EduBox 01: Culture, a new perspective

Session 04: Negotiating culture, the MBI approach

Session plan

Topics/ Content	Objectives	Learning outcome	Sources
Learning outcome Objectives Lead-in Diverse teams • Introduction • Phases of team development • Diversity wheel • Dimensions of diversity The MBI-approach ▪ Map-Bridge-Integrate ▪ Checklist MBI in action Summary and reflection Home assignment	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 ▪ Chen, Guo-Ming 2005. A Model of Global Communication Competence. In: *China Media Research*, No.1, pp. 3-11. https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1005&context=com_facpubs (12.8.2018) ▪ 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

Sources			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 ▪ Lane, Henry W. & Martha L. Maznevski 2014. International Management Behaviour: Global and Sustainable Leadership. Padstow, Cornwall: Wiley ▪ 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 ▪ Rathje, Stefanie 2011. The cohesion approach of culture and its implications for the training of intercultural competence. In: *Journal Advances in Higher Education: Research, Education and Innovation, pp. 95-114.* http://stefanie-rathje.de/wp-content/uploads/2014/05/SPACE_Paper_Stefanie_Rathje.pdf (Accessed 20th February 2018)

			■ 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/Diversityand Inclusion.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

Slide title	Method and time frame	Comments
Introduction to EduBox 1 and Session 01		
Learning outcomes	Explanation 3 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 students 3 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 teams Introduction	Input 2 minutes	Developing an understanding of the meaning of diversity
Diverse teams Phases of team development	Introduce the issue of team development 15-20 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 teams Diversity wheel and dimensions of diversity	Input-discussion 10 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-approach Map, bridge, integrate, the MBI model	Input 20 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.

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The MBI-approach Map Checklist	Input 3 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 assignment 30 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/Discussion 10 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		

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