

## EduBox 01: Culture, a new perspective

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

#### Session plan

Topics/ Content	Objectives	Learning outcome	Sources
<p>Learning outcome</p> <p>Objectives</p> <p>Lead-in</p> <p>Culture</p> <ul style="list-style-type: none"> <li>▪ Attempt at a definition</li> <li>▪ Culture as a process</li> </ul> <p>Multicultural teams, potential benefits and risks</p> <p>Developing synergies</p> <ul style="list-style-type: none"> <li>▪ Virtual third culture</li> <li>▪ Mapping – Bridging – Integrating</li> <li>▪ Patterns of intercultural collaboration</li> <li>▪ Areas of potential synergies</li> </ul> <p>Recommendations for team-building</p>	<p>At the end of these sessions, students will be able</p> <ul style="list-style-type: none"> <li>▪ To name potential benefits and risks of pluricultural teams</li> <li>▪ Discuss common fallacies in pluricultural teamwork</li> <li>▪ Apply a variety of tools to identify potential synergies in pluricultural teams, and</li> <li>▪ Using examples identify potentials for synergies in different team constellations</li> </ul>	<p>Students identify areas of potential synergies in pluricultural teams</p>	<ul style="list-style-type: none"> <li>▪ Bennett, Milton J. (2013<sup>2</sup>). Basic concepts of intercultural communication: Paradigms, principles, and practices. Boston: Hachette</li> <li>▪ Distefano, Joseph J., &amp; Maznevski, Marha L. (2000) Creating value with diverse teams in global management. <i>Organizational Dynamics</i>, 29(1), 45-63.</li> <li>▪ Köppel, Petra (2007) Konflikte und Synergien in multikulturellen Teams: Virtuelle und face-to-face-Kommunikation. Wiesbaden: Deutscher Universitätsverlag</li> <li>▪ Stumpf, Siegfried &amp; Zeuschel, Ulrich (2001) Synergy effects in multinational work groups: What we know and what we don't know. In M. Mendenhall, T. Kühlmann &amp; G. Stahl (eds.), <i>Developing global business leaders: Policies, processes, and innovations</i> (pp. 175-194). Westport, CT: Quorum Books</li> <li>▪ Zeuschel, Ulrich (1999a) Intercultural synergy in professional teams: Views based on practical experience. In K. Knapp, B. Kappel, K. Eubel-Kasper &amp; L. Salo-Lee (eds.), <i>Meeting the Intercultural Challenge</i> (pp. 191-199). Sternenfels: Verlag Wissenschaft &amp; Praxis</li> <li>▪ Zeuschel, Ulrich (1999b) Interkulturelle Synergie auf dem Weg: Erkenntnisse aus deutsch/ U.S.-</li> </ul>

<p>Recommendations for process management</p> <p>Summary and reflection</p> <p>Assignment</p> <p>Bibliography</p>			<p>amerikanischen Problemlösegruppen. Gruppendynamik, 30(2), 131-149</p> <ul style="list-style-type: none"> <li>▪ Zeutschel, Ulrich (2003) Plurikulturelle Arbeitsgruppen. In S. Stumpf &amp; A. Thomas (Hg.), Teamarbeit und Teamentwicklung (S. 461-476). Göttingen: Hogrefe</li> <li>▪ Zeutschel, Ulrich &amp; Thomas, Alexander (Juni 2005) Zusammenarbeit in multikulturellen Teams, Teil 1: Grundlagen. In C.H. Antoni, E. Eyer &amp; J. Kutscher (Hg.), Das flexible Unternehmen: Arbeitszeit, Gruppenarbeit, Entgeltsysteme (Kap. 2.18), Düsseldorf: Symposion</li> <li>▪ Zeutschel, Ulrich (2012) Synergy is not for free! Prozesse und Modelle der interkulturellen Teamentwicklung. In F. Liebetanz, S. Vogler-Lipp &amp; K. Draheim (Hg.), Interkulturelle Schreibteams: Ein Modell zum Training von Schlüsselkompetenzen an der Hochschule - Schreibkompetenz, Teamkompetenz und Interkulturelle Kompetenz. Wiesbaden: VS Verlag</li> </ul> <p>Except where otherwise stated, content in this presentation / on this site is licensed under a <a href="https://creativecommons.org/licenses/by-sa/4.0/">Creative Commons Attribution ShareAlike 4.0 International license</a>.</p> 
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Slide title	Method and time frame	Comments
Introduction to EduBox 1 and Session 06		
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	Reactivate pre-knowledge  3-10 minutes	This question is aimed at reactivating existing knowledge but can equally be used as an introduction to the topics that follow.
Culture	Reactivate priorknowledge  5 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 Input 10 minutes	Deepens understanding of challenges and risks when working in pluricultural or multi-cultural teams  Time and format depend on existing knowledge and on what has already been discussed as part of the lead-in.
Developing synergies	Input  15-20 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

		<p>innovative ways of collaboration. For more clarity about this, elements of the EduBox 1 Session 05 can be integrated here.</p> <p>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.</p>
Recommendations for teambuilding	Short input 3 min	
Recommendations for process management	Short input 3 min	
Summary and reflection	Input 3 min	
Assignment	Reading texts	<p>There are three different assignments.</p> <p>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.</p> <p>The second text is available online and in German and can be used to recap what students have learned and see how it is applied in a real case scenario.</p> <p>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.</p>
Sources		