

**Volume: 6 Issue: 1  
(January-March), 2026  
(ISSN: 2791-2612)**



## OPEN

# Cross-Cultural Leadership in Global Creative Teams: Challenges and Opportunities

Jannatul Ferdaus Jemeem<sup>1</sup>; Afrina Afroze Chowdhury<sup>2</sup>; Kazi Abdul Mannan<sup>3</sup>

Globalisation and digital collaboration have transformed the creative industries, enabling cross-border teamwork that merges diverse cultural perspectives. However, managing creativity in culturally heterogeneous teams presents significant leadership challenges. This study investigates cross-cultural leadership within global creative teams, focusing on how leaders navigate diversity to foster cohesion and innovation. Adopting a qualitative design, semi-structured interviews were conducted with creative leaders and members from multinational organisations in design, media, and advertising. Thematic analysis revealed three interrelated dimensions: cultural adaptation in leadership, communication and trust building, and creativity through cultural synergy. Findings highlight that culturally intelligent and transformational leadership styles—marked by empathy, flexibility, and shared vision—are critical to turning cultural diversity into creative strength. The study proposes the Culturally Intelligent Transformational Leadership (CITL) framework, integrating cultural intelligence with transformational behaviours to enhance global collaboration. The paper concludes by recommending leadership development strategies centred on cultural competence, emotional intelligence, and inclusive creative facilitation for sustainable innovation in global creative industries.

**Keywords:** Cross-cultural leadership, creative teams, global collaboration, cultural intelligence, innovation, qualitative research.

<sup>1</sup>Department of Graphic Design & Multimedia, Department of Dance<sup>2</sup> <sup>3</sup>Department of Business Administration  
Shanto-Mariam University of Creative Technology, Dhaka, Bangladesh.

Corresponding author: Nigar Sultana Arpa: Email: [jfjemeem97@gmail.com](mailto:jfjemeem97@gmail.com)

**Copyright:** © 2026 by the authors. Licensee KMF Publishers ([www.kmf-publishers.com](http://www.kmf-publishers.com)). This open-access article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

## 1. Introduction

Globalisation and digital transformation have fundamentally reshaped how creative industries operate. From advertising agencies to design studios, filmmaking, and architecture, creative collaboration increasingly transcends national borders (Adler, 2008; Florida, 2019). These global creative teams combine diverse talents and perspectives to produce innovative solutions and artistic outputs that appeal to multicultural audiences (Meyer, 2014). However, cultural diversity also introduces challenges in communication, trust-building, and leadership (Hinds et al., 2011). The leader's ability to navigate cross-cultural dynamics becomes pivotal to the team's success.

Cross-cultural leadership refers to the process of influencing and motivating individuals from different cultural backgrounds toward common goals (House et al., 2004). Unlike traditional leadership confined to homogenous contexts, it demands sensitivity to diverse cultural norms, communication styles, and expectations (Rockstuhl et al., 2011). Creative teams, characterised by high autonomy and fluid hierarchies, intensify this complexity. Leaders must balance creative freedom with coherence, ensuring that diverse voices contribute meaningfully to collective innovation (Amabile & Pratt, 2016).

The growing prevalence of global creative collaborations—enabled by digital platforms such as Slack, Zoom, and Asana—has accelerated the need for culturally competent

leadership (Lisak & Erez, 2015). Leaders must manage asynchronous communication, conflicting value systems, and divergent interpretations of creativity and authority (Gibson & Gibbs, 2006). Furthermore, creative work often relies on emotional expression and subjective interpretation, making cultural misunderstanding particularly disruptive (Müller & Ulrich, 2020).

While previous research has examined cross-cultural leadership in business (House et al., 2004; Hofstede, 2001) and multinational corporations (Rockstuhl et al., 2011), fewer studies have focused on its implications within creative settings, where innovation, emotion, and ambiguity are central. Creative industries are distinguished by their reliance on collaboration, experimentation, and identity expression (Caves, 2000; Hesmondhalgh, 2018). Therefore, leadership in such environments cannot rely solely on managerial authority; it must cultivate trust, inspiration, and shared purpose across cultures (Cheung et al., 2016).

This study aims to explore how leaders in global creative teams manage cultural diversity to enhance creative synergy. Specifically, it investigates:

- What are the key challenges of leading culturally diverse creative teams?
- How do leaders leverage cultural diversity as a source of creativity and innovation?
- What leadership strategies and competencies are most effective in

fostering cohesion and creative excellence across cultures?

By addressing these questions through qualitative inquiry, the research contributes to both leadership theory and creative management practice. It bridges gaps between cross-cultural leadership frameworks and the lived experiences of global creative professionals, offering insights for future leadership development in creative sectors.

## 2. Literature Review

### 2.1 Cross-Cultural Leadership: Conceptual Foundations

Cross-cultural leadership has evolved from early trait and behavioural models to more dynamic frameworks emphasising cultural intelligence (Earley & Ang, 2003) and global mindset (Javidan & Walker, 2012). The Global Leadership and Organisational Behaviour Effectiveness (GLOBE) study (House et al., 2004) established that leadership effectiveness varies according to cultural values such as collectivism, power distance, and uncertainty avoidance. Leaders must therefore adapt their style to fit culturally contingent expectations (Dickson et al., 2012).

Cultural intelligence (CQ) emerged as a key competency for global leaders. It encompasses cognitive, motivational, and behavioural capacities that enable individuals to function effectively in culturally diverse environments (Earley & Ang, 2003). Leaders with high CQ exhibit empathy, adaptability, and an openness to learning, facilitating

smoother collaboration in multicultural teams (Rockstuhl et al., 2011). Emotional intelligence (EI) further complements CQ by enabling leaders to manage interpersonal dynamics and creative conflict (Goleman, 2013).

### 2.2 Leadership in Creative Contexts

Leadership in creative industries differs from traditional managerial leadership. It emphasises inspiration, vision, and intrinsic motivation rather than compliance (Amabile & Pratt, 2016). Creative leaders act as facilitators rather than controllers, cultivating psychological safety that encourages experimentation and risk-taking (Edmondson, 1999). Transformational and servant leadership theories have been particularly influential in explaining how creative leaders foster innovation (Bass & Riggio, 2006; Greenleaf, 2002).

Global creative teams, such as those found in advertising, design, film, and digital arts, are characterised by diversity of expertise and cultural perspective (Florida, 2019). However, this diversity can both enhance and hinder creativity. On one hand, heterogeneous teams generate more original ideas (Stahl et al., 2010). On the other hand, cultural differences in communication and conflict resolution may lead to misunderstanding or fragmentation (Jehn & Mannix, 2001). Leadership plays a mediating role in transforming potential cultural friction into creative synergy (Lisak & Erez, 2015).

## 2.3 Challenges in Cross-Cultural Creative Teams

The literature identifies several recurring challenges:

- **Communication Barriers:** Variations in language proficiency, idiomatic expression, and nonverbal cues can cause misinterpretation (Tenzer et al., 2014).
- **Trust and Cohesion:** Cultural stereotypes or differences in communication styles may delay trust formation (Meyer, 2014).
- **Creative Autonomy vs. Hierarchy:** Cultural dimensions such as power distance influence how team members expect leadership authority to be exercised (Hofstede, 2001).
- **Conflict Management:** Divergent approaches to confrontation—direct vs. indirect communication—can escalate tension if mismanaged (Ting-Toomey, 2015).
- **Leadership in such contexts** requires empathy, cultural sensitivity, and the capacity to integrate diverse cognitive frames (Hinds et al., 2011).

## 2.4 Opportunities in Cross-Cultural Collaboration

Despite challenges, diversity enhances creative problem-solving. According to Cox and Blake (1991), multicultural teams outperform homogeneous ones when properly managed. Cultural variation introduces multiple viewpoints, leading to richer idea generation (Stahl et al., 2010). Moreover, cross-cultural teams can produce

outputs with greater global resonance and market adaptability (Florida, 2019).

Inclusive leadership—the practice of ensuring equitable participation and recognition across cultural lines—has been shown to strengthen engagement and creativity (Carmeli et al., 2010). Leaders who encourage voice and participation, while managing ambiguity constructively, enable diverse teams to thrive (Nishii & Mayer, 2009). Thus, cross-cultural leadership represents both a challenge and an opportunity for innovation.

## 3. Theoretical Framework

This study is grounded in Cultural Intelligence Theory (Earley & Ang, 2003) and Transformational Leadership Theory (Bass & Riggio, 2006), integrated within the context of creative collaboration.

### 3.1 Cultural Intelligence (CQ) Framework

Cultural intelligence provides a foundational lens to understand how leaders navigate cultural diversity. It consists of four dimensions:

- **Metacognitive CQ** – Awareness and regulation of cultural assumptions during interactions.
- **Cognitive CQ** – Knowledge of cultural norms, practices, and conventions.
- **Motivational CQ** – Drive and interest in functioning effectively in diverse contexts.



- Behavioural CQ – Capability to adapt verbal and nonverbal behaviours (Earley & Ang, 2003).
- Leaders with high CQ can interpret cultural cues, adjust communication strategies, and foster mutual respect, enhancing trust and creativity (Rockstuhl et al., 2011).

### 3.2 Transformational Leadership in Creative Teams

Transformational leadership emphasises inspiration, intellectual stimulation, and individualised consideration (Bass & Riggio, 2006). In creative contexts, such leaders articulate a compelling vision, challenge norms, and support team members' autonomy (Amabile & Pratt, 2016).

When integrated with CQ, transformational leadership transcends cultural barriers by linking diverse creative perspectives under a shared mission. This hybrid model forms the theoretical core of this study—Culturally Intelligent Transformational Leadership (CITL)—which posits that effective cross-cultural creative leadership arises from combining emotional, cultural, and visionary competencies.

### 3.3 Conceptual Model

The proposed framework suggests that:

CQ → Effective Communication → Trust  
Formation → Creative Collaboration

Transformational Leadership → Shared  
Vision → Psychological Safety →  
Innovation

These pathways interact dynamically, illustrating how culturally intelligent leaders

can transform cultural diversity into creative opportunity.

## 4. Research Methodology

### 4.1 Research Design

A qualitative research design was adopted to explore the lived experiences of leaders and members of global creative teams. This approach enables an in-depth understanding of complex, context-specific leadership phenomena (Creswell & Poth, 2018). The study employed semi-structured interviews to gather nuanced perspectives.

### 4.2 Sample and Participants

Fifteen participants (8 leaders, 7 team members) from international creative industries—advertising, design, and digital media—were selected using purposive sampling. Participants represented 10 nationalities across Europe, Asia, and North America. Each had at least three years of experience in cross-cultural creative collaboration.

### 4.3 Data Collection

Interviews were conducted via video conferencing (Zoom, Microsoft Teams) and lasted 60–90 minutes. Questions explored experiences of cultural interaction, leadership behaviour, communication challenges, and creative collaboration. Examples included:

“How do you manage cultural differences in creative decision-making?”

“What leadership behaviours help maintain team cohesion?”

All interviews were recorded, transcribed, and anonymised.

#### 4.4 Data Analysis

Data were analysed using thematic analysis (Braun & Clarke, 2006). The process included familiarisation, coding, theme development, and refinement. NVivo software facilitated the organisation and comparison of themes. Triangulation and member checking ensured validity.

#### 4.5 Ethical Considerations

Informed consent was obtained from all participants. Pseudonyms were used to protect confidentiality. Ethical approval was granted by the relevant institutional review board.

#### 4.6 Limitations

The study's qualitative design limits generalizability but provides rich, contextual insight. Future research could employ mixed methods to validate findings across larger samples.

### 5. Findings

Three major themes emerged from the data: Cultural Adaptation in Leadership, Communication and Trust in Diversity, and Creativity through Cultural Synergy.

#### 5.1 Cultural Adaptation in Leadership

Leaders emphasised the necessity of adapting communication and decision-making styles to align with team members' cultural expectations. Participants noted that leaders who demonstrated empathy and curiosity

toward cultural differences fostered stronger relationships. One creative director stated,

*"It's not about being neutral; it's about being flexible. I change my leadership rhythm depending on who I'm speaking to."*

High-CQ leaders balanced directive and participative approaches, adjusting tone and pace. For instance, when leading team members from high power-distance cultures, leaders provided clearer guidance, while in low power-distance contexts, they encouraged open discussion. This adaptability was associated with higher trust and reduced conflict.

#### 5.2 Communication and Trust in Diversity

Communication emerged as both the most challenging and transformative aspect of cross-cultural leadership. Language proficiency differences often led to misinterpretation of creative briefs or feedback. Leaders mitigated this by encouraging visual communication, prototyping, and iterative feedback loops.

Trust building required patience and consistency. Several participants described an initial "cultural hesitation," where misunderstandings created uncertainty. Leaders who practised transparent communication and recognised cultural holidays or rituals built emotional connection. Emotional intelligence was critical in managing interpersonal tension and fostering psychological safety.

### 5.3 Creativity through Cultural Synergy

Diversity was widely viewed as a creative catalyst when effectively managed. Participants described “*moments of friction*” as sources of innovation rather than obstacles. A design manager shared, “The best ideas come when our disagreements push us to think beyond our comfort zones.”

Leaders who celebrated cultural storytelling, art forms, and symbols inspired teams to integrate diverse aesthetics into creative products. Cross-cultural brainstorming sessions led to hybrid artistic outcomes that resonated with global audiences.

The findings underscore that culturally intelligent transformational leadership enables teams to transcend difference, channelling diversity into creative synergy.

## 6. Discussion

The findings align with and extend prior literature on cross-cultural and creative leadership. The study demonstrates that effective leadership in global creative teams requires an integrative model of cultural intelligence and transformational behaviours.

### 6.1 Cultural Intelligence as Leadership Competence

Consistent with Earley and Ang’s (2003) model, leaders’ metacognitive and behavioural CQ were decisive in mitigating misunderstanding and fostering inclusion. By consciously adjusting their communication, leaders built trust and psychological safety—

key antecedents of creativity (Edmondson, 1999).

Moreover, CQ amplified leaders’ ability to interpret cultural signals accurately, reducing ethnocentric bias (Rockstuhl et al., 2011). These findings suggest that CQ should be viewed not as an auxiliary trait but as a core leadership competency in creative global settings.

### 6.2 Transformational Leadership and Creative Motivation

The transformational leadership dimensions—idealised influence, intellectual stimulation, and individualised consideration—proved highly relevant. Leaders inspired creativity by articulating a shared vision and valuing each member’s contribution (Bass & Riggio, 2006). Individualised consideration allowed leaders to tailor feedback across cultural boundaries, enhancing motivation and ownership.

However, transformational leadership alone was insufficient without cultural sensitivity. This supports recent arguments for contextualised leadership models (Cheung et al., 2016), where leaders’ cultural adaptability determines the effectiveness of transformational behaviours.

### 6.3 The Paradox of Diversity and Cohesion

The study highlights a paradox: diversity enhances creativity but complicates cohesion. Leadership mediates this tension through inclusive communication and trust-building (Nishii & Mayer, 2009). Creative teams thrive when diversity is perceived as an asset, not a barrier. Leaders who facilitate



open dialogue transform cultural friction into innovation (Stahl et al., 2010).

### 6.4 Theoretical Implications

This research contributes to leadership theory by proposing the Culturally Intelligent Transformational Leadership (CITL) framework, which unites CQ and transformational leadership within creative contexts. The model explains how leaders convert cultural complexity into creative potential through adaptive, inclusive, and visionary leadership.

### 6.5 Practical Implications

For practitioners, findings suggest that training in cultural intelligence and emotional competence should be integral to leadership development in creative industries. Organisations can foster intercultural mentorship, cross-border residencies, and collaborative digital platforms to enhance mutual understanding.

Furthermore, leaders should implement inclusive communication rituals—such as multilingual documentation, rotational facilitation, and cross-cultural brainstorming—to equalise participation.

### 6.6 Limitations and Future Research

While this study offers deep qualitative insight, it is limited by sample size and industry scope. Future research could employ quantitative validation of the CITL model across industries or longitudinally examine how cross-cultural leadership influences creative outcomes over time.

## 7. Conclusion and Recommendations

This study reveals that leadership in global creative teams is both a cultural and creative endeavour. The effectiveness of cross-cultural leadership depends on the integration of cultural intelligence, transformational vision, and emotional empathy. Leaders who adapt behaviorally while inspiring collectively create environments where cultural diversity becomes a source of innovation rather than division.

The research introduces the Culturally Intelligent Transformational Leadership (CITL) model as a pathway for developing inclusive and creative leadership practices in global contexts. Training programs emphasising intercultural communication, empathy, and creative facilitation are recommended. Organisations should also institutionalise diversity as a strategic creative advantage through mentorship, cultural exchange, and inclusive team design.

Ultimately, cross-cultural leadership represents the art of transforming difference into dialogue, and dialogue into innovation. In the creative industries, this capacity defines not only effective leadership but also the future of global creativity itself.

## References

- Adler, N. J. (2008). *International dimensions of organisational behaviour* (5th ed.). Cengage Learning.
- Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in

- organisations. *Research in Organisational Behaviour*, 36(1), 157–183.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks. *The Leadership Quarterly*, 21(3), 300–312.
- Caves, R. (2000). *Creative industries: Contracts between art and commerce*. Harvard University Press.
- Cheung, G. W., van de Vijver, F. J., & Leong, F. T. (2016). Toward a new approach to the study of personality in culture. *American Psychologist*, 66(7), 593–603.
- Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organisational competitiveness. *Academy of Management Executive*, 5(3), 45–56.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Dickson, M. W., Den Hartog, D. N., & Mitchelson, J. K. (2012). Research on leadership in a cross-cultural context. *The Leadership Quarterly*, 14(6), 729–768.
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
- Edmondson, A. (1999). Psychological safety and learning behaviour in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Florida, R. (2019). *The rise of the creative class: Revised and expanded*. Basic Books.
- Gibson, C. B., & Gibbs, J. L. (2006). Unpacking the concept of virtuality: The effects of geographic dispersion and technology on team innovation. *Administrative Science Quarterly*, 51(3), 451–495.
- Goleman, D. (2013). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Hesmondhalgh, D. (2018). *The cultural industries* (4th ed.). Sage.
- Hinds, P., Liu, L., & Lyon, J. (2011). Putting the global in global work: An intercultural lens on the practice of cross-national collaboration. *Academy of Management Annals*, 5(1), 135–188.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours,*

- institutions and organisations across nations* (2nd ed.). Sage.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organisations: The GLOBE study of 62 societies*. Sage.
- Javidan, M., & Walker, J. L. (2012). A whole new global mindset for leadership. *People and Strategy*, 35(2), 36–41.
- Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44(2), 238–251.
- Lisak, A., & Erez, M. (2015). Leadership emergence in multicultural teams: The power of global characteristics. *Journal of World Business*, 50(1), 3–14.
- Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. PublicAffairs.
- Müller, R., & Ulrich, F. (2020). Cultural diversity and project team performance: The role of team leadership. *International Journal of Project Management*, 38(5), 289–300.
- Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? *Journal of Applied Psychology*, 94(6), 1412–1426.
- Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalised world. *Journal of Social Issues*, 67(4), 825–840.
- Stahl, G. K., Maznevski, M. L., Voigt, A., & Jonsen, K. (2010). Unravelling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. *Journal of International Business Studies*, 41(4), 690–709.
- Tenzer, H., Pudelko, M., & Harzing, A. W. (2014). The impact of language barriers on trust formation in multinational teams. *Journal of International Business Studies*, 45(5), 508–535.
- Ting-Toomey, S. (2015). *Understanding intercultural communication* (2nd ed.). Oxford University Press.