Private Discussion Assignment:

This assignment is intended to help you be more effective when working in intercultural teams. To see how this activity is evaluated, please see Teamwork VALUE Rubric attached at the end of these instructions.

Teamwork involves behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions). Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance on the Teamwork VALUE Rubric.

Introduction:

This assignment is intended to help you be more effective when working in intercultural teams. Like intercultural competence itself, good teamwork is comprised of several of the component skills this course has helped you work on, such as openness, awareness of your own strengths and ability to respond appropriately to behavioral and communication patterns that are different from your own. The problem with intercultural teams is that the components of the rubric above can be defined very differently across cultures. In addition to building skills of teamwork, you need to utilize your intercultural competencies with your teammates. The goal of this exercise is for you to better understand the roles within teams and identify your strengths as a future member or leader of an intercultural team.

Instructions:

1. Complete the online Teamwork Self-Assessment and reflect on your self-assessment results. Then, synthesize the strengths that they reveal with how you might score yourself on the VALUE rubric. Which components on the rubric have you already mastered? Which skills do you most need to work on? Take notes for your essay.

2. Read "10_Case_Study_China vs Sweden.pdf." Carefully read the last two pages of this document comparing China and Sweden on Hofstede's Power Distance Index. The first page gives you a brief overview of scale measures, and the second page shows some cultural differences between both countries. Think about how the differences between Chinese and Swedish perspectives on power distance may shed light on the situation in the case study.

3. Imagine that you are new team leader on the project from the case study and you have been brought in to help manage the intercultural conflicts and team interactions so that design and production are not impeded.

4. Post an essay of 300-500 words in which you:

    a. Identify the main communication challenges between Jie and Sven. What "grade" would you give each of them using the Teamwork VALUE Rubric?

    b. Based on the supporting information describing Hofstede's Power Distance Index, point out underlying values that may be at play in this situation. In other words, what could be some of the culturally based reasons for their behaviors?

    c.   Discuss what you learned about your particular teamwork strength/s (from the online quiz). How would you apply your skills to help your team members work better together (Neither doing all the work yourself nor opting out of the team are options.) Think about how you can best address the conflicts and misunderstandings amongst your team members, since people in different cultures can vary in their approaches to conflict resolution (some being more direct than others, for example).

    d.   Explain something you have personally observed or learned about how nationals of your host country function in groups, what the values are that drive that behavior, and whether it might complicate teamwork efforts with US citizens. If you are curious about how your host country compares to the US on Hofstede's dimensions, you can explore their [site](#).

5.   You must take an additional two turns in response to your mentor's feedback discussion to receive a grade for this assignment.

6.   Be sure to respond to your mentor's question about your IDI stage.

7.   Be sure to respond to your mentor's question about teamwork.

Teamwork V.A.L.U.E. Rubric:

	Capstone	Milestones		Benchmark
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions Outside of Team Meetings	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contribution Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.