EduBox 01: Culture, a new perspective

Session 06: Synergy is not for free: Utilizing diversity in pluricultural teams

Session plan

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| Topics/ Content | Objectives | Learning outcome | Sources |
| Learning outcomeObjectivesLead-inCulture* Attempt at a definition
* Culture as a process

Multicultural teams, potential benefits and risksDeveloping synergies* Virtual third culture
* Mapping – Bridging – Integrating
* Patterns of intercultural collaboration
* Areas of potential synergies

Recommendations for team-buildingRecommendations for process managementSummary and reflectionAssignmentBibliography | At the end of these sessions, students will be able* To name potential benefits and risks of pluricultural teams
* Discuss common fallacies in pluricultural teamwork
* Apply a variety of tools to identify potential synergies in pluricultural teams, and
* Using examples identify potentials for synergies in different team constellations
 | Students identify areas of potential synergies in pluricultural teams | * Bennett, Milton J. (20132). Basic concepts of intercultural communication: Paradigms, principles, and practices. Boston: Hachette
* Distefano, Joseph J., & Maznevski, Marha L. (2000) Creating value with diverse teams in global management. Organizational Dynamics, 29(1), 45-63.
* Köppel, Petra (2007) Konflikte und Synergien in multikulturellen Teams: Virtuelle und face-to-face-Kommunikation. Wiesbaden: Deutscher Universitätsverlag
* Stumpf, Siegfried & Zeutschel, Ulrich (2001) Synergy effects in multinational work groups: What we know and what we don't know. In M. Mendenhall, T. Kühlmann & G. Stahl (eds.), Developing global business leaders: Policies, processes, and innovations (pp. 175-194). Westport, CT: Quorum Books
* Zeutschel, Ulrich (1999a) Intercultural synergy in professional teams: Views based on practical experience. In K. Knapp, B. Kappel, K. Eubel-Kasper & L. Salo-Lee (eds.), Meeting the Intercultural Challenge (pp. 191-199). Sternenfels: Verlag Wissenschaft & Praxis
* Zeutschel, Ulrich (1999b) Interkulturelle Synergie auf dem Weg: Erkenntnisse aus deutsch/ U.S.-amerikanischen Problemlösegruppen. Gruppendynamik, 30(2), 131-149
* Zeutschel, Ulrich (2003) Plurikulturelle Arbeitsgruppen. In S. Stumpf & A. Thomas (Hg.), Teamarbeit und Teamentwicklung (S. 461-476). Göttingen: Hogrefe
* Zeutschel, Ulrich & Thomas, Alexander (Juni 2005) Zusammenarbeit in multikulturellen Teams, Teil 1: Grundlagen. In C.H. Antoni, E. Eyer & J. Kutscher (Hg.), Das flexible Unternehmen: Arbeitszeit, Gruppenarbeit, Entgeltsysteme (Kap. 2.18), Düsseldorf: Symposion
* Zeutschel, Ulrich (2012) Synergy is not for free! Prozesse und Modelle der interkulturellen Teamentwicklung. In F. Liebetanz, S. Vogler-Lipp & K. Draheim (Hg.), Interkulturelle Schreibteams: Ein Modell zum Training von Schlüsselkompetenzen an der Hochschule - Schreibkompetenz, Teamkompetenz und Interkulturelle Kompetenz. Wiesbaden: VS Verlag

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| Slide title | Method and time frame | Comments |
| Introduction to EduBox 1 and Session 06 |  |  |
| 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 | Reactivate pre-knowledge3-10 minutes | This question is aimed at reactivating existing knowledge but can equally be used as an introduction to the topics that follow.  |
| Culture | Reactivate priorknowledge5 minutes | The main purpose is to establish a common basis with regard to the understanding of culture as a process |
| Potential benefits and risks of multicultural teams | Question and answer part or Input10 minutes | Deepens understanding of challenges and risks when working in pluricultural or multi-cultural teamsTime and format depend on existing knowledge and on what has already been discussed as part of the lead-in. |
| Developing synergies | Input15-20 minutes | These are slides which relate to different aspects and processes of developing synergies or a ‘third culture’. In this context the Mapping-Bridging-Integrating approach is of particular importance because it helps teams to identify areas where team members differ and where they have similarities and how to use them for innovative ways of collaboration. For more clarity about this, elements of the EduBox 1 Session 05 can be integrated here.Using examples, the slides illustrate how to analyse differences in working styles and use them for a common goal. The value square is a tool that can be used to show how to obtain a balanced view of different values. The EduBox1 Session 05 offers more details on how to apply this tool. |
| Recommendations for teambuilding | Short input3 min |  |
| Recommendations for process management | Short input3 min |  |
| Summary and reflection | Input3 min |  |
| Assignment | Reading texts | There are three different assignments.The first one refers to a text, which can be read as preparation and provides many details of the session, or it can be read as a summing up after the session.The second text is available online and in German and can be used to recap what students have learned and see how it isapplied in a real case scenario.The third assignment is a case study that students can use to apply what they have learned. It can also be used as an assignment to be carried out during class. |
| Sources |  |  |