
Intercultural team working

LEADERSHIP AND TEAM ROLES

TEAM WORKING

- × Professionals in multicultural corporations
- × in a team context
- × terms - team player, team skills, team building
- × Goal - accomplishing professional projects
- × effective communication within multicultural teams is a skill

GROUPS AND TEAMS

- × **Group** - three or more individuals who are working on a common goal
- × the result is reflected in relationships and interactions
- × **Team** - common goals and purposes, but members of a team share leadership responsibility - creating a team identity
- × implementing innovative thinking

CULTURE DIMENSIONS IN TEAM WORKING

- × **Equality** – participative leadership style
- × **Individual** – coach leadership
- × **Conflict** – brainstorming and discussions
- × **Task** – team is a temporary organization
- × **Hierarchy** – authority and decision making power
- × **Group** – patriarchatic leadership styles
- × **Consensus** – reaching compromises
- × **Relationship** – good morale and close relationship

TEAM ROLES

- × **Initiator** - who suggests ideas and introduces new approaches
- × **Information seeker** - asks for clarification and additional information
- × **Coordinator** - shows relationships among various ideas and suggestions
- × **Evaluator** - a person restating ideas and describing relationships

TEAM ROLES

- × **Supporter** - encourages others, praises and suggests solidarity
- × **Harmonizer** - mediates differences and suggests areas of agreement
- × **Gatekeeper** - prevents dominance by others and facilitates interaction

DYSFUNCTIONAL ROLES

- × **or self-centered roles** - should be limited within the team
- × ***Blocker*** - has negative responses to most ideas
- × ***Attacker*** - is aggressive to achieve personal status
- × ***Clown*** - refuses to take ideas seriously and disrupts with jokes

TUCKMAN 'S MODEL – TEAMS DYNAMICS

- × **5 stages**
- × **1** identifying the boundaries of both interpersonal and task behaviours, establishment of relationships with leaders
- × **2 *conflict*** and polarization around interpersonal issues, resistance to the influence of the team

TUCKMAN 'S MODEL – TEAMS DYNAMICS

- ✘ **3 Norming**—resistance is overcome, in-group feeling and cohesiveness develop, new standards evolve, new roles are adopted
- ✘ **4 Performing**—roles become flexible and functional, and group energy is focused on the task

TUCKMAN 'S MODEL – TEAMS DYNAMICS

- ✘ The 5th stage – added later - **Tuckman and Jensen**
- ✘ **5 Adjourning** - involves dissolution, finishing roles, completing tasks, and reducing dependency
- ✘ Sometimes the stage- called **mourning**, former group members often experience **loss**—especially when the team is dissolved suddenly

TUCKMAN 'S MODEL – TEAMS DYNAMICS

- × **Criticism** –
- × real life group development is more complex and develops like a spiral, not in steps
- × sometimes –each team is unique, less than the four-stages
- × <https://www.youtube.com/watch?v=9-wxCH287Ws>

KALIL'S COLOUR THEORY

- × **Colours** – indicate personality and determine roles within a team
- × **the quiz** consists of 35 questions divided into 7 modules - the specific person is asked to select one statement that describes him/her in the best way
- × the answers are evaluated and the respondents are given the primary, and also three secondary colours
- × The person's qualities can be compared to other people's ones and used in building an **effective team of people**
- × KALIL, C. *Free Personality Quiz*, www.truecolors.com

MAIN TASKS OF THE TEAM LEADER

- × **1 team building** – brainstorming new ideas, exchanging experiences, social gatherings
- × **2 defining** strengths and weaknesses of the team
-  training for missing competences
- × **3 explaining goals** – responsibility and authority

MAIN TASKS OF THE TEAM LEADER

- × **4 ensuring** creative use of culture differences – empathy
- × **5 ensuring effective communication** - the common language, communication channels, clear communication roles
- × **6 managing risks** – reduces insecurity of the team members

A MINI CASE STUDY

- ✘ Susan, a US manager, was leading a team in Japan building a customer-data system. She was working closely with the Japanese team and discovered several problems in the system that could have a severe impact on operations. She quickly informed her boss in the US by email and gave copies of her report to the Japanese team members. Her boss was happy, but she felt something was wrong between her and her team.

A MINI CASE STUDY – CONT.

- ✘ She had an impression that she was not given all information and that some documents were not translated into English
- ✘ What was the problem?
- ✘ What kind of mistakes did Susan make?
- ✘ How would you handle the situation?