

Developing 'Global People' in International Teams and Partnerships



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Overview

- Introduction to the Global People project
- The Global People Competency Framework
- The Global People Toolbook: Managing the Life Cycle of Intercultural Partnerships
- WORKSHOP

Global People Project

Global People: Background

- Global People Project forms Phase 3 of HEFCE's £4M eChina-UK Programme
- Phases 1 & 2: British & Chinese universities worked collaboratively on range of eLearning in education projects
- Phase 1: 2003-2005
- Phase 2: 2005-2007.

Key Parties in the Programme

Stakeholder/
Management

HEFCE

MoE

Lead
Universities

U of
Nottingham

BNU

BFSU

WUN

Open/
Cambridge

Tsinghua U

Team
Members

Senior
Management

Academics

Technical
Staff

Trainees

Global People: Background

Two of HEFCE's Key Goals for the eChina-UK Programme:

- Strengthen collaboration between China and the UK
- Disseminate generic insights on a range of issues, including the benefits & challenges of working interculturally

Global People: Background

Phase 3 (Global People): 2008–2009

Key Aims:

- Draw out learning from the eChina-UK Programme on working interculturally
- Identify generic frameworks and models (i.e. not country specific)
- Develop resources that are of practical value to those working in international projects (especially in HE)

Global People: Background

Phase 3 (Global People): 2008–2009

Procedure:

- Review the literature on intercultural competence and on working across cultures
- Analyse data from the eChina-UK Programme & Projects from an intercultural perspective
- Collect new interview data from eChina-UK project members

Intercultural Challenges: Chinese Perspectives

Management

Chinese 23: *“Great differences exist between the working mechanisms in China and in the West. ...*



Our working procedures, overall circumstances, thinking style and decision-making processes etc. are not all the same.”

Communication: Language

English or Chinese?

Chinese 16: *“I think we should show consideration for each other in terms of language. China is now developing very fast; they should know some Chinese to communicate with us. ... We have learned a lot of English; it’s their turn to learn some basic Chinese, as it’s two-way communication. I find it weird that they don’t know even a word of Chinese.”*

他们应该
懂中文

Communication: Protocols

Chinese 02: *Sending mass emails is a good way. But when we send such emails, it will infringe Chinese principles. If I send such an email to a person in a higher position, s/he will feel offended. Nowadays we send various materials by email, but Chinese are special, superiors will feel particularly insulted. ...*

Sending emails to superiors is not a good way, because it shows no regard for status differences between people. Some superiors dislike equality, so the best way to communicate with them is to submit a report, either in written or oral form.





The Global People Competency Framework

The Competency Framework

- Intercultural collaborations are a delicate balancing act

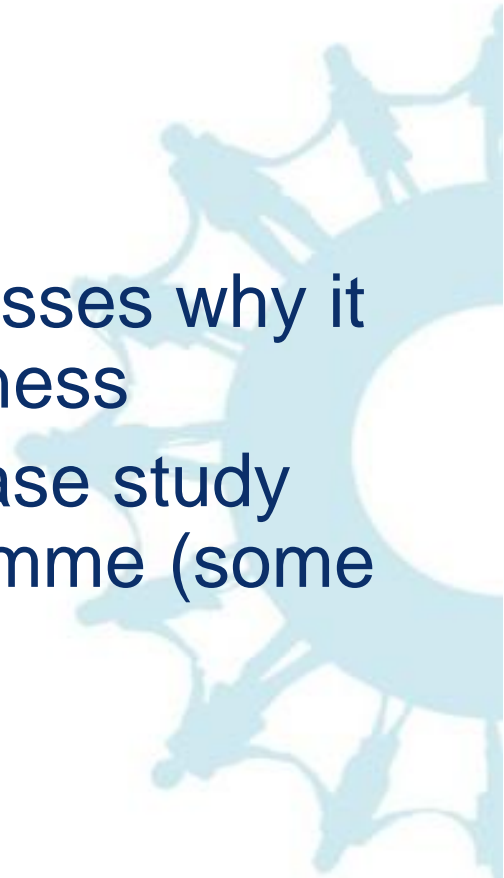
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- Our Competency Framework was developed to help raise awareness of competencies that facilitate intercultural work
- It is grounded in the experiences of members of the eChina-UK Programme

The Competency Framework

- Identifies four competency clusters
 - Knowledge and Ideas
 - Communication
 - Relationships
 - Personal Qualities and Dispositions
- Explains each competency and discusses why it is important for intercultural effectiveness
- Illustrates each competency with a case study example from the eChina-UK Programme (some of them supported by audio clips)




Communication Competency Cluster

- Communication management
- Language learning
- Language adjustment
- Active listening
- Attuning
- Building of shared knowledge & mutual trust
- Stylistic flexibility



Case Study Example: Language Adjustment at the start of a meeting

Adjusting one's use of language to the proficiency level of the recipient(s) is vital for effective communication; however, it is sometimes easier said than done. Consider the following interaction that took place at one of our meetings:



Chair:	<i>[...] I'm going to ask everybody to speak very clearly and uh without heavy accents if possible</i>
Everyone:	<i>Laughter [as the Chair speaks with a Scottish accent]</i>
Chair:	<i>and we may take some pauses just to make sure everybody uhm uh is keeping up with the conversation cause we can sometimes each of us speak very quickly when we get excited. Uh this afternoon is a chance for us really to explore the research issues ## tell each other what we're doing ## tell each other what we hope to achieve what we're aspiring to ### and it would be wonderful if we could perhaps focus on the use of technology in learning ## if that was of interest to you ##### so what I I'd like to do is I think it would be very helpful for one of our colleagues to volunteer to <as we say in Scotland: start the ball rolling cause we really love football>. Uh I think I think it would be fair to ask one of our colleagues to start the ball rolling and (name of British colleague) if you would like to kick off for us.</i>

This excerpt demonstrates a number of adjustment practices. The Chair clearly shows a high level of awareness of this competency, by asking participants to speak clearly, to avoid accents, to avoid fast speech and to pause regularly in order to ensure that all participants have the chance to follow the conversation. The Chair then goes on to put her insights into practice, speaking slowly and clearly, by pausing regularly (signalled by #) and trying to avoid the use of a heavy Scottish accent. However, only seconds later she speeds up (signalled by < >), falls into a heavy Scottish accent, uses an idiomatic expression ('to start the ball rolling') which leaves all but one of the Chinese participants with blank faces, and then goes on to repeat the idiom and to use complex vocabulary ('kick off'), which is unlikely to be understood and could easily have been replaced by a more simple word, such as 'start' or 'begin'.



The background of the slide features a large, faint graphic of several hands of different colors (blue, green, yellow) reaching up to hold a globe. The hands are positioned around the globe, symbolizing global unity and support. The globe is partially obscured by the hands and the text box.

The Global People Toolkit: Managing the Life Cycle of Intercultural Partnerships

Global People Toolkit

Rationale: Intercultural effectiveness is vital for the success of projects yet is often overlooked in the planning

Purpose: Provide a practical, step-by-step guide to managing the intercultural aspects of an international partnership

Global People Toolkit

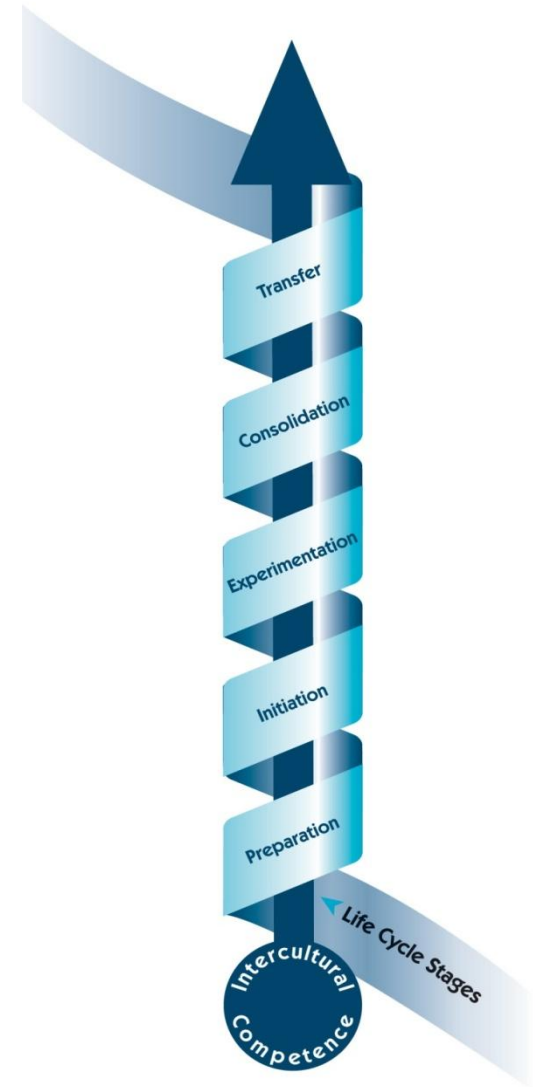
Audience: Academics, project managers and other staff responsible for planning, managing or reviewing intercultural collaborations

Sources of Information: Broad research base, with authentic examples from the eChina-UK Programme

Global People Toolkit

Five-stage life cycle model

- Preparation
- Initiation
- Experimentation
- Consolidation
- Transfer



Global People Toolkit

For each stage of the life cycle model:

- Main **Activities** for the stage
- Authentic **Case Study** from the eChina-UK Programme
- Commentary on the case study – with reference to **Core Competencies**
- Practical implementation **Tips**
- Management and development **Tool**

Let's take a quick walk through.....



Stage 1: Preparation

Activities

- Develop a vision
- Research the context
- Audit intercultural skills
- Break the ice
- Review channels of communication

Illustrated by.....

Case Study – early days of the eChina-UK Programme

Commentary – relates Activities to Case Study, showing how these operate in a real-life context, and identifies the intercultural competencies of most value to this Stage (eg Welcoming Strangers, language learning, communication management, information gathering)

For practical guidance....

Tips – simple pointers to enhanced performance:
can be used as the basis for team discussion or
as an aide-memoire in planning

Tool - 6 tools located in a Resource Section at
the back of the Toolbook.

eg. Team Resource Audit - a simple instrument
for reviewing the intercultural (including
language) skills in your (actual or desired) team

Active learning runs through the process



Learning Process Model

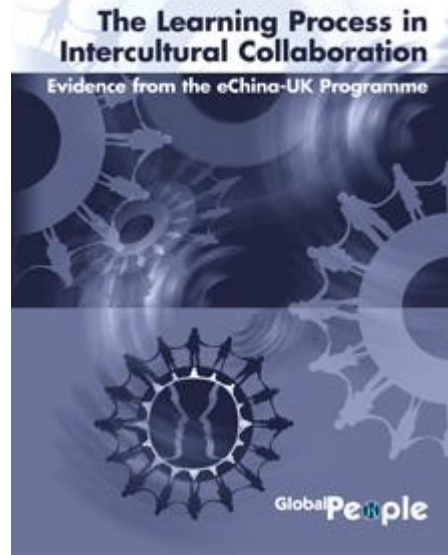
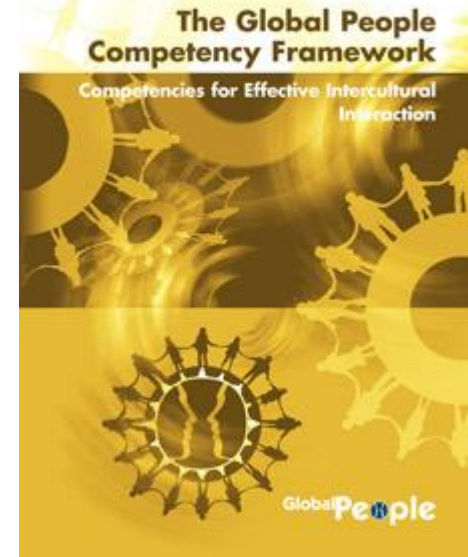
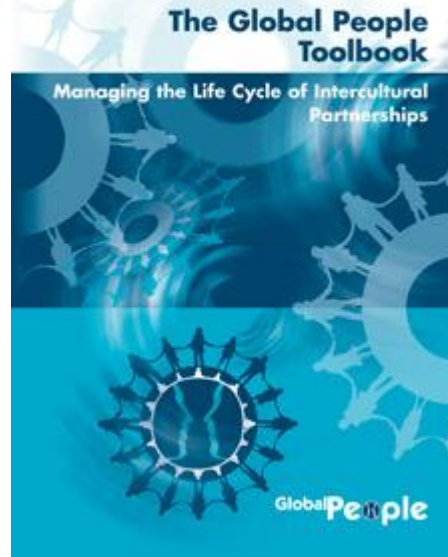
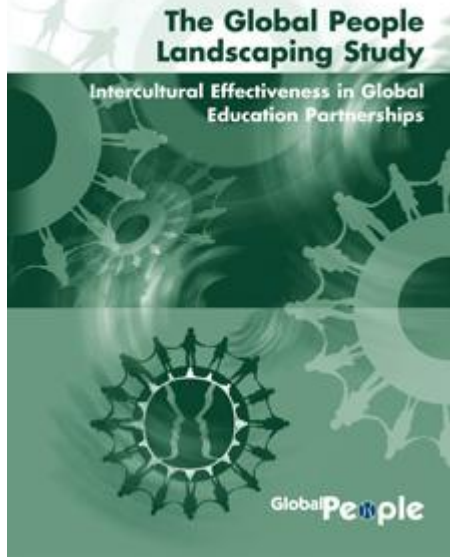
- Highlights the importance of active learning in developing intercultural competence
- Encourages project leaders to build reflection and knowledge-sharing into the project plan
- Provides a simple 3-phase model to identify the core learning process
- Provides examples of how to embed learning into the partnership experience

Acquisition-Awareness-Embedding

To sum up.....

Research-based but focused on practice:

- Grounded in international research
- Activity-oriented
- Illustrated with authentic case studies
- Practical tips
- Tools for individual and team development
- Detailed complementary material on the website



Workshop activity

Task. Divide into groups of 4/5. Take one of the two cases described about the challenges the eChina-UK project team faced at different stages in their life-cycle. You have 10 minutes to discuss the answer to the following 2 questions:

Questions

- 1) How as a consultant would you have gone about supporting the team to resolve the challenge (in terms of advice, process etc)?
- 2) What are the most important cross-cultural competencies you would be looking to build?

Case Study 1: Initiation Phase

- Chinese & British project partners were ready to start implementing their proposals.
- They needed to overcome geographical distance & find ways of liaising effectively.
- Each project felt that regular face-to-face meetings were essential, in addition to online contact.
- Project members wanted arrangements for face-to-face contact (e.g. long-term attachment or short visits) to take practicalities (e.g. staff availability) into account.

Case Study 2: Consolidation Phase

- Chinese & British project partners decided to hold a cross-project workshop.
- Chinese & British stakeholders asked for a one-day showcasing of achievements so far.
- British teams proposed a schedule with one day of formal presentations and two days of discussion and evaluation.
- Chinese sent back a schedule with 2.5 days of formal presentations and half a day of sightseeing, which upset the British.

Thank you



The Global People Team

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