

# SPreaD Konferenz Stuttgart 10.07.2008

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**i**NTERT**oo**l

## **Conditions of EU Projects:**

- the need to understand differences in adult education provision in different partner countries
- the complexity of intercultural team building
- the need to work in an intercultural team mainly through ICT
- a limited time frame
- high financial risk to the partnership in case of failure

# **INTERtool targets the very specific context of European project work in education**

# PLANNED OUTCOMES

- a Guidance Publication,
- a **Virtual Intercultural Team Tool (VITT)**
- a face-to-face training course

# Partnership:

**AUSTRIA- die Berater**

**FINLAND - HUMAP**

**ITALY - XENA**

**UK -YHDC**

**ROMANIA - Intercultural Institute of Timisoara**

**SWITZERLAND – Schweizerischer Verband für**

**Weiterbildung SVEB**

# The Challenge of Diversity

- **Different competencies & experiences**
- **Different concepts of project management**
- **Different working and learning styles**
- **Different expectations (personal & organisational)**
- **Different communication tools in use**
- **Different cultural backgrounds**

## An incident for illustration

From the very beginning: One person introduced himself at the kick-off meeting, everybody could see (and hear) that he was not used to communication in the English language. He of course did all the paper and reporting work required, but speaking, especially pronouncing was so difficult for him.

The person was obstructed in communicating with the others and they on the other hand (most of them) didn't want to embarrass him so they did not ask him or approach him for any conversation. The fact that it wasn't his field of professional specialisation also influenced him in terms of not being able to be part of the discussion in presence. But unfortunately at the same time this person did not *participate* in the project in an adequate way. What made it difficult for me was that I always had the feeling that this person is missed out by us. But at the same time I felt unable to solve this.

## The Cultural Dimension

**The person's origin is from the Baltic countries. So, due to the lack of the need and possibility of learning English during the Soviet Union's epoch, the cultural background played a major role in this case.**

## What would help in such a situation?

Helpful tools for such a situation could be mapping of language competencies at the beginning and for further project process of course the initiative from the group, from each member is required then. It is about facilitating each group member to be part.

# GLOBE Study

- Global Leadership and Organizational Behaviour Effectiveness Research Programme 1993 – 2000
- 170 investigators from over 60 Nations
- 5 fundamental questions around leadership related to culture
- Conducted in the sectors of food processing, financial services, telecommunication

# GLOBE Study –

21 dimensions of leadership identified

visionary - inspirational - self sacrificial –  
integrity - decisive - performance oriented -  
collective team orientation - team integrator -  
diplomatic - malevolent - administrative  
competent - self-centered - status  
consciousness - conflict inducer - face saver -  
procedural - autocratic - nonparticipative -  
modesty - humane orientation - autonomous

# **GLOBE Study**

9 Culture dimensions

- **ACHIEVEMENT, PERFORMANCE (ACH)**
- **FUTURE ORIENTATION (FUT)**
- **ASSERTIVENESS (ASS)**
- **COLLECTIVISM (COLL 1)**

# **GLOBE Study**

9 Culture dimensions

- **GENDER EGALITARISM (GEN)**
- **HUMANE ORIENTATION (HUM)**
- **POWER DISTANCE (POW)**
- **FAMILY COLLECTIVISM (COLL II)**
- **UNCERTAINTY AVOIDANCE (UNC)**

# GLOBE Study

RESULTS North /West vs South/East

## **N/W higher ranking on:**

Achievement orient. - Future orient. –  
Collectivism - Uncertainty Avoidance

## **S/E higher ranking on**

Assertiveness – Power Distance – Family  
Collectivism

## Virtual Intercultural Team Tool

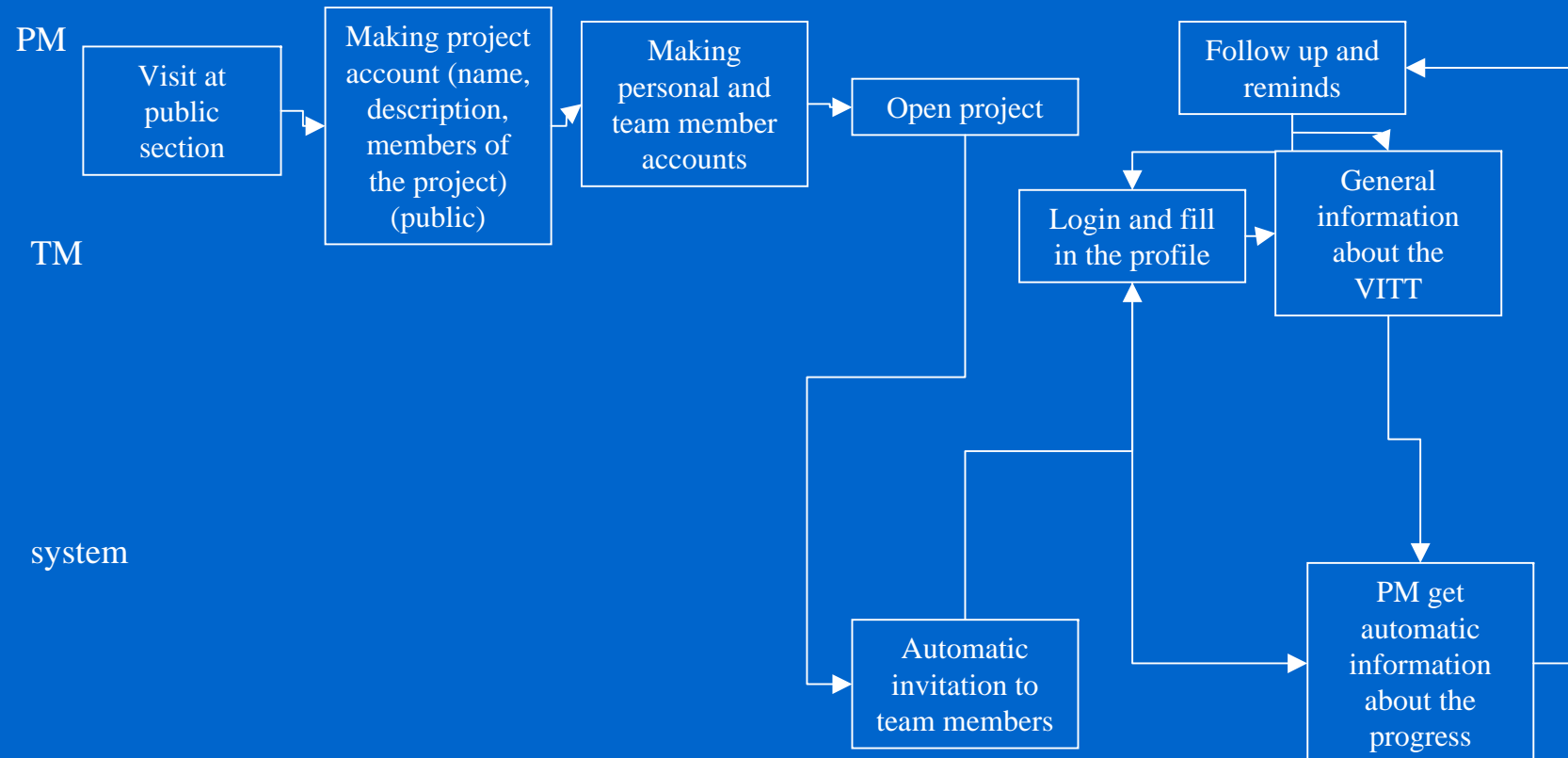
People working on European projects find themselves in diverse teams due to the multicultural nature of the partnership. The VITT tool will be available to use during different phases of the project:

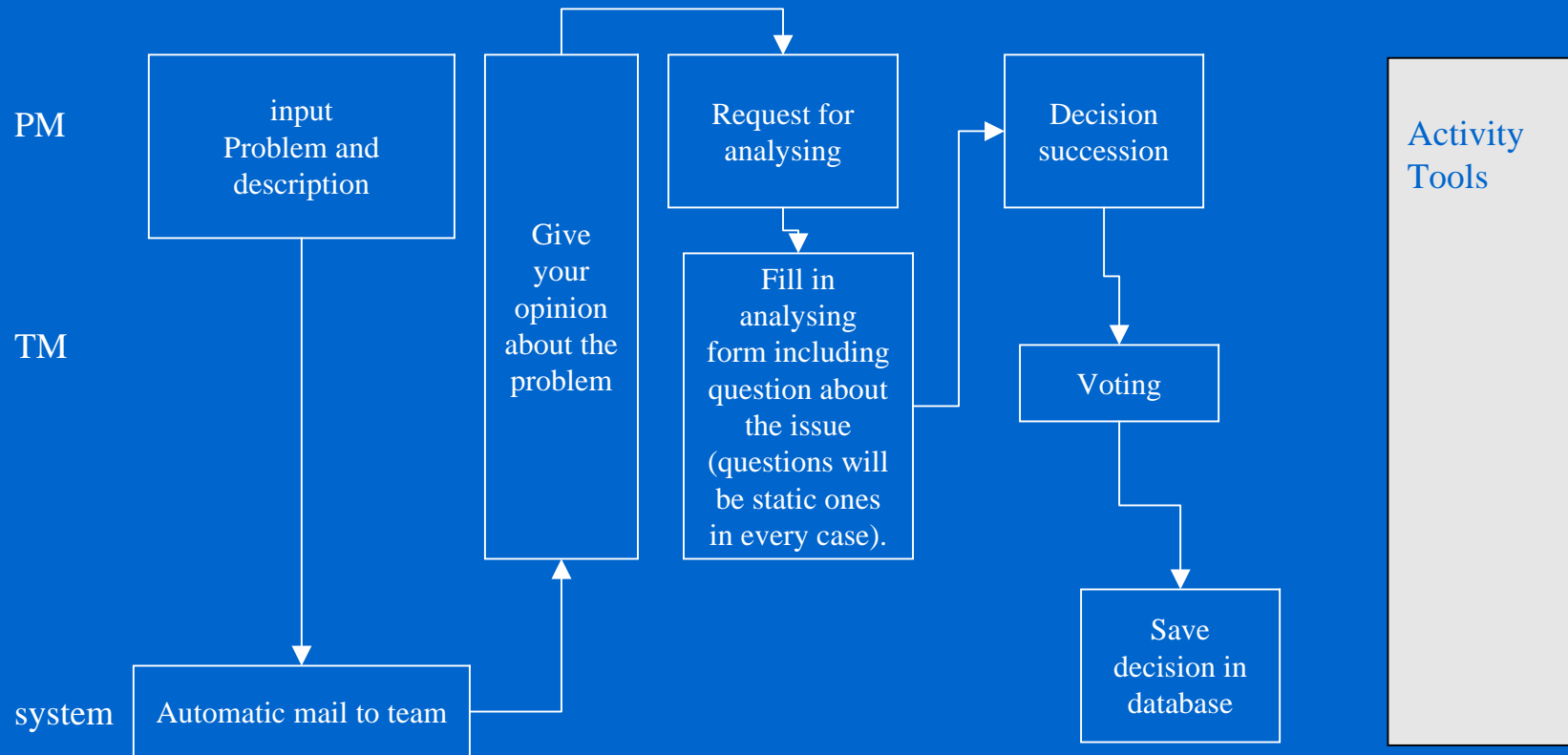
- **Kick off tool:** to use prior to and during the kick off meeting
- **Monitoring tool:** to use during the project
- **Evaluation tool:** to use during and at the end of the project

**The main aim of the tool will be to help the team capitalise on the diversity by being better aware and better prepared for the multicultural differences and harnessing these to develop and maintain a high performance multicultural team.**



## Register and Login





Kick off, Monitoring, Raise an issue, **problem managing**, evaluating and reflecting

## **Kick off tool:**

### ***Aim:***

**To appreciate and understand the diversity within the team by gathering information prior to the first kick off meeting and developing working terms of reference during the first meeting.**

## ***Functionality:***

**Prior to the kick off meeting each team member will be able to carry out a self assessment which will allow individual team members to describe themselves and their Expectations under eight different dimensions:**

- **Own learning/working styles**
- **Team role in existing teams**
- **Leadership expectations**
- **Organisational diversity**
- **Cultural diversity**
- **Expectations**
- **Technical/virtual**
- **Language diversity**

## Learning styles

The following statements describe different learning styles, based on Kolb's learning style model and Honey and Mumford variations.

You need to give a score to each statement from 1 to 4, thinking if each of the statements suits you more or less.

1 = not like me

2 = a little like me

3 = much like me

4 = very much like me



# Learning Styles

## **Activitist - “Do”**

**Concrete experience +  
active experimentation**

Immerse myself fully in new  
Experiences. Enjoy here and now  
Open minded, enthusiastic, flexible  
Act first, consider consequences  
later.  
Seek to centre activity around myself

## **Reflector „Review”**

**Concrete experience + reflective  
observation**

Stand back and observe.  
Collect and analyze data about  
experience and events, think  
twice before reaching a  
Conclusion. Use information from  
past, present and immediate  
observations to maintain a big  
picture perspective.

### **Pragmatist - “Plan”**

**Abstract conceptualisation +  
Active experimentation**

Keen to put ideas, theories  
and techniques into practice  
Search new ideas and  
Experiment. Act quickly and  
confidently on ideas, gets  
straight to the point.  
Impatient with endless  
discussions .

### **Theorist - “Conclude”**

**Reflective Observation +  
Abstract conceptualisation**

Think through problems in a  
logical manner, value rationality  
and objectivity.  
Assimilate disparate facts into  
coherent theories.  
Disciplined, aiming to fit things  
into rational order.  
Keen on basic assumptions,  
principles, theories, models  
and systems thinking.

**VIRTUAL TEAM BAROMETER\_01**

12.2.2007 00:00 - 12.2.2009 00:00 (open)

Responses:

10 / 10

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