

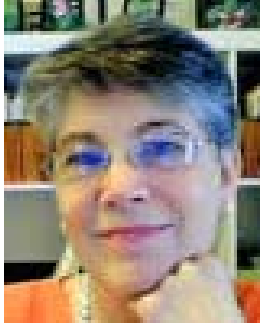


Pioneering Approaches Beyond Team Building: Analyzing Cultural Root Causes of Issues for Global Teams

Annual Sharing Day 2013

OD Means Business





Presenter:
Catherine Mercer Bing
CEO, ITAP International, Inc.
Managing Director, ITAP Americas, Inc.

- BS (Drexel University) – Major Sociology; MA (Rider University) – Major Education
- Brief Background
 - Teacher - 7th, 8th, 10th 11th and 12th in the US and Iran
 - Teacher - University-level Marketing/Communications
 - HR - NY Times, Lockheed IMS and Chase Manhattan Bank
 - ITAP – Managing Director ITAP Americas; CEO ITAP International
 - Works with clients and partners in: Argentina, Australia, Austria, Belgium, Canada, China, Denmark, France, Germany, Holland, India, Ireland, Kenya, Malaysia, Mexico, the Philippines, South Africa, South Korea, Singapore, Spain, Sweden, Switzerland, Taiwan, and the UK.

Agenda



Introduction

- Expectations
- Who Am I?; Who Are You?
- Activity 1 – Case: Organizational Realities

Organizational Impact on Teams

- Whole Team Support System
- Organizational Factors That Impact Teams
- Culture and Organizations

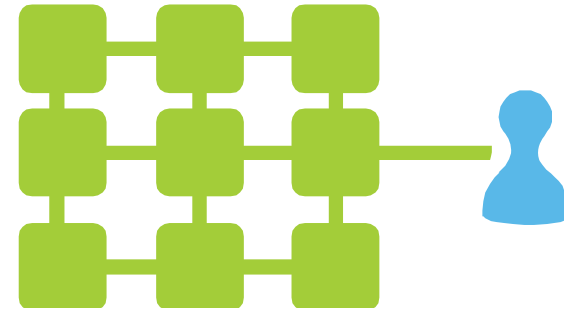
Culture: Impact in Teams

- Cultural Metacognition
- Activity 2 – Delegation (Cultural Language)
- Localizing activities for use globally
- Activity 3 – Trust
- Cases for Analysis

Summary and Close

Expectations

- Interactive session/sharing
- Focus on
 - analysis the causes of external issues on global teams
 - analysis the causes of cultural issues on global teams
- Have some fun
- Other?



Activity 1

Organizational Issues

Activity 1

P. 3

Team Issues:

You are a senior internal or external consultant specializing in creating effective team interventions. A client comes to you and during the conversation asks for team building training for members of a globally disbursed technology team. The client is convinced that the members of the team are not committed to the work of the team even though the outcomes are very important to the success of that division of the company. He points to missed milestone deliverables and a lack of urgency about meeting deadlines.

In a conversation to uncover examples of the problems on the team, the client writes, “...*broadly speaking we have seen the following:*

- *Lack of motivation/initiative*
- *Lack of confidence*
- *Lack of ability to work independently*
- *Lack of taking ownership*
- *Lack of domain knowledge*
- *Inadequate technology skills.”*

In discussions with the team members, they believe that the team leader is not committed to the success of the team. They complain that the team leader:

- Is not keeping team members informed of project updates
- Is not available during their work hours because they are not located all in the same time zone
- Gives interesting assignments to those employees co-located with the team leader
- Has never visited their site even though their section was acquired over 5 years ago.

Directions

- Gather into small groups
- List all the possible factors that you can think of that might be causes of these perceptions
- Be prepared to share your thoughts with the larger group
- Take 5 minutes



Directions – Part 2

- In the same small group list the questions you should ask to help identify factors that might be causes of the issues
- Be prepared to share your thoughts with the larger group
- Take 5 minutes

Debrief

- Possible causes?
- Questions to ask to uncover root causes?

Organizational Realities

- Remote selection practices (dependence on resume information about specific engineering degrees while not knowing which university degrees actually prepare remote employees with “adequate technical skills”)
- Organizational policies that limited travel to remote locations
- Limited foresight as to the development impact when interesting assignments are distributed

Cultural Issues

- Misunderstanding of the leadership needs of the employees (for example, how much context and specific directions to give them when delegating)
- Lack of appreciation for the needs of the employees to have accessibility to the remote supervisor

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Summary and Close

Whole Team Support System



1. Alignment Within the Organizational Context

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- ☐ Do cross-functional teams have the full support of functional heads?
- ☐ Is the functional work viewed by functional heads as equally important as team work, more or less important?
 - ☐ Have the team leader and functional head negotiated about the functional resources they need and time length of the project?
 - ☐ Have the team leader and the functional heads come to an understanding about the way they will assess the resources from each function?
 - ☐ Are the lines of budgetary authority clear and supportive of team objectives?
 - ☐ Do team members have the authority from their function to implement team objectives?
 - ☐ Who has made it clear to the team members what authority team members have to represent and make decisions for their function?

2. Selection and Development of Leaders and Team Members

- ☐ Do project team leaders and members have previous experience?
 - ☐ How much do team members understand about what is expected of them as a representative of their function?
 - ☐ Do they understand what they are to do and what is acceptable behavior when interacting with other team members?
 - ☐ Are they partnered with someone on the team or outside the team who has experience and can coach or mentor them through the process?
- ☐ Is this opportunity of being a team member being framed as a development opportunity? If so, whomever is assessing team member development needs to be mindful when they conduct performance reviews that people sometimes learn better or quicker from their mistakes.
- ☐ Have team leaders and team members with experience had the opportunity to share “lessons learned” with those who have less experience? If not yet, where can they get some of this information?

3. Chartering Teams

- ☐ Who are all the stakeholders in this process/project?
- ☐ What departments own the process and which are supportive to the process?
- ☐ Look at each stakeholder group. Does this stakeholder group need representation at all stages of the team's work?
 - ☐ If so, who should represent the stakeholder on the team and in what capacity are they serving (support, decisions making, review of decisions made, reporting to the real stakeholder, etc.)?
 - ☐ If not, when do they need representation in the team? How much communication should they receive about the team's work prior to the stage at which their representative joining the team?
- ☐ Does the team understand how the team's work aligns with the company's strategic direction?
- ☐ Do the team members know each other and have an opportunity to get to know every team members' background, experience, strength and responsibilities toward this team's work?

4. Measuring Process and Tracking Performance

- ☐ What are the milestones for each segment of the project?
- ☐ What are the set/agreed upon timelines for each segment of the project?
- ☐ Who is responsible for each task?
- ☐ Is it clear to whom they are to “hand-off” when other tasks are dependent on their deliverable?
- ☐ Which of these tasks are dependent tasks and which are independent tasks?
- ☐ How are the expenses tracked? Who is responsible for tracking and reporting on them?
- ☐ If tasks fall behind, who has responsibility to approve the expenditure of more money (e.g., put more people on the tasks) in order to ensure deadlines are kept? Is this the same person who determines if the quality of the outcome can be lowered in order to keep the timetable?
- ☐ Do team members know who has this responsibility and respond accordingly?

HPIs

- ☐ Have you way of measuring critical team processes such as work distributions, clarity of roles and responsibilities, conflict levels, leadership, trust, etc.?
- ☐ Do you have ways of measuring whether there is improvement over time?

Technology

- ☐ Is there a technology platform that allows for project documents to be posted?
- ☐ Do all team members have access to the document repository?

5. Determining Effectiveness and Fit

- ☐ Do the team members feel their work “fits” into the larger organization?
- ☐ What evidence of this “fit” do they have/look for?
- ☐ Do they feel they have the support from upper management? If not, what do they need/expect?
- ☐ Do they get the opportunity to tell others, outside the team how/what the team is doing?
 - ☐ If others don’t ask about the work of the team, can situations be created to provide the venue for team members to tell others about the work of the team (e.g., presentations/reports)?

6. Providing Intervention and Support

- ☐ Are team members and the team leader experienced and successful at similar team projects of this kind?
- ☐ Is progress in the communications, trust, and other process factors being measured so that timely intervention can refocus the team before too much time/energy/trust is lost?
- ☐ Do team measurements tell you what the team has identified that is not going well (so you focus first on the low hanging fruit – what they agree needs fixing; and so you can work through as a team those areas where they disagree about what is going well or needs attention)?
- ☐ Are team members notified when there are organizational or strategic shifts that could impact their work or the importance of it?
- ☐ Are support mechanisms available and ready when issues are raised?

7. Providing Management Metrics

If effective team leaders in an organization can be identified, senior leaders can:

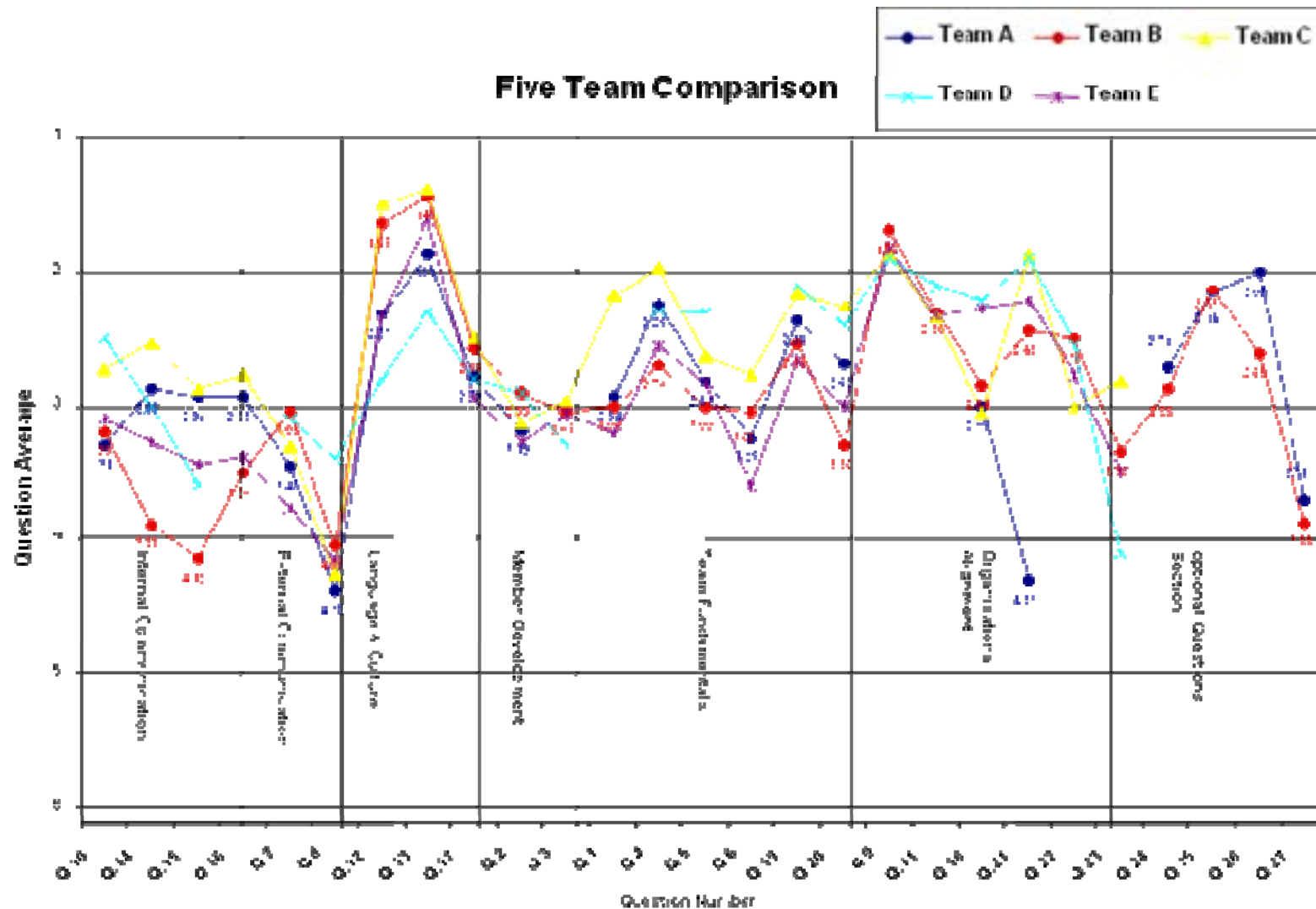
- ☐ Leverage the leaders' skills assigning them to the most critical work.
- ☐ Use skilled team leaders to mentor and develop newer team leaders.
- ☐ Leverage the resources of effective team members.

If they can measure team progress across several teams, they can:

- ☐ Create early detection systems to address problems, barriers and issues well before milestone are not met and deadlines slip.
- ☐ Juggle needed resources and make these available only when needed thus finding efficiencies in the use of certain resources.

If they can measure team progress across the organization, they can monitor the impact of policy changes.

Providing Management Metrics

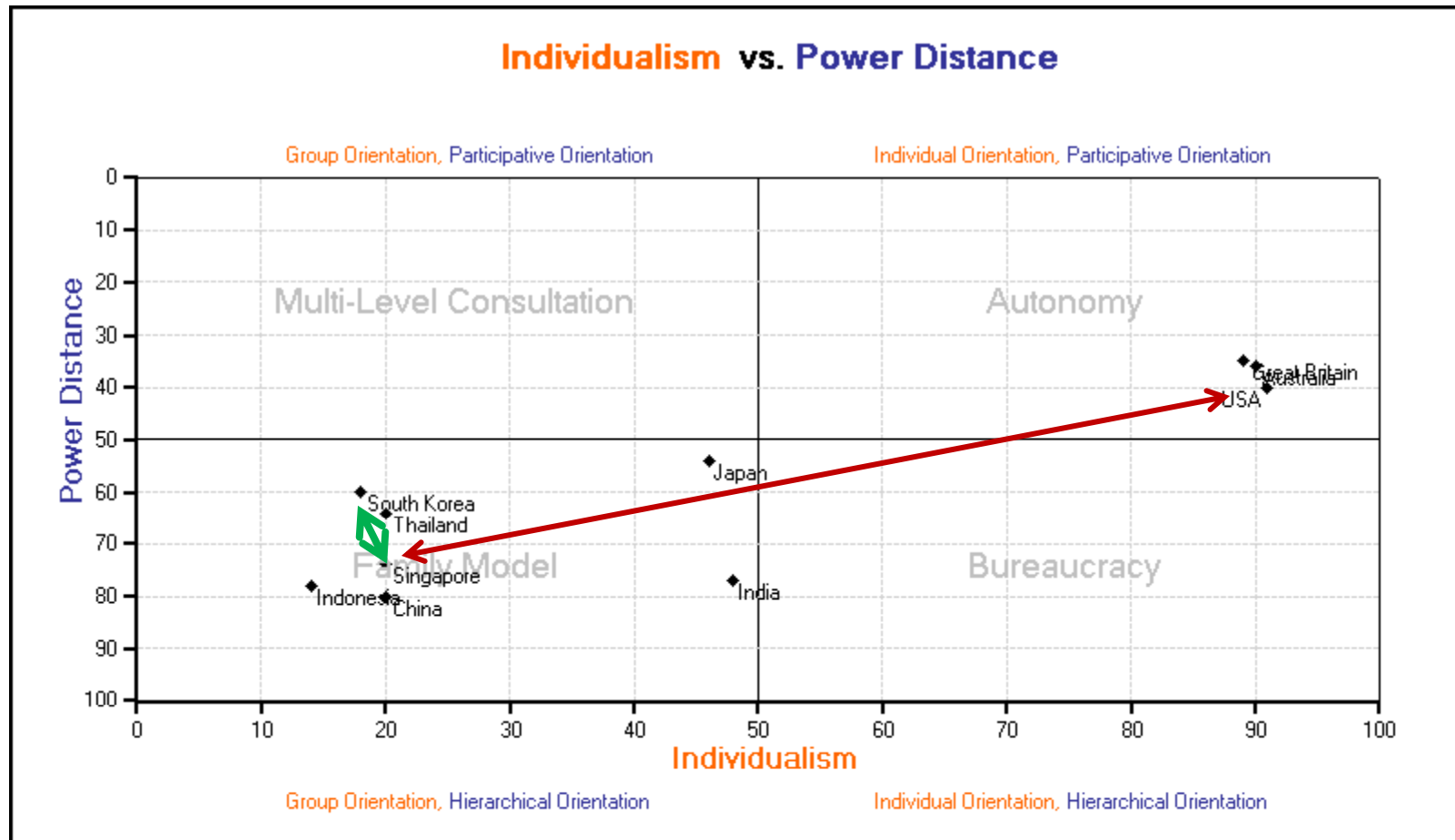


Measuring Team Alignment with Organizational Practices (also called Organizational Culture)

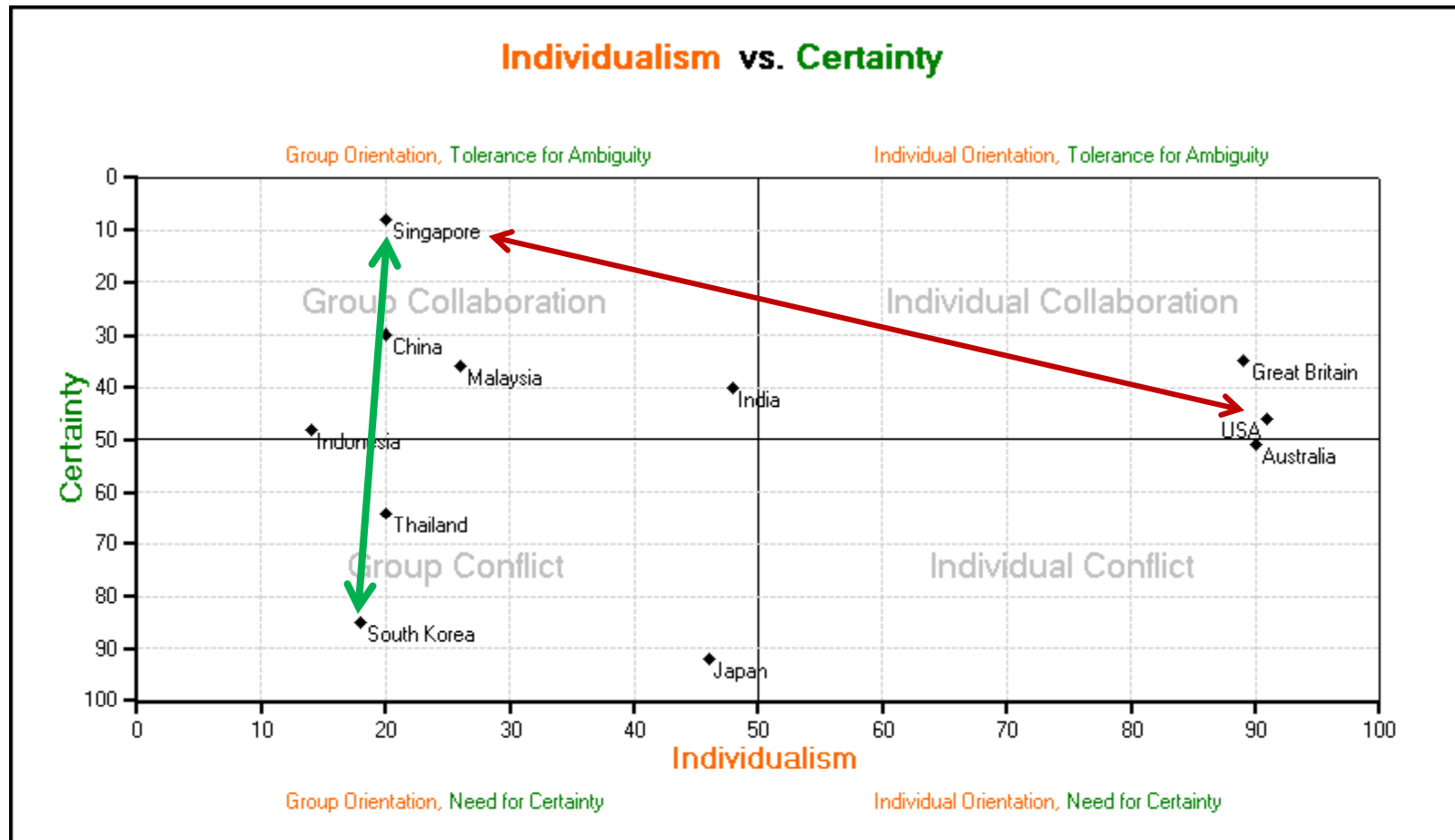
Culture to “Practices”

- Does the team culture align with the organizational practices (sometimes called organizational culture)?
- How do we measure this?
 - Do the results of respondent scores match the corporate “culture” expectations?

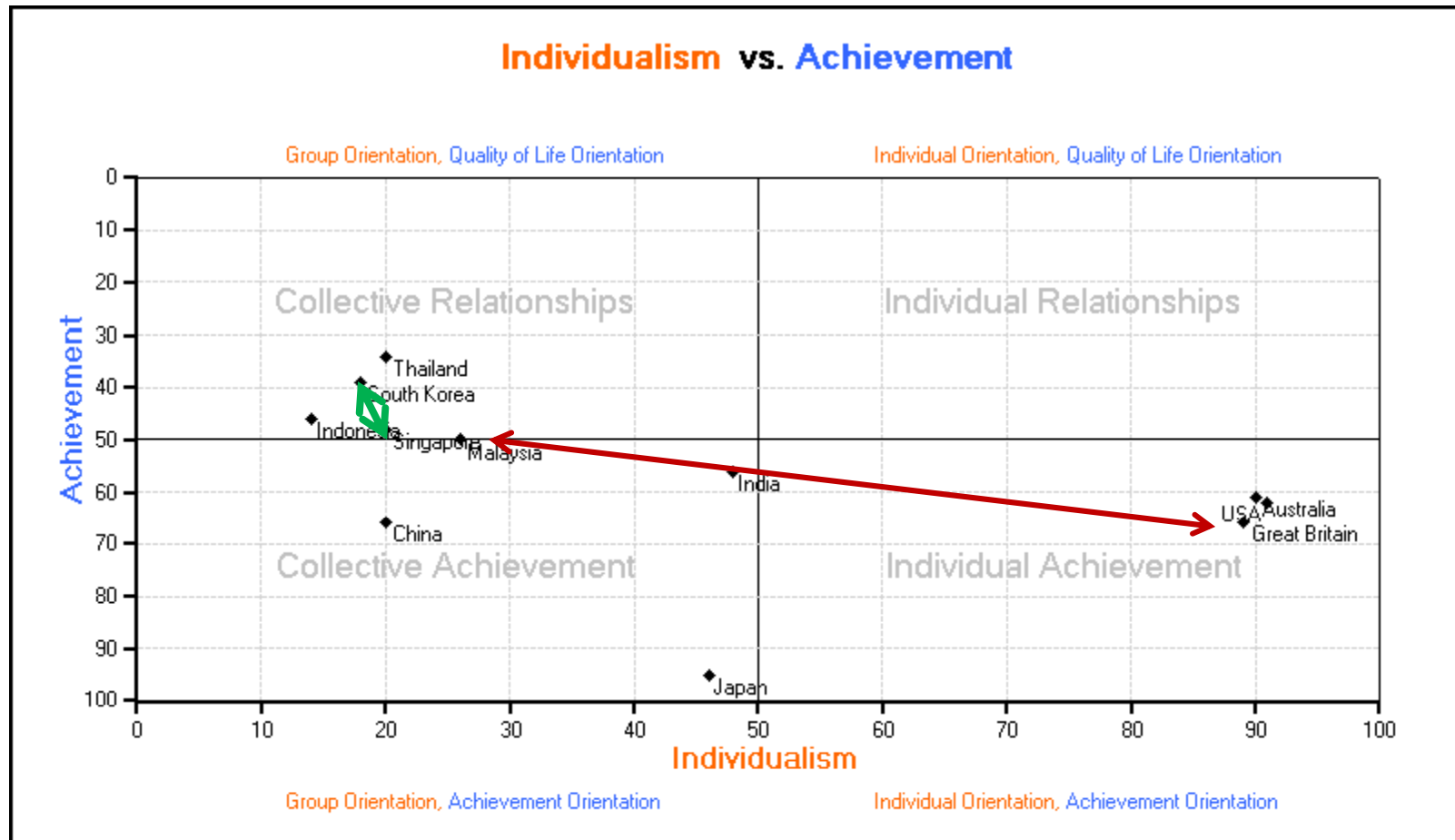
Decision Making



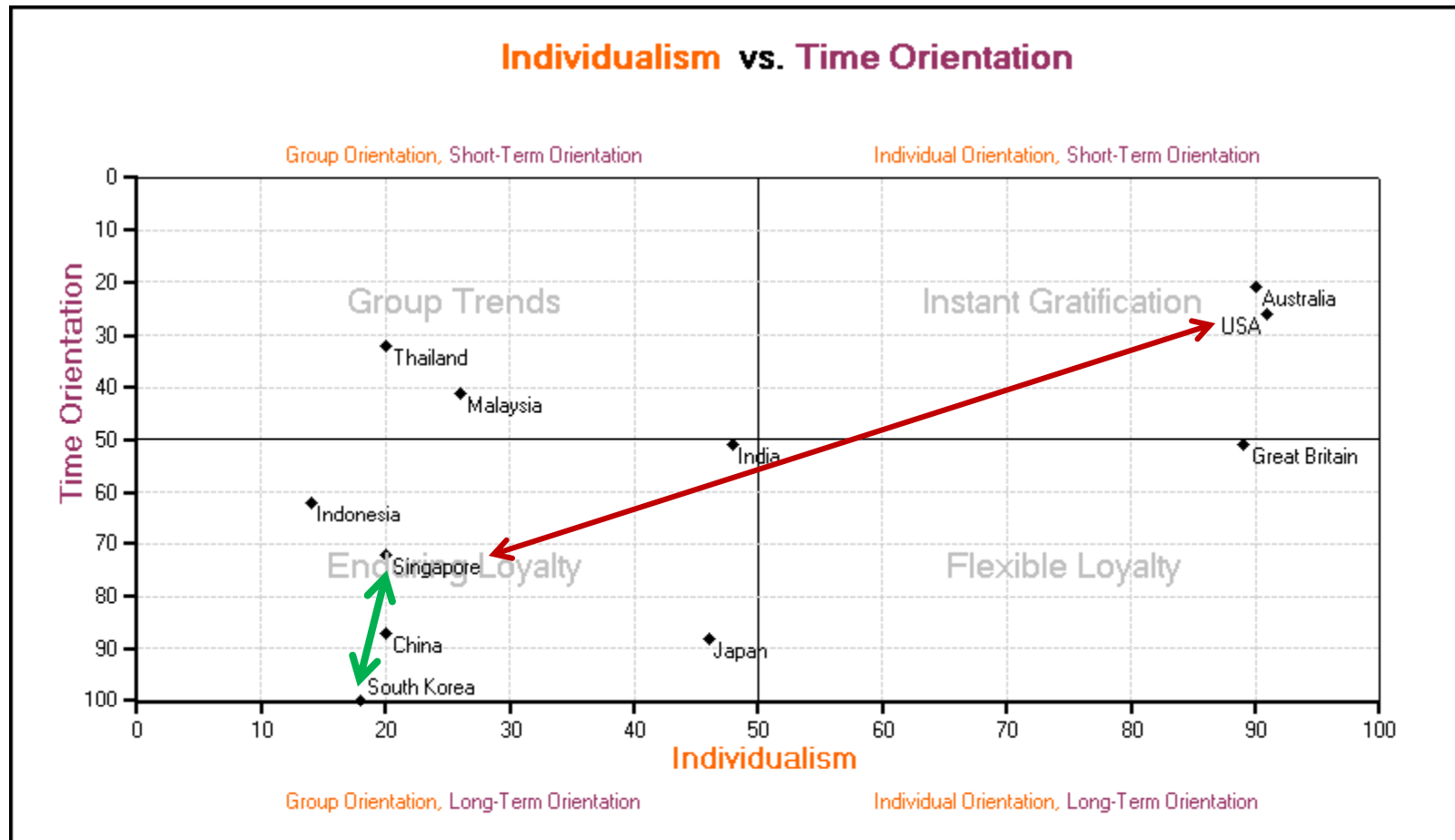
Change Process



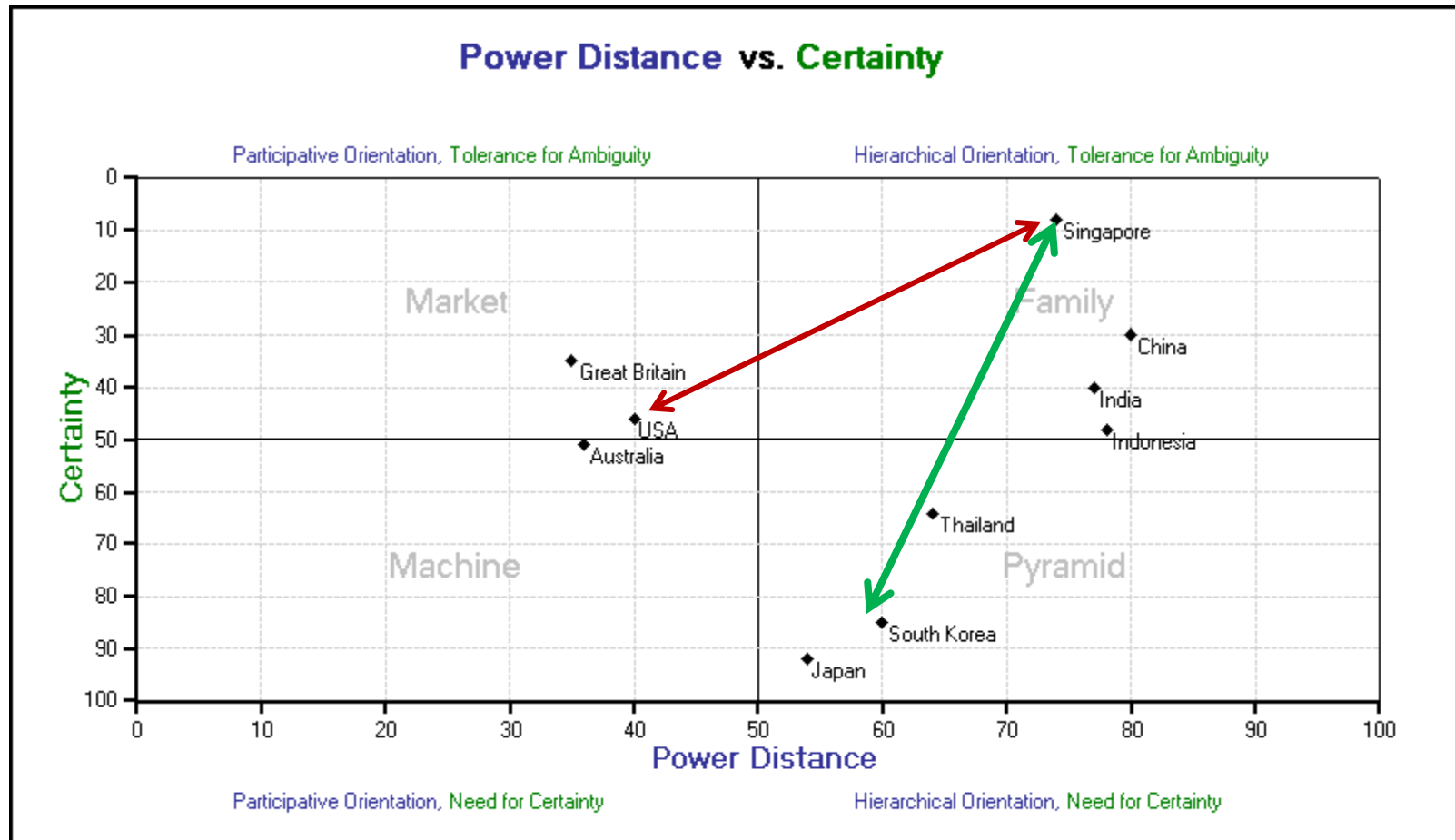
Social Dynamics



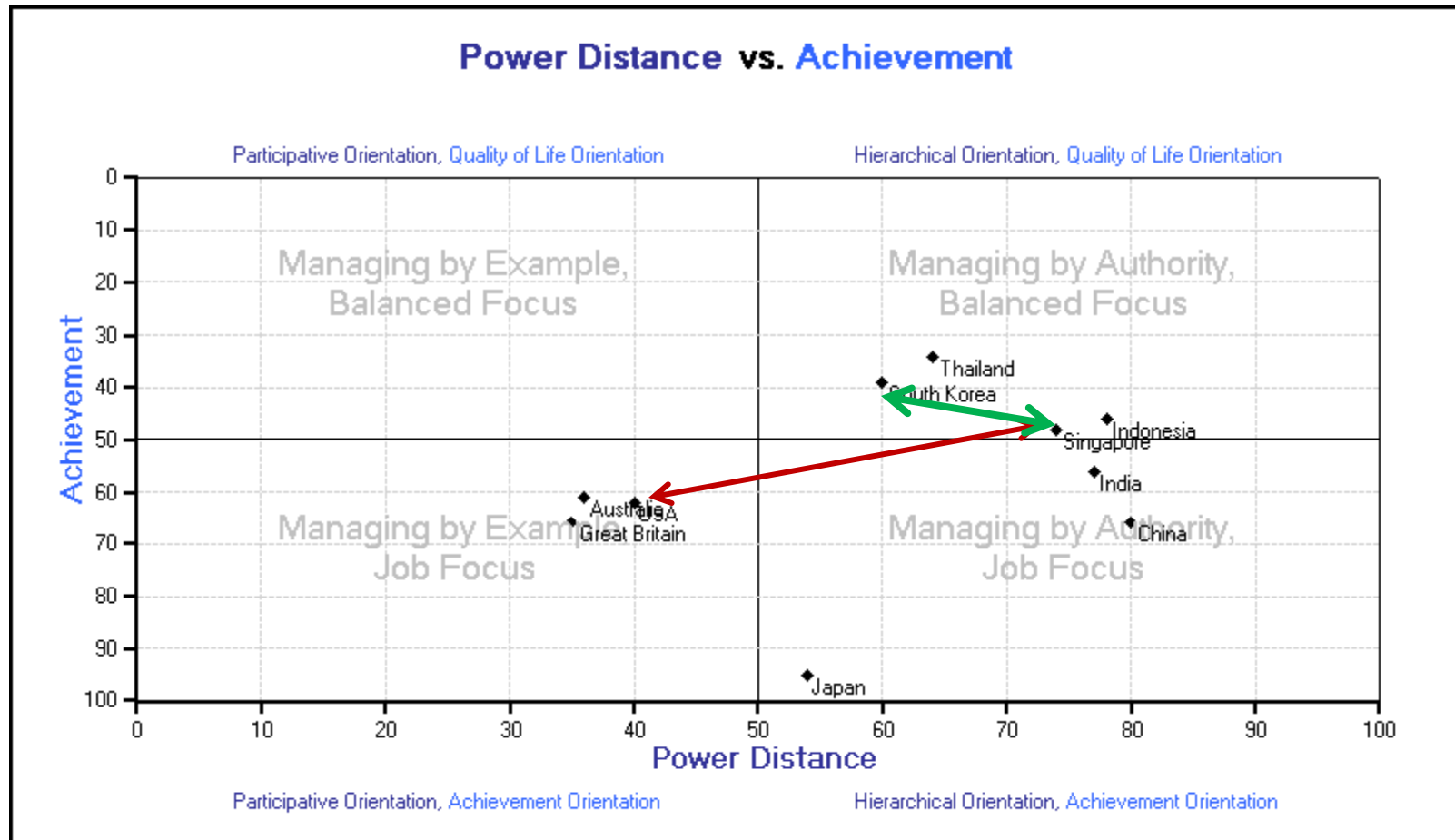
Loyalty



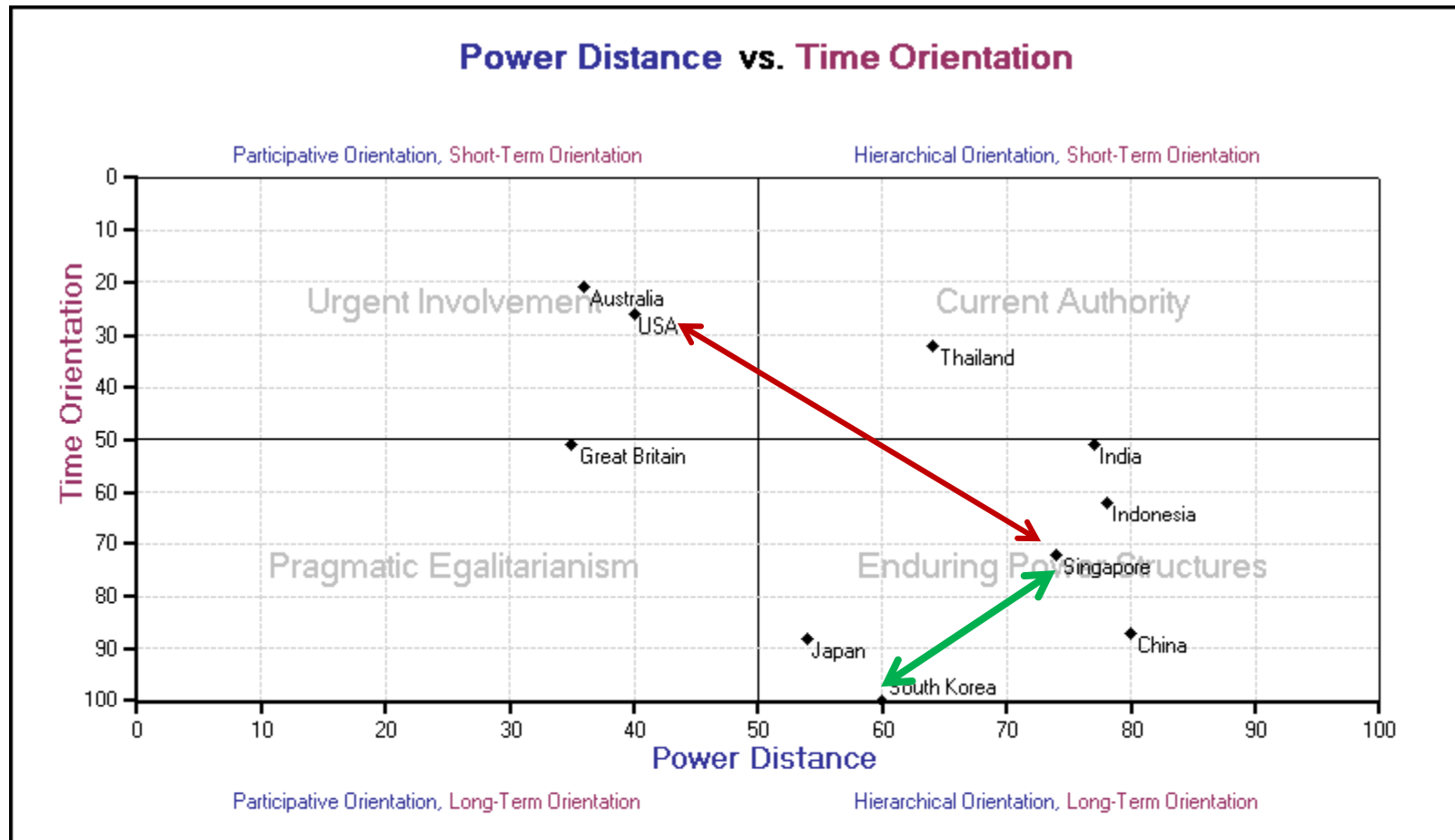
Organizational Configuration



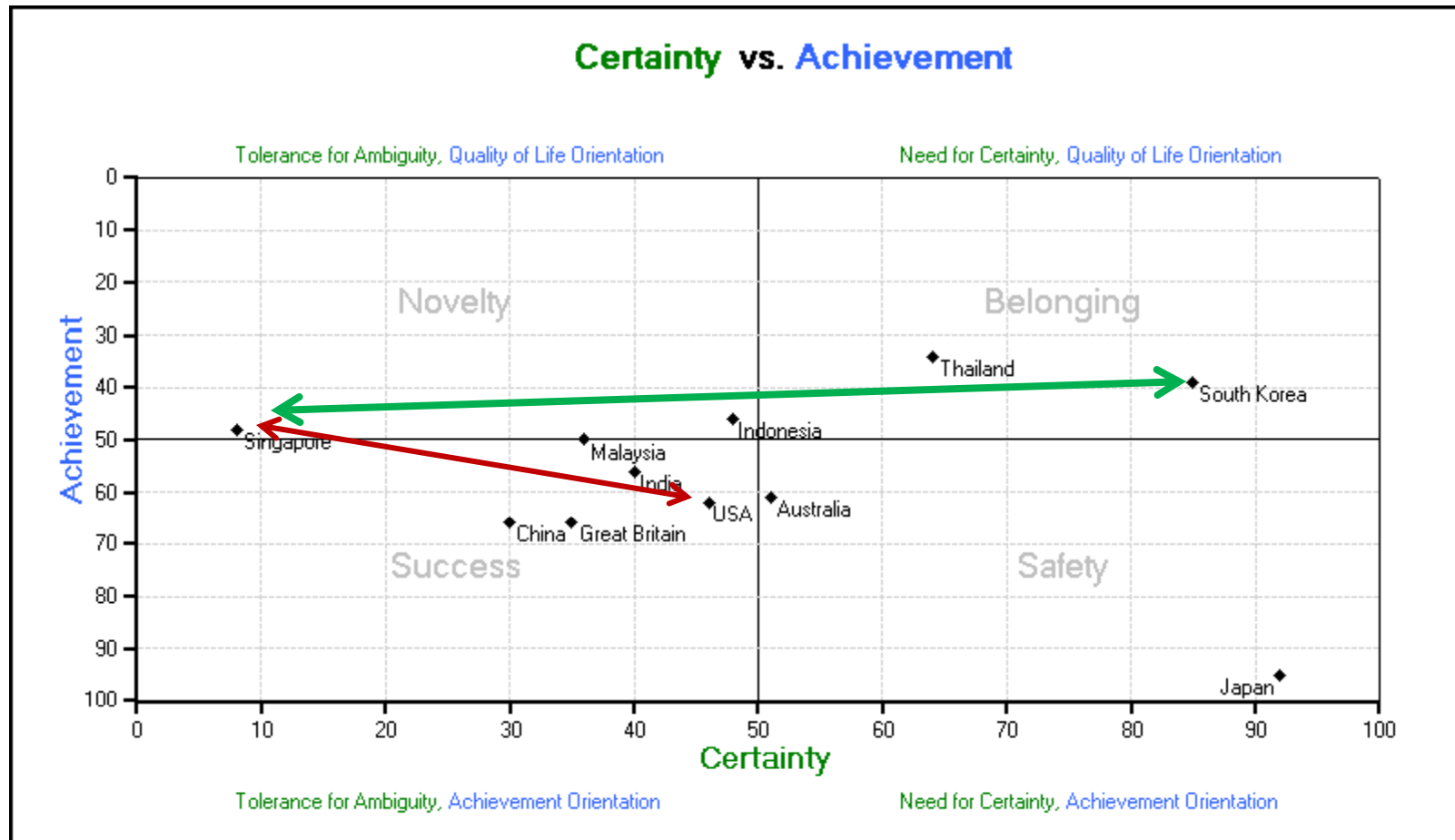
Leadership Style



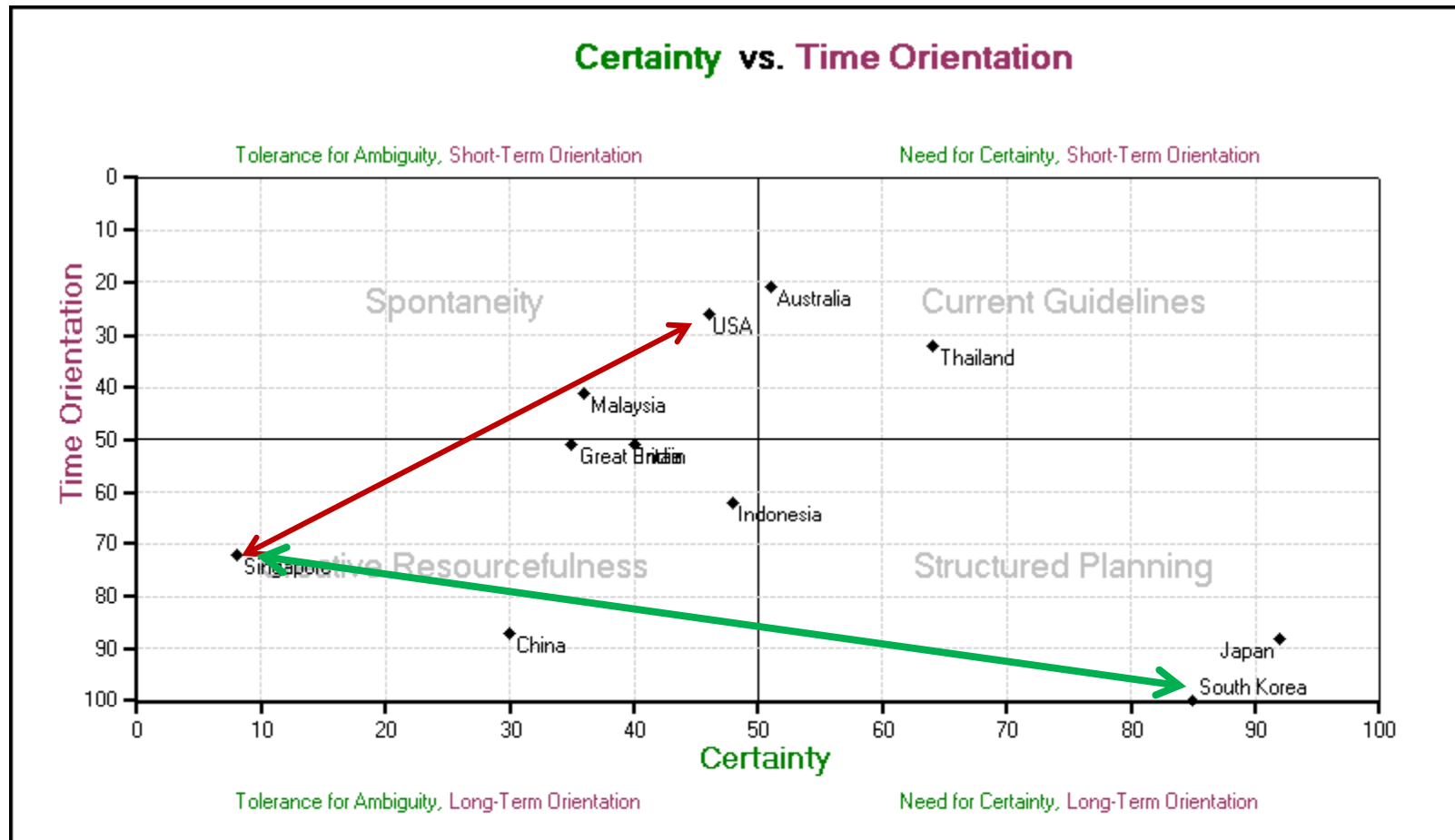
Power Structure



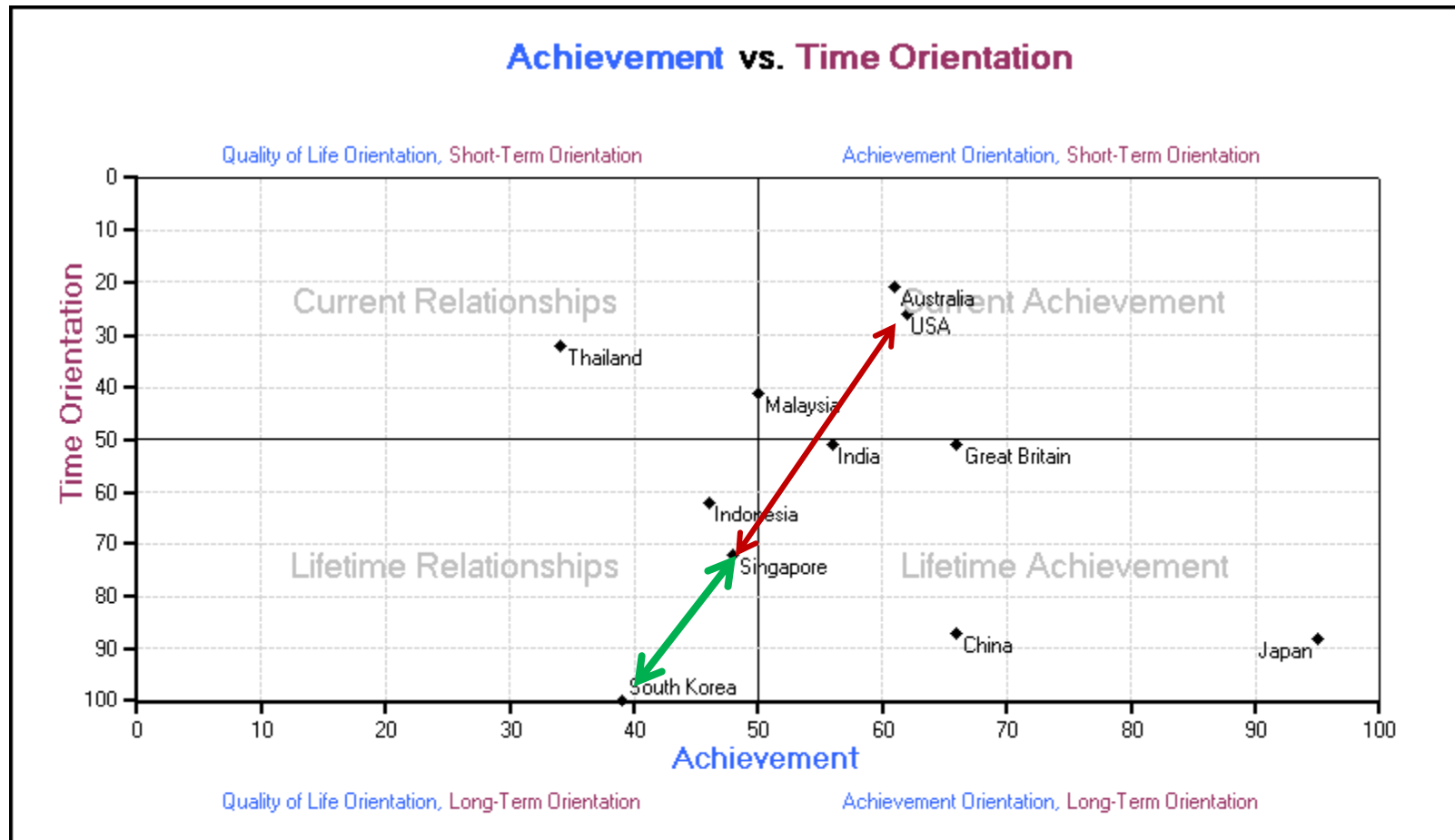
Motivation



Business Process



Focus of Life



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Summary and Close

Culture in Context

Individual

- Personal History
- Family Background
- Personality
- Gender

Environmental

- Economic Factors
- Market Issues
- Social Factors

National Culture

- Education
- National Values
- Fundamental Beliefs

Organizational Climate

- Corporate Culture
- Organizational Structure
- Global Reach

SOURCE: From various published articles authored by John W. Bing, Ed.D © John Bing 2000 - 2011

Values Learned Early

- Evil vs. good
- Dirty vs. clean
- Dangerous vs. safe
- Forbidden vs. permitted
- Decent vs. indecent
- Moral vs. immoral
- Ugly vs. beautiful
- Unnatural vs. natural
- Abnormal vs. normal
- Paradoxical vs. logical
- Irrational vs. rational



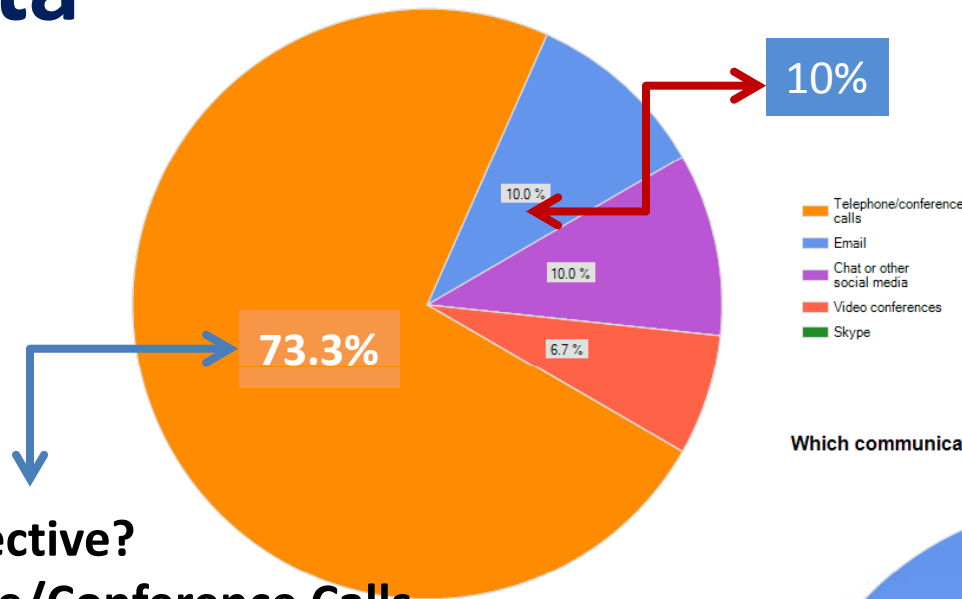
How do we learn this?

- Family
- School
- TV/other media
- Friends/their families
- Communities in which we live
- Church or religious institution
- Other...



Use Survey Monkey to Collect Relevant Data

Which communication technologies do you find most effective for your remote teams?

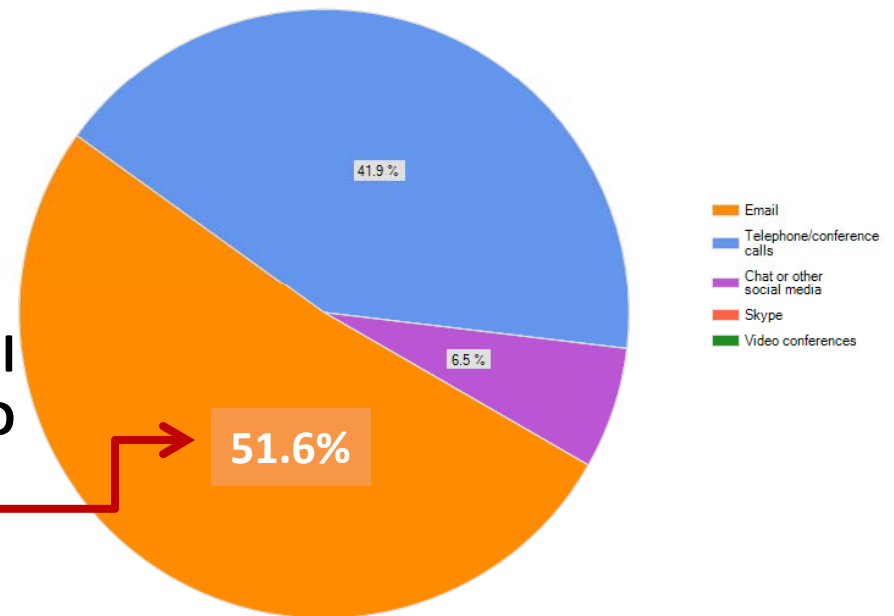


10%

Telephone/conference calls
Email
Chat or other social media
Video conferences
Skype

Which communication technologies are used most often in your remote teams?

Used most often? Email
TASK-FOCUSED



Email
Telephone/conference calls
Chat or other social media
Skype
Video conferences



Activity 2

Delegation

Activity 2 - Delegation

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DIRECTIONS:

- Group into teams of 6 – 8 people
- Identify who's birthday is coming up but closest to today
- That person can pick who will play the role of the team leader; all others will play the role of the team member
- Team leader assignment

Team Leader Role

This team project that you have been tasked to lead has been approved with a budget of \$750,000 USD. Your task is to assign a team member (played by all the others in the group) and task them with projecting costs for the team and tracking expenses over the life of the project.

Think about how you will describe this and get ready to delegate the responsibility.

Team Member Role

- Your team leader will be delegating a financial responsibility to you. You have experience in this kind of work. (All of the group members will play the same role – that of the team member to whom this task is being delegated.)
- Listen to the team leader as the task is delegated.
- Ask no questions.

Delegation - Part 2

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DIRECTIONS:

- Count off – 1, 2, 1, 2...
- Team member(s) who are 1's - write down the questions that might come to mind for you as if you had been socialized with a Need for Certainty Orientation.
- Team member(s) who are 2's write down the questions that might come to mind for you as if you had been socialized with a Hierarchical Orientation.
 - Take 5 minutes to list your questions. Make these real questions that you might ask if you were a finance professional.
 - Be prepared to share the questions with the larger group.

Delegation

What kind of language was used by the leader at first?

- High Power Distance Language (Hierarchical)
 - Examples of words or phrases that seemed hierarchical?
- Low Power Distance Language (Participative)
 - Examples of words or phrases that seemed participative?
- Certainty Language – Need for Certainty
 - Examples of words or phrases that focused on details?
- Tolerance for Ambiguity Language
 - Examples of words or phrases that focused on general parameters?

What Has To Be Changed?

- Work together to come up with a couple of examples of what was said and how to change it to be
 - more appropriate for someone who was socialized with a Hierarchical Orientation.
 - more appropriate for someone who was socialized with a Need for Certainty Orientation.



Activity 3 - Cultural Metacognition



Importance of Cultural Metacognition

“Cultural Metacognition refers to a person’s reflective thinking about his or her cultural assumptions.”

“Cultural Metacognition seems to have a strong effect on how people effectively collaborate across cultures.”

“Managing cultural friction not only creates a harmonious workplace, but ensures you reap the benefits of multiculturalism at its best.”

Professor Roy Y.J. Chua
Assistant Professor, Organizational Behavior unit
Harvard Business School

SOURCE: Blanding, Michael, *Cultural Disharmony Undermines Workplace Creativity*, **Harvard Business School Working Knowledge Magazine**, 09 Dec 2013

Competencies Requiring Cultural Metacognition

- Managing **virtual** teams
- Managing agility
- **Cross-cultural** employee engagement
- Managing in a matrix organization
- Managing innovation in a **cross-cultural** setting
- Mastery of social networks
- Collaboration with peers from **multiple countries**
- Mastery of the latest advances in virtual technology
- Applying ethical standards in **multiple countries**
- **Multi-country** supply chain management

SOURCE: “*Developing Successful Global Leaders*,” The Third Annual Study of Challenges and Opportunities 2012; Conducted in Collaboration with the Institute for Corporate Productivity (i4cp) and *Trainingmagazine*

Cultural Metacognition Helps In...



Activity 4 - Localization Examples



Activity 4: Tell me something about this...

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Directions: In the booklet provided, on page 12, use column 1 and write out all of your comments. You have 3 minutes.

Activity: Part 2

- At the top of Column 2 write the letter D
- At the top of Column 3 write the letter I
- At the top of Column 4 write the letter E
- At the top of Column 5 write the letter D

Activity: Part 2

- At the top of Column 2 write the letter D
- At the top of Column 3 write the letter I
- At the top of Column 4 write the letter E
- At the top of Column 5 write the letter D

The processes we use to **Describe, Interpret,** and **Evaluate** are culture bound, and limit our ability to understand other cultures. Too often our **Decisions** are based on assumptions not facts.

Activity (localized): Part 2

- Column one will be your list
- At the top of Column 2 write the letter S
- At the top of Column 3 write the letter T
- At the top of Column 4 write the letter E
- At the top of Column 5 write the letter A

Activity: Part 2

- At the top of Column 2 write the letter S
- At the top of Column 3 write the letter T
- At the top of Column 4 write the letter E
- At the top of Column 5 write the letter A

The processes we use to describe what we **SEE, THINK** about (interpret), and **EVALUATE** are culture bound

We base our **ACTIONS** on the STE. T and E limit our ability to understand other cultures.

Metacognition Debrief



- **DESCRIPTION:** What I **See** (only observed facts)
- **INTERPRETATION:** What I **Think** (about what I see)
- **EVALUATION:** How I **Evaluate** (about what I think...positive or negative)
- **(MANAGEMENT) DECISION:** What **Action** (if any) do I need to take (that is culturally appropriate)
- The key to Intercultural Metacognition is listening without interpretation or evaluation. This is why understanding cultural drivers is so important.

Case Examples



Language and Culture

The Issue of Language Differences:

- The German member of an international team contradicts his team leader in team meetings, tells the boss he is wrong, and always answers first when the team leader asks for input. The team leader decides to change the team dynamics by asking the German to hold his ideas until after the meeting. After each meeting they go into his office and have long talks behind closed doors.

Impact on the Team:

- This scenario is filled with cultural overtones. The German way of communicating is to be direct, to point out errors in thinking and to be clear and direct. This appears to most of the colleagues (from a variety of European and Asian cultures) on the team as rude and disrespectful to the boss. The boss is viewed as weak and ineffectual and the German is viewed as not a team player.
- To “fix this” the after meeting conversations in the bosses office also have unintended consequences. The rest of the team think they are not valued since the leader spends so much time alone with the German...who has made it obvious that he disrespects the boss.

Leadership Credibility

Leadership Credibility Issue:

- A British manager is promoted to run a team in France. In his first team meeting he asks a lot of questions of the staff and tells them he will stop by their work space and talk to each one to find out what he/she is doing and to discuss their work plans. Team members leave the meeting disappointed and distrusting of the new Director. They talk among themselves about why he was promoted if he has to ask them what they do in their jobs.

Impact on the Team:

- While the Director believed he was being inclusive. His Participative Orientation, his new team felt he was not a strong, decisive leader. They expected a leader with a more Hierarchical Orientation. They pointed to his having to ask them what work they were doing and his coming to their work space instead of inviting them to his office. It took him over 9 months to develop his credibility with his direct reports (with cultural coaching he was able to learn to be more directive and present a more Hierarchical Orientation in his behaviors.)

Team Relationships

Team Relationship Issues:

- Maritza heard from a colleague that Greta was very hard to work with on a recent team project. She is so cautious when working with Greta that it seems to Greta that Maritza is avoiding her.

Impact on the team:

- In her first couple of interactions with Greta, Maritza perceives that Greta seems to care most about the work and not so much about members of the team. This makes Maritza uncomfortable when she has to interact with Greta so she tends to be quiet and withdrawn. Greta perceives Maritza as not being committed to the success of the team so she “goes around” Maritza, leaving her out of some of the team interactions.

Family Importance

Local Family Event Issues:

- Manual works in a call center team in Manila and he has been invited to attend his older brother's first son's baptism. Manual asks for three days off to go to the baptism which is being held on another island in the Philippines. His team leader refuses the request.

Impact on the team:

- Manual resigns because family is more important than the job in the Philippines, and the rest of the team loses respect for the team leader. The team leader is not seen as sympathetic to the geographic issues about travel between islands in the Philippines. Nor does he seem to understand the importance of attendance at family religious events.

Lack of Coordination

What's Happening Here?

- Helen, who is the operations specialist on the team, has been called to the manufacturing floor by her manager to troubleshoot a problem that has occurred just prior to a visit from a prospective customer. She misses an important virtual status meeting with an existing customer and her team members need to cover for her.

Impact on the Team:

- Team members feel insecure when giving a status update on her specialty. They feel that she has let them and the customer down. They also feel that the team leader was weak - not strong enough to negotiate with Helen's manager to prevent this unfortunate double scheduling.

Communication Outside the Team

Communication Issue:

- Macon's team deliverables schedule has slipped. He estimates that he needs an additional 3 weeks from the 2 programmers on his team in order to ensure that the testing process is completed before customer delivery. He goes to the head of Research and Development to ask for an extension of the programmers and finds out that this extension is practically impossible. One of the programmers has been assigned to another team in a different location and will have to relocate for 3 months and the other is scheduled for a training delivery in India during that time.

Impact on the Team:

- The team, which has worked hard to get to this point, is now left without key members of the team (the programmers). This is due in part to the team leader's failure to keep to the agreed timeline and the team leader and functional leaders' failure to inform each other of schedules and assignments. This hurts the team leader's reputation both inside and outside the team. It may also damage the reputation of the company if testing is not completed before customer delivery. Team members become frustrated that the impact of this situation may overshadow all the hard work it took to get the project close to completion.

Leadership

Leadership Issue:

- Jana is a very-well respected nurse who is tasked with leading a drug regulatory approval preparation team. On her team of 18 people are three doctors. No senior sponsor attended the team charter meeting. The doctors find it difficult to report to a nurse and complain to her supervisor that she is not an effective team leader.

Impact on the team:

- Jana has to call in consultants to assess the human process interactions on the team to demonstrate to her sponsor that the issue here is caused by her profession being considered a “lower level” one by the doctor . . . and not ineffective team leadership. Even though the assessment proved she was effective as a leader, the team lost time and money dealing with what should have been a non-issue.

Hierarchy is Important

What is Happening Here?

- The Spanish members of a pharmaceutical research and development team copied their functional managers on all team correspondence.

Impact on the Team:

- Their US American colleagues viewed this behavior with skepticism. It made them wonder if their Spanish colleagues did not trust them. The Spanish members felt it was important to keep the boss informed and felt that their US American colleagues were trying to hide something when they did not cc: their supervisors.

Unintended Consequences

Use of Voice Mail Issue:

- During a merger situation, HR was considered an integral part of the team even though they were in a location remote to the rest of the team. The human resources team members each had published their office extension telephone numbers in the employee directory. In the directory they also published a general department number. The purpose of the department number was so that employees could call and leave a message when the individual members of the department were not available.

Impact on the Team:

- The other team members were more familiar with the general department number so every time they called HR they got voice mail. The reputation of the Human Resources team suffered as they were seen as not readily available or accessible. Team members expressed disappointed with the lack of commitment on the part of the HR members.

Who is Accountable?

Accountability Issue:

- Sami raises a serious problem he has with the upstream department. He describes how their hand-offs to his department make project completion difficult. Sami's group needs to reformat and reconfigure the deliverables to complete their own responsibilities. This impedes progress for the line. Everyone leaves the meeting after a very productive problem-solving session. Three weeks later the same issue is raised by Sami since no changes have been made.

Impact on the Team:

- Team members are pointing fingers and avoiding taking responsibilities for their part of the solution. This team is very frustrated and members are losing patience.

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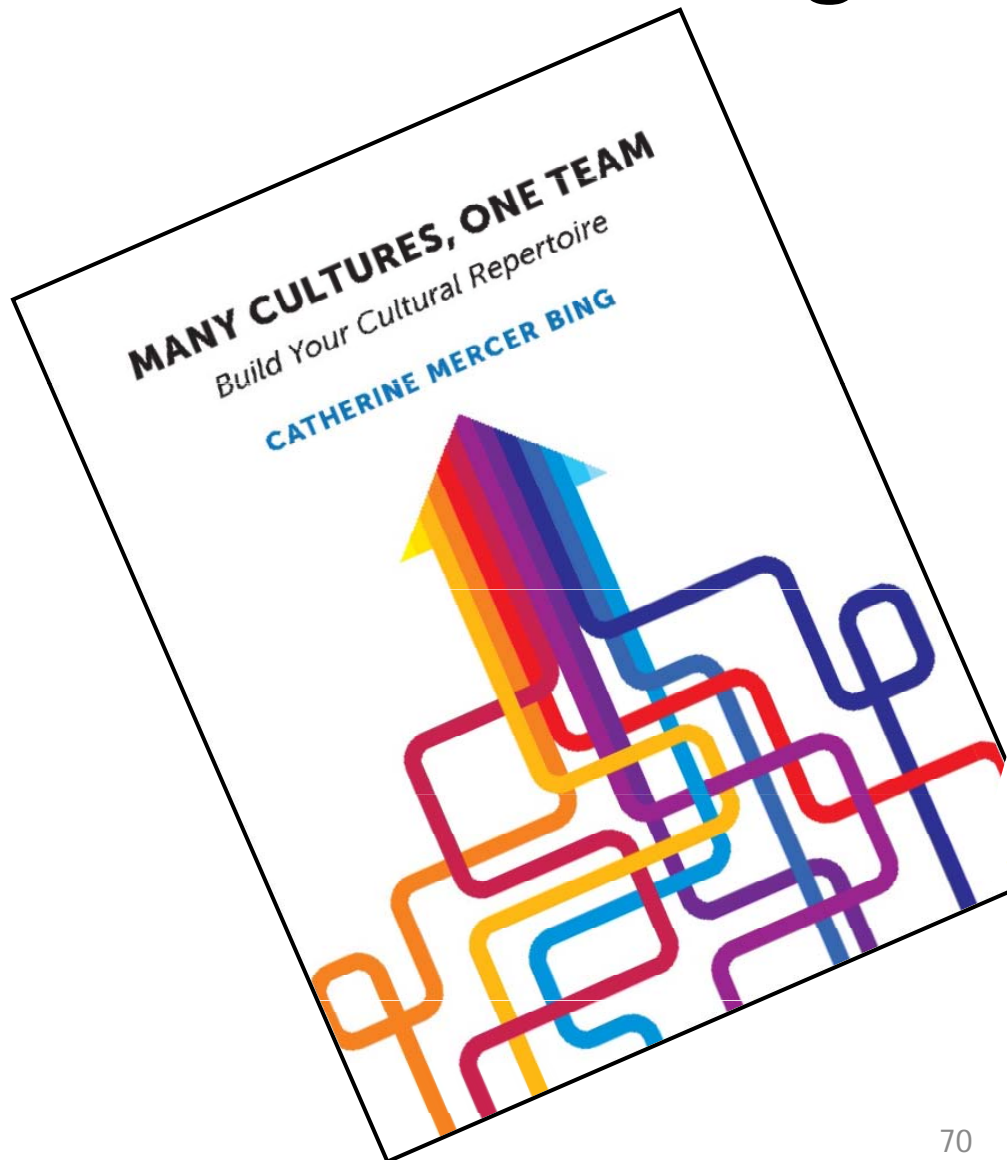
Summary and Close

SUMMARY

- **Team Building is important to help establish or improve team member relationships**
- **Also important:**
 - Trust/barriers to trust
 - Leadership credibility (affective and cognitive trust)
 - Processes and human process interactions (HPIs)
 - External/organizational factors
- **Review**
 - Process Issues
 - Performance Issues
 - Organizational Issues
 - Leadership Issues
 - Skill Gaps, etc.



Drawing for Copies...



MANY CULTURES, ONE TEAM

Build Your Cultural Repertoire
By Catherine Mercer Bing

Many Cultures, One Team; Build Your Cultural Repertoire is an essential aid for anyone who leads, is a member of, consults with, or supports global teams. Starting from the premise that the concept of team is culturally bound, Catherine Mercer Bing provides guidance for improving team function and performance. Drawing on her extensive experience in supporting global teams, she challenges team leaders and members to reflect on their cultural assumptions – to improve their cultural metacognition – and provides key advice concerning engagement, productivity, and human process interactions on teams.

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Questions???

Catherine Mercer Bing
CEO, ITAP International, Inc.
Managing Director, ITAP Americas, Inc.



353 Nassau Street, 1st floor
Princeton, NJ 08540 USA
(W) +1.215.860.5640
(M) +1.609.937.1557
<http://www.itapintl.com>
cbing@itapintl.com
SKYPE: CatherineBing

