

Intercultural group work Workshop

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Expectations??



Purpose: Team health check

- ⚙ Early enough to make changes
- ⚙ Late enough to know your team and the course

Focus on the HOW rather than the WHAT!

Learning outcomes

Program goal:

- ⚙ contribute to teamwork and collaboration with various constellations
- ⚙ This will be achieved through:
 - ⚙ Reflecting on practices of successful group work
 - ⚙ Formulating and following a team agreement
 - ⚙ Showing awareness of one's own strengths and challenges (SCOT)
 - ⚙ Giving feedback on the individual contribution to the group project

1 post-it per item, write:

1. Your favourite snack
 2. Your worst time of day to have a meeting
 3. One way that you reduce stress
 4. One event that was a big transition for you in your life
-

Now divide up on your table:

1. Your
favourite
snack

2. Your worst
time of day to
have a meeting

3.
One way that
you reduce
stress

4. One event
that was a big
transition for
you in your life

Discuss!
Ask questions
Listen



Reflections on your group: SCOT analysis

Strengths (My strengths in this group)	Challenges (My challenges in this group)
Opportunities (Things I am happy about in my group):	Threats (Things I am worried about in my group):

360 degree view

Current situation:

What success looks like in this situation:

Within

Between

Within

Behind

Behind

Around

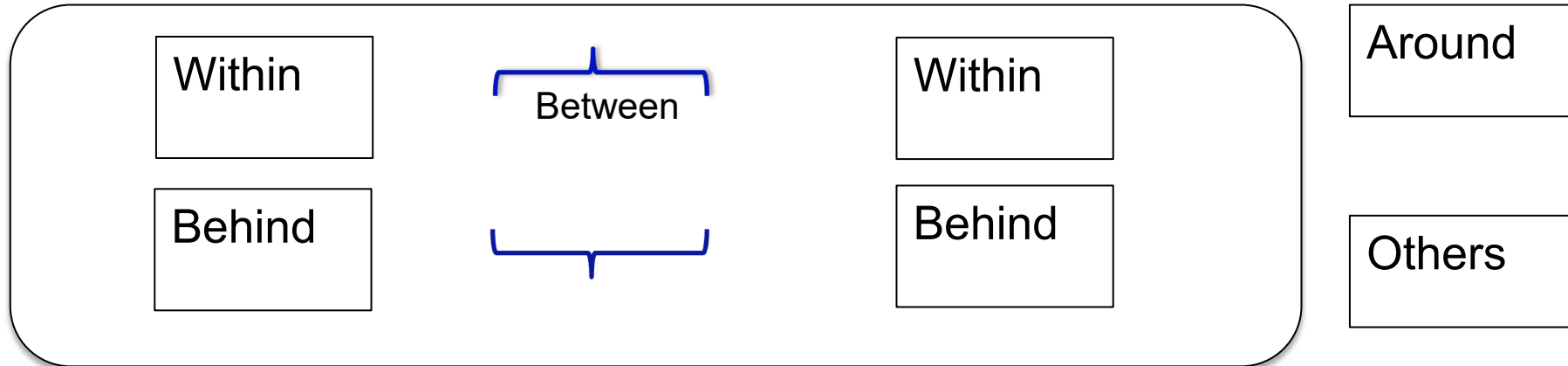
Others

Given the situation you have mapped above, what does this suggest your next steps should be to enable success:

360 degree view

Current situation: Example: **uneven talking time in the group**

What success looks like in this situation: **better idea of what each group member is doing**



Given the situation you have mapped above, what does this suggest your next steps should be to enable success:

Look TO
OTHERS

Who are the KEY
STAKEHOLDERS and what is their
potential role in this situation?

E.g. Supervisors, examiners, other
student groups, companies

Look AROUND

What influence could the
SURROUNDING SYSTEMS and
GENERAL ENVIRONMENT have
on you?

E.g. practicalities like meeting
times, workspace available,
schedules, deadlines

Look BEHIND

What PRESSURES and
MOTIVATIONS could be
influencing you?

E.g. other courses, jobs, re exams
Motivation level for course?

Look WITHIN

What are the VALUES that could
be driving you? What are the likely
GOALS and EXPECTATIONS you
have?

E.g. ambition level

Look BETWEEN

What role could your CULTURES
be playing?

E.g. different perceptions of time,
power, team work

Uneven talking time

Look TO
OTHERS



Who are the KEY
STAKEHOLDERS and what is their
potential role in this situation?



Look AROUND



What influence could the
SURROUNDING SYSTEMS and
GENERAL ENVIRONMENT have
on you?



Look BEHIND



What PRESSURES and
MOTIVATIONS could be
influencing you?



Look WITHIN



What are the VALUES that could
be driving you? What are the likely
GOALS and EXPECTATIONS you
have?



Look BETWEEN



What role could your CULTURES
be playing?



Rules of seminar / workshop

1. Confidentiality: individual's comments go no further than this room
 2. Grading: Comments in session not used for assessment
 3. Listen for understanding (not to reply / judge). Ask questions at end if necessary
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What you need

- ⚙ Team agreement
- ⚙ Criteria for individual team assessment

Team agreement (Sept 12)

Interaction

- Inclusion
- Team decisions
- Feedback

Cohesiveness

- Contact
- Trust
- Support

Goals

- Shared goals
- Ambitions

Interdependence

- Work distribution

Structure

- Meetings
- Roles
- Documentation
- Communication platforms

Good examples from the team agreements

- ✧ “Wrapping up meetings with a round of free opportunity to voice their opinion, one person at a time”
- ✧ “Communicate on WhatsApp: try to answer within 24h (weekends excluded). Even if you won’t answer, make sure to react so that your group members feel heard”
- ✧ “Difficult tasks in pairs”
- ✧ “Offer alternatives without imposing your way as the only way”
- ✧ “Recognize other people’s contributions and say it”
- ✧ “Be aware if someone is low and help them up”
- ✧ “Positive attitude and friendly disposition towards each other”

Individual team contribution form

- ⚙ Practice at giving feedback
- ⚙ Make expectations clear
- ⚙ Self reflection
- ⚙ Chance to raise warning bells – give teachers insight into team situation

R2 + R3:

Same process but it will be a team contribution form instead of individual



Criteria for individual contribution

Criterion	Grade					
	Excellent (5)	Good (4)	Fair/OK (3)	Needs to improve (2)	Unacceptable (1)	Missing (0)
1. Physical and psychological presence.	Is always present and engaged. In the rare occasion being away, always catches up afterwards. Always lets team members know if there is a problem.	Is usually present and when so always engaged. If being away, usually catches up afterwards. Almost always lets team members know if there is a problem.	Is usually present and engaged. If being away, most times catches up afterwards. Usually lets team members know if there is a problem.	Is too often away. Quite often zones out or is too tired to contribute. Quite often forgets to let team members know if there is a problem.	Is very often away from meetings and is almost always unengaged when present. Very often zones out a lot or is too tired to contribute.	Never shows up nor contributes
2. Contributing in meetings	Always contributes to the issues at hand. Facts and results but also opinions, hopes, feelings. Thoughtful selection of what is the right contribution at the time	Usually contributes to the issues at hand. Often but not always with all of facts and results, opinions hopes and feelings.	Usually contributes to the issues at hand. Often but not always with all of facts and results, opinions hopes and feelings. Sometimes too much or too little.	Either contributes too little or too much.	Either contributes almost nothing or way too much, dominating meetings entirely.	Never shows up nor contributes.
3 Listening & including in meetings	Always listens attentively when others speak. Often actively encourages others to contribute.	Usually listens attentively when others speak. Sometimes encourages others to contribute.	Mostly listens attentively when others speak. Now and then encourages others to contribute.	Sometimes listens attentively. Not very active in encouraging others to contribute.	Is mostly inattentive when others speak. Never encourages other to contribute.	Never shows up nor contributes.
4. Connecting	Often asks clarifying	Sometimes asks	Now and then asks	Rarely asks clarifying	Never asks clarifying	Never shows

Group retrospective

1. Group discussion (see next 2 slides) 30 mins
 1. Individual feedback (go round group one by one slide 20)
 2. Way forward (see slide 21)

The "moderator":

- Person with the next birthday
- Keep track of time

Process

⚙ What:

- ⚙ are you doing well?
- ⚙ could you be better at? How?

Listen to
understand!

⚙ What:

- ⚙ is the group doing well?
- ⚙ could the group be better at? How?

2. Each group member gets approx. 5 mins to comment

IMPORTANT: GO ROUND THE GROUP ONE AT A TIME!!!
ANSWER ALL 4 QUESTIONS!

Group discussion

STOP doing
CONTINUE doing
START doing

Write down at the end of your team agreement at least three things in your group that you will work on. These might be aspects you want to adjust in the agreement itself.

Moving forward

- ⚙ R2 and R3:
 - ⚙ Team contribution form
 - ⚙ Revise team agreement
- Another meeting required?
 - Get in touch! (becky@chalmers.se)
- Good luck!

Final questionnaire

DAT232 Workshop (2) feedback



<https://forms.office.com/e/Kpsxm9aahw>