EduBox 01: Culture, a new perspective

Session 04: Negotiating culture, the MBI approach

Session plan

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| Topics/ Content | Objectives | Learning outcome | Sources |
| Learning outcomeObjectivesLead-inDiverse teams* Introduction
* Phases of team development
* Diversity wheel
* Dimensions of diversity

The MBI-approach * Map-Bridge-Integrate
* Checklist

MBI in actionSummary and reflectionHome assignmentSources | At the end of these sessions, students will* have an understanding of the relevance of cross-cultural team building in a global environment
* be able to explain and apply the MBIapproach,
* have critically assessed its usefulness for generating added value to team performance and outcome, and
* are able to apply the model to a team situation
 | Students critically apply the MBI model to a team situation and outline how diverse teams can produce added value. | * Abudi Chuapetcharasopon, Pylin et al. 2017. Cultural mosaic beliefs as a new measure of the psychological climate for diversity: Individual distinctiveness and synergy in culturally diverse teams. In: *International Journal of Cross-Cultural Management.* December 11, pp.1-26
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* DiStefano, Joseph J. & Martha L. Maznevski 2000. Creating Value with Diverse Teams in Global Management. In: *Organizational Dynamics, Vol. 29, No. 1, pp.45-63.*
* Ely, Robin J. & David A. Thomas 2001. Cultural Diversity at Work: The Effect of Diversity Perspectives on Work Group Processes and Outcomes. In: *Administrative Science Quarterly, Vol. 46, No. 2, pp.229-273*
* Lane, Henry W. et al. 2009. International Management Behavior: Leading with a Global Mindset. Chichester, West Sussex: Wiley
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* Loden, Marilyn and Judy B. Rosener 1991. Workforce Ameica! Managing Employee Divesity as a vital rsource. New York: McGrawHill
* Maznevski, M. L. & Joseph J. J. DiStefano 2000. Global leaders are team players: Developing global leaders through membership on global teams. In: *Human Resource Management.* Summer/Fall Vol 39, No.2,3, pp. 195-208
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* Rathje, Stefanie 2014. Multilkollektivität. Schlüsselbegriff der modernen Kulturwissenschaften. In: Stephan Wolting (ed.) *Kultur und Kollektiv.* Festschrift für Klaus P. Hansen. Berlin: Wissenschaftlicher Verlag, pp 39-59
* SHRM Society for Human Resource Management 2009. Global Diversity and Inclusion. <http://graphics.eiu.com/upload/eb/DiversityandInclusion.pdf> (Accessed 13th May 2015)
* Van Dick, Rolf & Michael A. West. 2013. Teamwork, Teamdiagnose, Teamentwicklung. Hogrefe: Göttingen
* Voigt, Viola 2013. Interkulturelles Mentoring made in Germany-Zum Cultural Diversity Management in multinationalen Unternehmen. Wiesbaden: Springer

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| Slide title | Method and time frame | Comments |
| Introduction to EduBox 1 and Session 01 |  |  |
| Learning outcomes | Explanation3 minutes | The slides are self-explanatory and do not necessarily require elaboration. |
| Objectives | Explanation 3 minutes | The slides are self-explanatory and do not necessarily require elaboration. |
| Lead-in | Activate students3 minutes | Use quotes to bring the topic ‘diversity’ and ‘diverse teams’ to the student’s attention and try to find out how conversant they are with diversity already  |
| Diverse teamsIntroduction | Input2 minutes | Developing an understanding of the meaning of diversity |
| Diverse teamsPhases of team development | Introduce the issue of team development15-20 minutes including debriefing | This exercise aims at making students aware of the process of team development and the roles and skills required to do this well. This is important in order to underline to them that managing diversity is a major precondition for diverse teams to outperform.If time is short, this can also be changed into an input part of the session and an open discussion in class.There are two alternative ways of doing the exercise. Either groups work on all aspects of team development or only on one specific aspect. Time and prior experience of team development are factors to consider when choosing which approach to use. |
| Diverse teamsDiversity wheel and dimensions of diversity | Input-discussion10 minutes | Deepens understanding of different aspects and dimensions of diversity and sensitises with regard to the impact diverse issues might have on one’s life and work |
| The MBI-approachMap, bridge, integrate, the MBI model | Input20 minutes | Broadens understanding of the details of the MBI approach and teaches the basics so that students can apply the approach to a specific situation. |
| The MBI-approachMapChecklist | Input3 minutes | The ‘checklist’ can be used as a hand-out for the upcoming activity and does not require a lot of explanation |
| MBI in action | Single and group assignment30 minutes | This is an exercise that students should carry out in order to test to what extent they have understood the MBI model and are able to apply it. It links the diversity dimension and the MBI approach. 30 minutes may not be sufficient (including presentations), depending on the number of groups. |
| Summary and reflection | Input/Discussion10 minutes | The summary could be done by watching the short YouTube video, which would be followed by an open discussion. There are two options for the reflection phase.Option one relates to an open discussion about different team constellations.Option two requires reading the short case by Gina Abudi and reflecting on the skills and requirements that are needed for a team to effectively move through the various stages. This can also be done as homework or as a preparatory reading before coming to class. |
| Home assignment | Writing a short learning report or alternatively applying the MBI approach by visualising the information of the case study. | If the second assignment is given, there needs to be enough time during the next session for debriefing. |
| Sources |  |  |