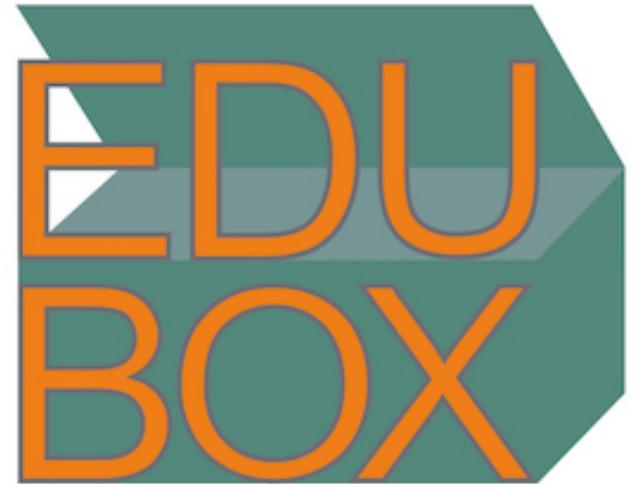

EduBox 01: Culture, a new perspective



[CC BY-SA 4.0](#) „EduBoxes Logo“ Source: [Hans Limo Lechner](#) (2016)

Author: Prof. Dr. Adelheid Iken

Project: EduBoxes for Hamburg Open Online University (www.hoou.de)



INTRODUCTION TO EDUBOX 01

The socio-cultural and economic features of globalisation have a strong influence on the practices of modern organisation and thus business communication and management.

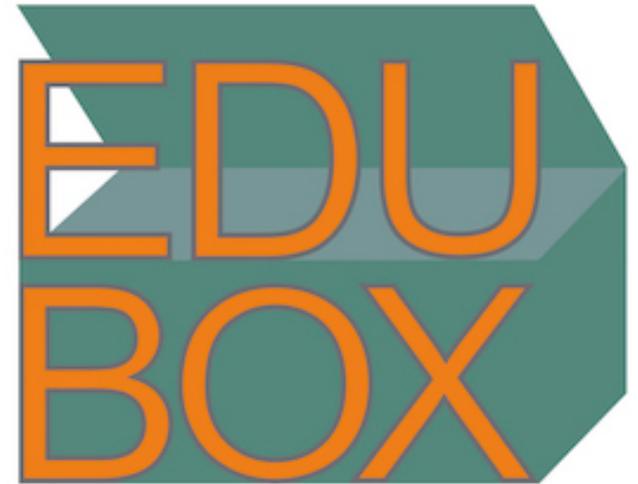
More than ever before, managers and co-workers are networking and communicating at the intersection of diverse cultures. And yet, at the same time, cultures are undergoing rapid change, catalysed by new forms and means of communication.

These rapid changes have required us to review our understanding of culture as well as the tools we use to develop a common basis of understanding. Through these new tools and ways of viewing culture, we open up the possibility of not only solving issues that may arise from cross-cultural encounters but of actively developing synergies that can emerge from such interactions.

And that is precisely the objective of this EduBox.

EduBox 01: Culture, a new perspective

Session 04:
Negotiating culture,
the MBI approach



Author: Prof. Dr. Adelheid Iken
Project: EduBoxes for Hamburg Open Online University (www.hoou.de)



NEGOTIATING CULTURE

Introduction to Session 04

When managers interact in today's cross-cultural business environments, they have the potential, along with their employees, to create added value through diversity in teams. The aim of this session is to introduce an approach which not only enables users to cater for the growing complexity of intercultural interactions and overcome divisive social categorisations, but also enables them to assess the potentials and create synergies from working in a diverse team.

LEARNING OUTCOME

-  Students critically apply the MBI approach to a team situation and outline how diverse teams can produce added value

OBJECTIVES

- 
- 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 the different phases necessary to develop a team
 - be able to explain and apply the MBI approach,
 - have critically assessed its usefulness for generating added value for team performance and outcome, and
 - are able to apply the MBI approach to a team situation

THE MBI APPROACH

Topics

- Learning outcome
- Objectives
- Lead-in
- Diverse teams
 - Introduction
 - Phases of team development
 - Diversity wheel
 - Dimensions of diversity
- The process of team development
- The MBI approach
 - Map-Bridge-Integrate
 - Checklist
- MBI in action
- Summary and reflection
- Home assignment
- Sources

LEAD-IN

”At Henkel, we promote a holistic Diversity & Inclusion approach. The diversity of our employees, their backgrounds, experiences, talents, knowledge, creativity, and the appreciation of all individual differences are the foundation for our competitive advantage. As a multinational corporation, Henkel employees people from 120 nations in more than 75 countries. Almost 85 percent of our employees work outside of Germany, with more than half of them in emerging markets. We believe that a company culture focused on diversity and inclusion is the key driver of creativity, innovation, and invention. Our ability to deliver excellent results is fuelled by and dependent on our ability to embed Diversity & Inclusion in our corporate culture and the way we do business.”

Source: <https://www.henkel.com/corporate/diversity-and-inclusion> (accessed 12th November 2018, used by permission)

LEAD-IN

“Especially in times of demographic change and a lack of skilled staff, it’s becoming increasingly important to companies that all their employees are able to develop their full potential – regardless of their gender, age, cultural origin or physical constitution. “

Franziska Welter, Diversity Manager Otto Group

Source: <https://www.otto.com/en/karriere/unternehmen/kultur/diversity>
(Accessed 12th November 2018; used by permission)

LEAD-IN



Teams are increasingly diverse and distributed around the globe, with technology facilitating international teamwork wherever there is an internet connection.

- But are we also good at it, are we able to overcome divisive social categorization and use diversity to add value to our work?
- What are some of the experiences you have with diverse teams?
- Think for a minute and be ready to share

LEAD-IN



- Is this a team?
- Think for a minute: what are central characteristics of a good team?



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DIVERSE TEAMS

Introduction

Different teams in a global context

- Project teams
- Management teams
- Production teams
- Logistic teams
- Purchasing teams
- Service teams
-



Teams are neither limited in size nor with regard to their stability over time. Some teams are one-dimensional and others are multi-dimensional, forming networks. Teams operate on local levels but more and more teams are virtual and cut across many national boundaries.

DIVERSE TEAMS

Introduction

Diversity relates to

- the presence of people in a workforce who are members of and identify with different sub-collectives and diversity markers,
- the appreciation of differences between people working together, and
- the utilisation and incorporation of the homogeneity and heterogeneity of the workforce as a potential to generate added value towards the achievement of a common goal

DIVERSE TEAMS

Phases of team development



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DIVERSE TEAMS

Phases of team development



- Develop groups of five and give each one a printout of all team development phases
- The groups work on the following tasks:
 - Have you been in such a situation and what were your experiences?
 - What might help the team in each phase to develop?
 - How might a team leader assist?

DIVERSE TEAMS

Phases of team development



- Develop groups of five and give each one a printout of one team development phase.
- The groups work on the following tasks:
 - What are the central characteristics of the development phase?
 - What is important to consider in such a phase?
 - Have you been in such a situation and what were your experiences?
 - What could help the team in this phase to develop?
 - How could a team leader assist?

DIVERSE TEAMS

Phases of team development



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DIVERSE TEAMS

Phases of team development



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DIVERSE TEAMS

Phases of team development



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DIVERSE TEAMS

Phases of team development

PERFORMING



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DIVERSE TEAMS

Phases of team development



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DIVERSE TEAMS

Phases of team development

Implications

- A team needs to reach the performing in stage in order to be fully effective
- The time required to move through the different phases depends on factors such as experience with teamwork and level of diversity and guidance
- Teams need to understand the relevance of each phase in order to pass through the stages of storming and forming
- Many teams do not reach the performing stage
- The role of the team-leader is crucial and requires careful attention



DIVERSE TEAMS

Diversity wheel



CC BY-SA 4.0. Source: Julia Eitla (2018), based on Gardenswartz & Rowe. <https://www.gardenswartzrowe.com/whv-0-f/> (Accessed 12th August 2018)

DIVERSE TEAMS

Diversity wheel



The impact of diversity on my life

Look at the different factors of the diversity wheel and consider:

- Which ones have influenced my choice and decisions so far in my life?
- Which ones have had a positive impact and which ones were negative?
- Which ones are of particular relevance to me and which ones am I not willing to share with others in my team

DIVERSE TEAMS

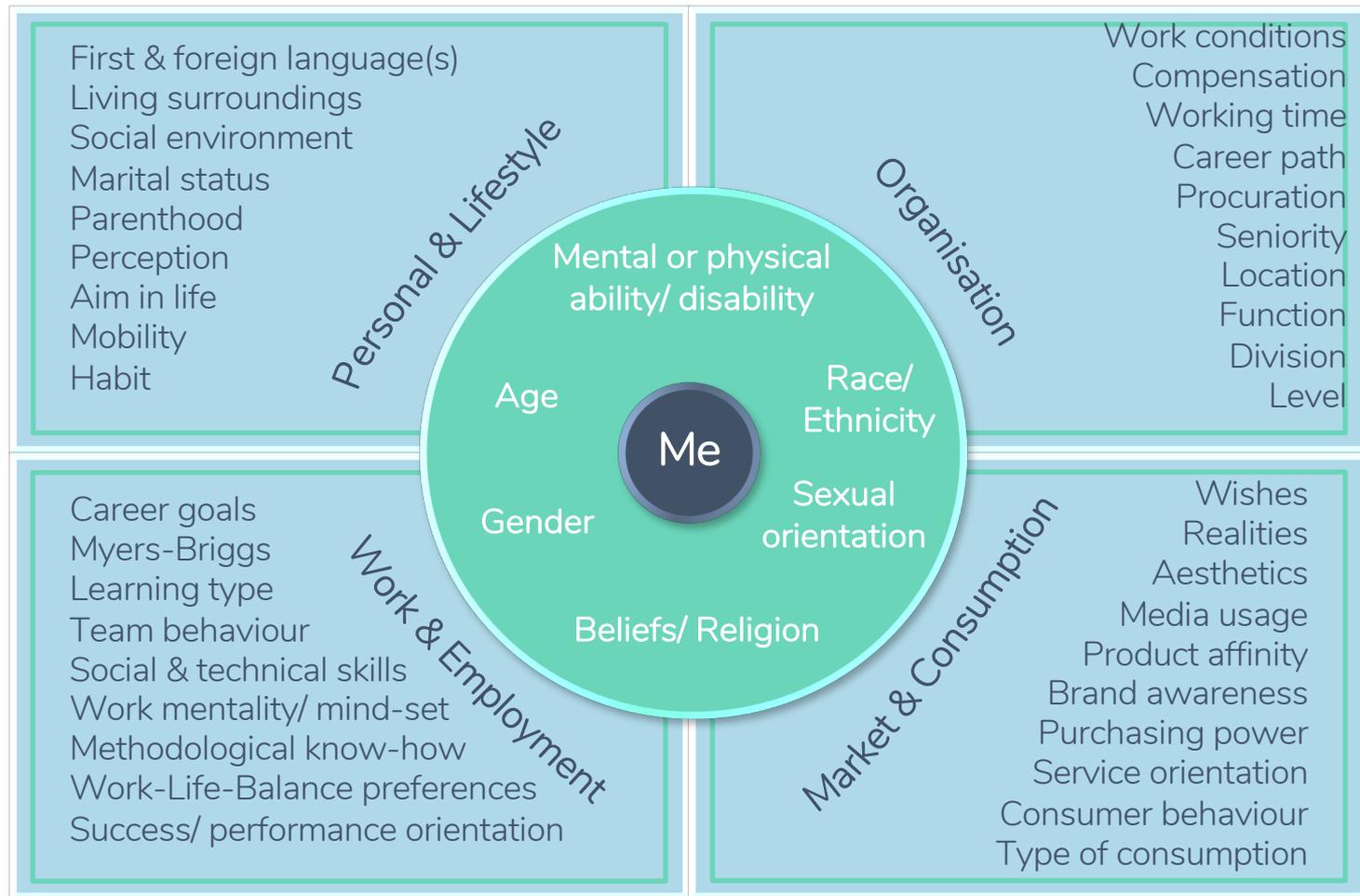
Dimensions of diversity

Aspects of diversity and membership in collectives within the context of a company

	Task-related / function-related characteristics	Personal / interaction-related characteristics
Surface level characteristics	<ul style="list-style-type: none">• Affiliation to a department• Length of stay in the company• Formal titles, achievements etc.• Membership in professional associations• etc.	<ul style="list-style-type: none">• Gender• Age• Physical appearance• Educational background• etc.
Deep level characteristics	<ul style="list-style-type: none">• Socio-economic status• Attitudes• Values• Personality• Parental and family status• etc.	<ul style="list-style-type: none">• Knowledge and expertise• Professional experience• Physical abilities• Length of stay in the country• Cultural orientation and identity• Task- and function specific experience• Religious and spiritual affiliation• etc.

DIVERSE TEAMS

Dimensions of diversity



Source: European Diversity Research & Consulting 2015, Diversity & Inclusion –The Propelling Potential Principle
<http://www.diversityresearch.com/downloads/Diversity-Slides-FN.pdf> (Accessed 11th November 2018)

THE MBI APPROACH

Map-Bridge-Integrate



- Which teams do you believe perform better, those which are diverse or those which are homogenous? Which factors might influence their performance?
- Take three minutes to write down your ideas

THE MBI APPROACH

Map-Bridge-Integrate

The destroyers

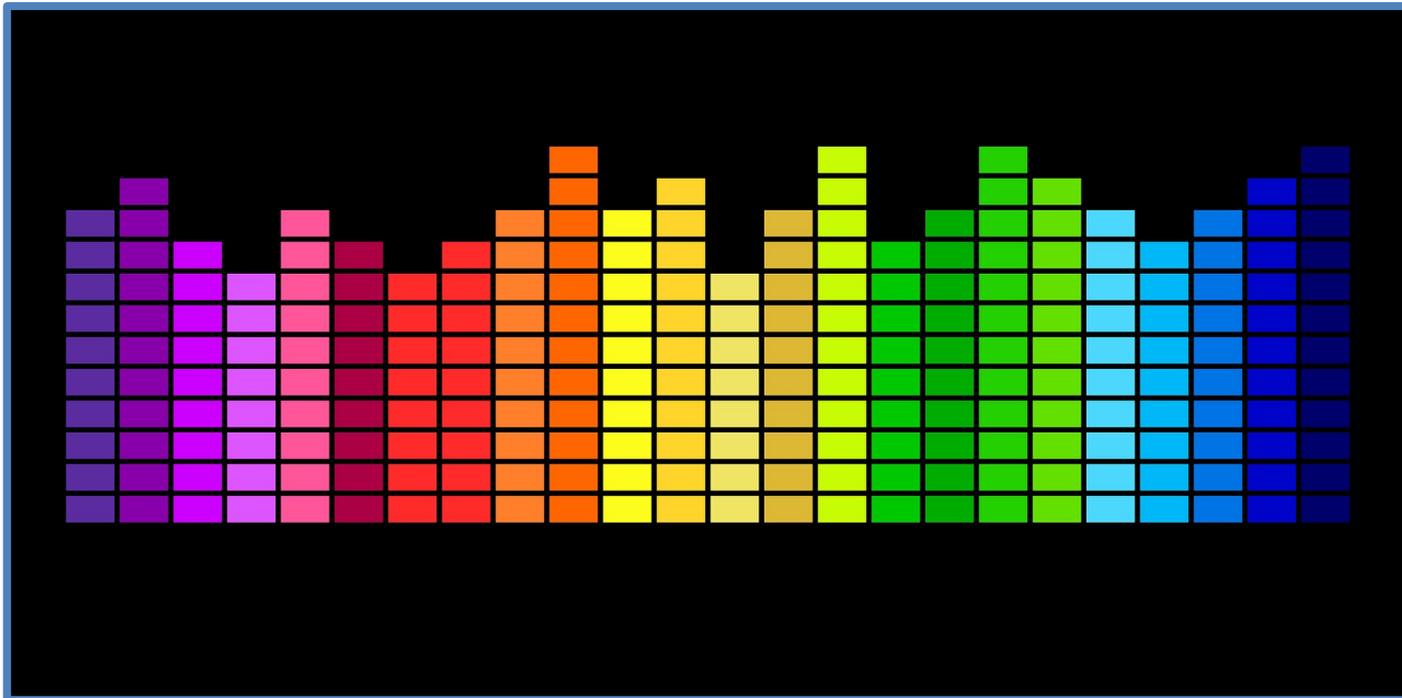


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THE MBI APPROACH

Map-Bridge-Integrate

The equalizers



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THE MBI APPROACH

Map-Bridge-Integrate

The creators



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THE MBI APPROACH

Map-Bridge-Integrate

Mapping



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Understand
differences

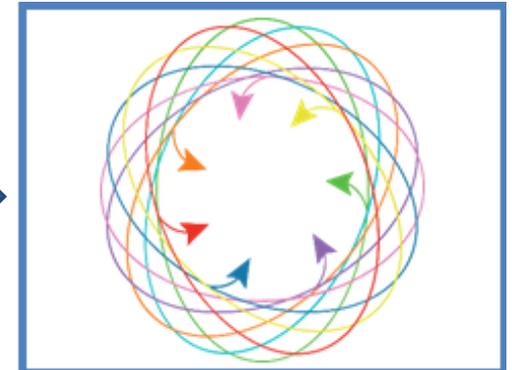
Bridging



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Communicate
across
differences

Integrating



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Manage
differences

THE MBI APPROACH

Map-Bridge-Integrate

Mapping

- Using the cultural orientation framework
 - Relationship to the environment
 - Relationships among people
 - Mode of normal activity
 - Beliefs about basic human nature
 - Orientation to time
 - Use of space
- Using the Myers Briggs Type Indicator
- Using the diversity wheel and a multi-collective approach



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THE MBI APPROACH

Map-Bridge-Integrate

Bridging differences through communication

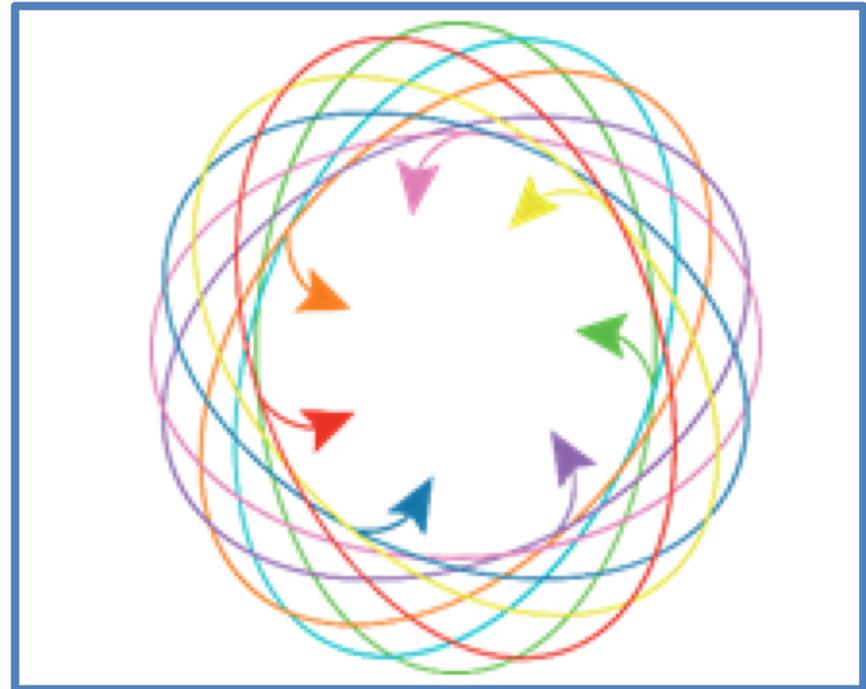


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THE MBI APPROACH

Map-Bridge-Integrate

Integrating to manage and build on differences



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THE MBI APPROACH

Map-Bridge-Integrate



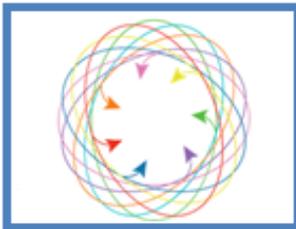
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Describing differences
Considering commonalities
Identifying possible impact
on task



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Communicating effectively
Explicitly taking differences
into account



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Developing supportive ideas
Monitoring participation
Resolving disagreements

High performance
Creating added value



CC BY-SA 4.0 Source: [Marie Seeberger](#) (2018)

THE MBI APPROACH

Map-Bridge-Integrate

- Ideally the MBI approach should be applied with the entire team during the forming stage
- The MBI approach can also be used as a paper and pencil exercise by individuals preparing for a team meeting or before a new team is brought together
- The MBI approach should also be considered as an approach and as a tool which can be applied flexibly during the entire life span of a team. In this way maps can be constantly refined, and bridging processes can be performed at regular intervals in order to generate new potentials during all phases of team development and team work

THE MBI APPROACH

Checklist

Mapping

1. Which dimensions are important to consider with regard to the tasks the team is expected to perform?
2. Which differences are likely to raise barriers?
3. Which differences with regard to personality, gender, thinking or learning style may affect the team's dynamics?
2. What are the strengths of each team member?
3. What is it team members actually share?
4. What is the common ground of the team?

(Cf. DiStefano & Maznevski 2000:48-49)



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THE MBI APPROACH

Checklist

Bridging differences through communication

1. Is there a common understanding and motivation to communicate openly and frankly about the team's key differences?
2. Do the team members feel able and equipped to utilise the differences in order to improve the performance. Are we confident in our ability to use our differences to improve performance?
3. Is there not only a common understanding of for example the task, goals and roles, but do all team members attach the same meaning to them?
4. Are all team members ready to openly talk about their own behavioural patterns and differences they may perceive without making judgments?



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(Cf. DiStefano & Maznevski 2000:51)

THE MBI APPROACH

Checklist

Bridging differences through communication

5. Are the team members able and do they actually 'de-center' when talking to each other in the sense of using their knowledge about each other to adapt their behaviour and thinking?
6. Does everyone keep in mind that the team's goal is developing a common reality and does everyone communicate towards that goal (recentering)?

(Cf. DiStefano & Maznevski 2000:51f.)



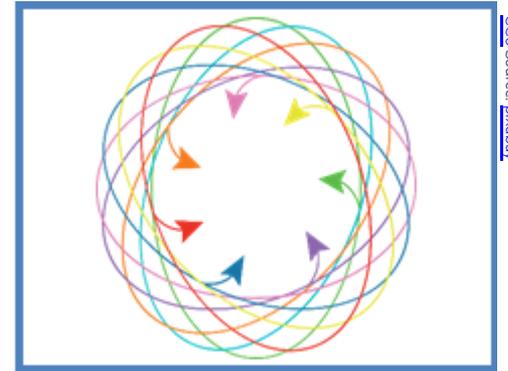
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THE MBI APPROACH

Checklist

Integrating to manage and build on the differences

1. Is there an awareness amongst team members that understanding and communicating needs to be converted into productive results?
2. Are the team members aware of how they can ensure the participation of each member and also encourage them to contribute?
3. How can the team ensure that all tasks incorporate each other's ideas?



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(Cf. DiStefano & Maznevski 2000: 54f.)

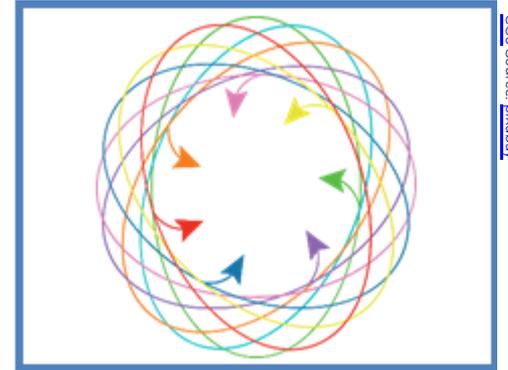
THE MBI APPROACH

Checklist

Integrating to manage and build on the differences

4. What are the ways in which destructive conflicts should be handled?
5. How are we able to ensure that our tasks incorporate each other's ideas?

(Cf. DiStefano & Maznevski 2000:54ff.)



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THE MBI APPROACH

Checklist

Performing

1. Are we achieving added value or even synergy? In other words are we developing new modes of operating and able to produce a more innovative or better result than a homogenous team?

(cf. DiStefano & Maznevski 2000: 58f.)



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MBI IN ACTION



Task:

As a team it is your task to develop a plan through which your university could not only make diversity more visible, but also utilise your own diversity for the good of the university. You should carry out this task in the following steps.

Step 1: On your own, brainstorm the ways in which students at your university may differ, or in other words, which identity domains might play a role among students? You may want to consider the diversity dimensions already looked at previously as well as think about dimensions which are context specific, e.g. being a full time or international student.

Step 2: Move into groups of five and use your brainstorming results to develop a diversity wheel which depicts the situation of the university.

MBI IN ACTION



Step 3: Use the diversity wheel you developed to develop a personal profile, paying particular attention to areas which may influence the work with others in your group.

In addition, carry out the Myers Briggs so called MBTI personality test. This can be carried out online and for free (see <https://mbti.bz/en/12.8.2018>).

Step 4: Share your profiles with the other group members. As a team, identify areas where you share commonalities and differences. Think about how you could bridge these differences.

MBI IN ACTION



Step 5: If you were to carry out a task as a team, how might you manage the differences and in which areas might the differences be used as a resource for better performance?

Step 6: Visualise your results and be ready to present them in class

SUMMARY AND REFLECTION

Summary



MBI in practice, watch the video

<https://www.youtube.com/watch?v=1rSj7hnglZY>

(Accessed 18th September 2018) and use the content to summarise the MBI approach, and discuss its potential for different types of teams.

SUMMARY AND REFLECTION

Reflection



- What are common team constellations in a global context and how could the MBI approach help to create added value from diversity?

SUMMARY AND REFLECTION

Reflection



- Read the case study by Gina Abudi 2016 on the different stages of team development which can also be viewed under <https://project-management.com/the-five-stages-of-project-team-development/> (Accessed 18th September 2018)
- Read through the various phases the team moves through, characterise them and note down what a team coach could do to support team development in each of these phases.

ASSIGNMENT



- Assignment 1:

Write a one page learning report which covers the following points:

- What did I learn and what was new to me?
- What was difficult to understand and put into practice?
- How and when can I apply the MBI approach and make it relevant?

ASSIGNMENT



- Assignment 2:

Read the case study by DiStefano L. et al. 2004

<http://www.ceci-br.org/novo/revista/docs2005/CT-2005-15.pdf>

and visualise the three steps of the MBI approach using the case study and interview results.

- Answer the question, “What makes the MBI a very flexible tool which can also be applied to other contexts?”

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