 1 | 1.043 | 1.862 | .173 |
| | WG | | 312.493 | 558 | .560 | | |
| | Total | | 313.536 | 559 | | | |
| Knowledge of different cultures | BG | (Combined) | .973 | 1 | .973 | 2.969 | .085 |
| | WG | | 182.912 | 558 | .328 | | |
| | Total | | 183.886 | 559 | | | |
| Policies | BG | (Combined) | .003 | 1 | .003 | .003 | .958 |
| | WG | | 576.569 | 558 | 1.033 | | |
| | Total | | 576.571 | 559 | | | |
| Training | BG | (Combined) | .312 | 1 | .312 | .415 | .520 |
| | WG | | 419.243 | 558 | .751 | | |
| | Total | | 419.555 | 559 | | | |
| Support networks | BG | (Combined) | .239 | 1 | .239 | .426 | .514 |
| | WG | | 313.616 | 558 | .562 | | |
| | Total | | 313.855 | 559 | | | |
| Attitudes | BG | (Combined) | .503 | 1 | .503 | 1.529 | .217 |
| | WG | | 183.552 | 558 | .329 | | |
| | Total | | 184.055 | 559 | | | |
| Beliefs | BG | (Combined) | .108 | 1 | .108 | .104 | .747 |
| | WG | | 578.590 | 558 | 1.037 | | |
| | Total | | 578.698 | 559 | | | |
| Values towards diversity | BG | (Combined) | .000 | 1 | .000 | .000 | .992 |
| | WG | | 420.793 | 558 | .754 | | |
| | Total | | 420.793 | 559 | | | |

Table 9 displays the ANOVA table by language spoken. In terms of beliefs, the sum of squares is found to be the highest in the case of languages spoken. The M square value is found to be higher in Problem-solving BG and higher in Beliefs WG. The highest frequency value was discovered in terms of knowledge of different cultures.

4.4 Correlation Table

Table 10: Correlation

| | | SL | OP | CI | DI | OC |
|----|---------------------|----|-------|--------|-------|--------|
| SL | Pearson Correlation | 1 | -.012 | .023 | .037 | -.047 |
| OP | Pearson Correlation | | 1 | .415** | -.025 | .048 |
| CI | Pearson Correlation | | | 1 | .027 | .025 |
| DI | Pearson Correlation | | | | 1 | .211** |
| OC | Pearson Correlation | | | | | 1 |

Table 10 shows the correlation coefficients between five variables (SL, OP, CI, DI, and OC). The correlation coefficients range from -1 to 1 and represent the strength and direction of the linear relationship between two variables. SL has a weak negative correlation with OP (-.012), a weak positive correlation with DI (.023), and a weak negative correlation with OC (-.047). OP has no significant correlation with SL, a moderate positive correlation with CI (.415**), and no significant correlation with DI or OC. CI has no significant correlation with SL or DI, a moderate positive correlation with OP (.415**), and no significant correlation with OC. DI has a weak positive correlation with SL (.037), no significant correlation with OP, and no significant correlation with CI or OC. OC has a weak negative correlation with SL (-.047), no significant correlation with OP or CI, and a weak positive correlation with DI (.211**).

4.5 Intercepts

Table 11: Intercepts

| Model | Estimate | S.E. | C.R. | P |
|-------|----------|-------|---------|-----|
| OP | 4.189 | 0.030 | 141.732 | *** |
| CI | 4.377 | 0.026 | 166.237 | *** |
| DI | 4.258 | 0.032 | 134.989 | *** |
| OC | 4.287 | 0.026 | 163.826 | *** |
| SL | 4.349 | 0.350 | 12.441 | *** |

Table 11 represents the estimated coefficients (Estimate), standard errors (S.E.), critical ratios (C.R.), and p-values (P) for each variable in the model. The estimates suggest the predicted variation in the dependent variable (SL) for a one-unit increment for each of the four independent variables (OP, CI, DI, OC) while holding all other independent variables constant. The S.E. indicate the precision of the estimates, with smaller values indicating more precise estimates. The C.R. is the estimates divided by their corresponding S.E. and is used to test whether the estimates are significantly different from zero. At the 5% level of significance, a critical ratio represents that the assumption is substantially distinct from zero. The p-values indicate the significance of the estimates, with smaller values indicating stronger evidence against the null hypothesis of no effect. In this case, all four independent variables have very small p-values (indicated by "***"), suggesting that they are all highly significant predictors of the dependent variable SL. Additionally, the estimates for all four independent variables are positive and substantial, suggesting that increases in each variable are associated with increases in SL.

4.6 Variances

Table 12: Variances

| Error factors | Estimate | S.E. | C.R. | P |
|---------------|----------|-------|--------|-----|
| e2 | 0.488 | 0.029 | 16.718 | *** |
| e3 | 0.387 | 0.023 | 16.718 | *** |
| e4 | 0.556 | 0.033 | 16.718 | *** |
| e5 | 0.383 | 0.023 | 16.718 | *** |
| e1 | 0.409 | 0.024 | 16.718 | *** |

Table 12 represents the estimates, S.E., C.R., and p-values for error factors e1, e2, e3, e4, and e5. The estimates for each error factor indicate the magnitude of the error present in the data. For example, e4 has an estimated error factor of 0.556, indicating that it has a higher level of error than e2 or e3, which have estimates of 0.488 and 0.387, respectively. The S.E. indicate the degree of precision of the estimates. Larger S.E. suggests that the estimates are less precise, and vice versa. For example, e4 has a larger standard error (0.033) than e3 (0.023), indicating that the estimate for e4 is less precise. The C.R. measure the significance of each estimate. A higher C.R. suggests a more significant estimate. In this case, all error factors have the same C.R. of 16.718, which indicates that all of the estimates are highly significant. Finally, the p-values indicate the probability of observing a C.R. as large as the one observed if the null hypothesis (i.e., that the estimate is not significant) were true. A p-value less than 0.05 is typically considered statistically significant. In this case, all p-values are represented as "***," indicating that they are less than 0.001 (i.e., highly statistically significant).

4.7 Regression Weights

Table 13: Hypotheses testing

| Hypotheses | Estimate | S.E. | C.R. | P |
|---------------------------|----------|-------|--------|-------|
| Hypothesis 1 SL<--- OP | -0.020 | 0.039 | -0.510 | 0.610 |
| Hypothesis 2 SL <---CI | 0.033 | 0.043 | 0.754 | 0.451 |
| Hypothesis 3 SL <---DI | 0.041 | 0.036 | 1.118 | 0.264 |
| Hypothesis 4 SL <---OC | -0.059 | 0.044 | -1.340 | 0.180 |

Table 13 represents the results of the hypothesis testing in the present study. The hypotheses tested are related to the impact of cultural diversity on SL in IT roles in multinational organizations. The four hypotheses are represented in the table with their respective labels. The table shows the estimates, S.E., C.R., and p-values for four hypotheses. *Hypothesis 1*: The estimated value of -0.020 indicates that there is a negative relationship between SL (SL) and organizational politics (OP). However, the p-value of 0.610 suggests that this relationship is not statistically significant at the 0.05 level. *Hypothesis 2*: The estimated value of 0.033 suggests that there is a positive relationship between SL and CI. However, the p-value of 0.451 suggests that this relationship is not statistically significant at the 0.05 level. *Hypothesis 3*: The estimated value of 0.041 suggests that there is a positive relationship between SL and DI. However, the p-value of 0.264 suggests that this relationship is not statistically significant at the 0.05 level. *Hypothesis 4*: The estimated value of -0.059 suggests that there is a negative relationship between SL and OC. However, the p-value of 0.180 suggests that this relationship is not statistically significant at the 0.05 level.

5. CONCLUSION

In conclusion, this study examined the impact of cultural diversity on SL in IT roles in multinational organizations. The outcomes of the hypothesis testing proved that there is no statistically significant relationship between SL and organizational politics, CI, diversity, inclusion, or OC. These findings highlight the complexity of the relationship between cultural diversity and SL and suggest that other factors may be influencing this relationship. Further research is needed to explore other potential factors that may impact the relationship between cultural diversity and SL in IT roles in multinational organizations. Despite the lack of significant findings, this study provides valuable insights for organizations looking to enhance SL in IT roles. Organizations may need to consider a broader range of factors beyond cultural diversity when developing strategies to enhance SL in IT roles.

5.1 Limitations

- **Sample Size:** The study's sample size may have been restricted as a result that it was not representative of the larger population of IT professionals in multinational organizations.
- **Self-Report Measures:** The study relied on self-report measures, which could have been biased and might not have offered a thorough knowledge of the phenomenon being studied.
- **Cross-Sectional Design:** The study used a cross-sectional design, which only delivers a snapshot of data at a particular point in time. A longitudinal design could provide more insight into the relationship between cultural diversity and strategic leadership in IT roles.
- **Limited Generalizability:** The study's results might not be relevant to other industries or organizations with different cultural and contextual factors.

5.2 Future Research

- **Longitudinal Studies:** Future studies could use a longitudinal design to investigate the impact of cultural diversity on strategic leadership over a more extended period.
- **Large-Scale Studies:** A larger sample size could be used to increase the generalizability of the findings.
- **Mixed-Methods Research:** Future research could use mixed-methods research designs to triangulate data and increase the validity of findings.
- **Comparative Studies:** Comparative studies could be conducted to compare the impact of cultural diversity on strategic leadership in IT roles across different industries and countries.
- **Mediating and Moderating Factors:** Future research could investigate mediating and moderating factors that could impact the relationship between cultural diversity and strategic leadership in IT roles.

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