

TU309

# Getting High Performance in Diverse Teams

*The “M.B.I.” Model*

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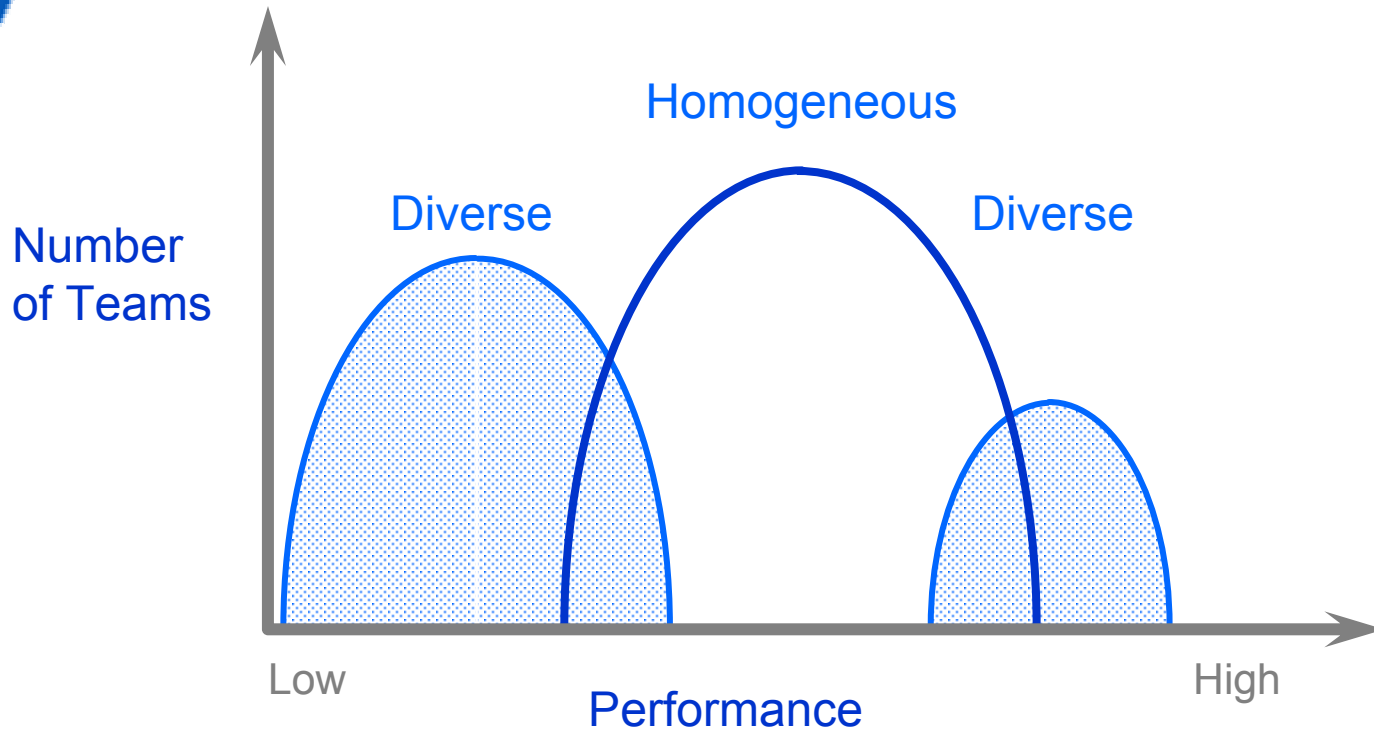
# Objectives

- ▶ **Provide a framework for using diversity to get higher performance**
- ▶ **Increase awareness of ourself and others and the impact of our differences**
- ▶ **Test the applicability of the ideas to situations from your experience**

## Diversity Yields

- ▶ Wide range of perspectives
- ▶ Large variety of potential solutions for problems or opportunities
- ▶ Potential for synergy

# Performance of Diverse Teams



## Fundamental Issues

- ▶ Most diverse work groups do not perform as well as homogeneous groups
- ▶ Counter-intuitive to assumption that diversity provides greater variety, therefore, greater potential for synergy
- ▶ Why gap between potential and actual?
- ▶ How can potential be enhanced?

# Manage Differences for High Performance

## M

### Mapping

*Understand the Differences*

- ▶ Cultural values
- ▶ Leadership style
- ▶ Personality
- ▶ Thinking style
- ▶ Gender, etc.

## B

### Bridging

*Communicate Across the Differences*

## I

### Integrating

*Manage the Differences*

High Performance

Value the differences

## Cultural Map: CPQ

- ▶ Reliable questionnaire
- ▶ Based on extensive cultural research
- ▶ Values mapped by individual and country
- ▶ Values and their variations relate to work: management behavior, structure, systems and processes, etc.
- ▶ Easy to understand and apply

# Bridging: Communicate Across Differences

## Preparing

- ▶ **Motivation** to understand and communicate across differences - a major role of leadership
- ▶ **Confidence** in the ability to communicate effectively and that the outcome will be positive - a major influence on Leader's motivation



# Bridging: Communicate Across Differences

## Decentering without blame

- ▶ **Blame-free explanations:** attribute problems and conflicts correctly
- ▶ **De-centering:** send and receive messages with the other person's code in mind

## Recentering

- ▶ **Common reality:** foundation for effective communication  
Check for shared definition/understanding of the situation  
Find something you can agree on.
- ▶ **Common rules:** agree on norms of behavior

# Integrating: Manage the Differences

## Building participation

- ▶ Monitor participation rates. Actively seek to involve people - invite contributions from low participators
- ▶ Establish routines to facilitate participation
- ▶ Vary the modes of participation

## Resolving conflicts

- ▶ Detect disagreement (indirectly expressed?)
- ▶ Deal with conflict in appropriate ways
- ▶ Attempt to resolve using communication skills
- ▶ Agree on ways to avoid destructive conflict

# Integrating: Manage the Differences

## Building on ideas

- ▶ Start with individual ideas
- ▶ Explore differences; build on each other's ideas; try to invent new ideas
- ▶ Do more than combine and compromise
- ▶ Search for solutions acceptable to all

# Manage Differences for High Performance

## Mapping

*Understand the Differences*

- ▶ Cultural values
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- ▶ Personality
- ▶ Thinking style
- ▶ Gender, etc.

## Bridging

*Communicate Across the Differences*

- ▶ Preparing with motivation and confidence
- ▶ Decentering without blame
- ▶ Recentering with commonalities

## Integrating

*Manage the Differences*

- ▶ Building participation
- ▶ Resolving conflicts
- ▶ Building on each other's ideas

High Performance

Value the differences

## Learnings from MBI Applications

- ▶ The MBI model is *robust*. It is applicable for different kinds of diversity, beyond cultural differences.
- ▶ The MBI model transcends cultures. It is applicable independent of the particular cultural mix of the members of a team. It has been applied across Asia, North and South America, Europe, the Middle East and Africa.
- ▶ The MBI model transcends hierarchy & space. It is applicable in work teams (ranging from R&D teams to bank, back-office processing teams), cross-functional project teams, intact managerial teams and top executive groups & boards. It is applicable in face-to-face and in virtual teams.
- ▶ The MBI model transcends industries and organizations. It is applicable in the private and public sectors, in NGOs, even in churches and armies (e.g., it has been used to train Bosnian peace-keeping forces).

## Designs & Materials for MBI Applications

For a more complete discussion of designs for using the MBI model, see “Developing Global Managers: Integrating Theory, Behavior, Data and Performance”, DiStefano, Joseph J. and Martha L. Maznevski, in *Advances in Global Leadership, Volume III*, Mobley, William and Peter Dorfman (eds.), JAI Press, 2003.

**CPQ Online until May 30, 2003:**

<http://www.imd.ch/surveycreator/survey/60669123/default.cfm>



## Other References

### *International Management Behavior: From Policy to Practice*

Henry W. Lane, Joseph J. DiStefano & Martha L. Maznevski  
Blackwell Publishers Ltd., 2000 (4th Edition)

### “Creating Value with Diverse Teams in Global Management”

Joseph J. DiStefano and Martha L. Maznevski, *Organizational Dynamics*, Volume 29, Issue 1, 2000, pp. 45 - 63

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# Research Summary

## RESEARCH QUESTIONS

1. What are the elements of group interaction that are especially important to multicultural team effectiveness?
2. Can multicultural teams improve their ability to engage in these processes effectively?

## RESEARCH METHODS

- ▶ 73 groups of 4 to 6 people worked on complex international decision-making simulation (verified experiment with bank middle managers)
- ▶ Measured individual-level variables prior to group interaction, group-level variables after group interaction
- ▶ Randomly assigned half the groups to a training condition prior to simulation (half received training after the simulation & measurements)
- ▶ Measured perceived *and* actual performance (expert panel = standard



# Research Summary

- ▶ **MEASUREMENT - Previous research suggested:** There was need for a more managerially-relevant measurement of culture
- ▶ **We found that** the CPQ and the anthropological framework is based on provides a solid basis for the measure, easily related to management perceptions and practices
- ▶ **PROCESSES – Previous research suggested:** Effective processes for cross-cultural communication are a result of fulfilling “Bridging” preconditions (shared views of reality, motivation & confidence, accurate attribution of difficulties, decentering, negotiating norms of behavior)
- ▶ **We found that** these Bridging preconditions explained: 60% of the variance in broadening participation, 57% of the variance in conflict resolution & 40% of the variance in building on ideas  
**Implication: focus on behaviors & skills that fulfill 6 preconditions is a good strategy for improving performance.**

# Research Summary

- ▶ **DIVERSE GROUPS - Previous research suggested:** That multicultural groups would have difficulty fulfilling the 6 Bridging preconditions
  - ▶ **We found** no consistent significant relationships between cultural diversity & ability to fulfill preconditions. Only significant relationships were positive: multicultural groups were better at fulfilling preconditions. **Implication: barriers can be overcome.**
  - ▶ **PERFORMANCE – Previous research suggested:** Performance would be influenced by 3 Integrating processes (broadening participation, resolving conflicts & building on ideas)
    - ▶ **We found that** these Integrating processes explained 58% of the variance in perceived performance, 64% of the variance in willingness to work together again & 28% of overall satisfaction. **Implication: focus on Integrating behaviors is worthwhile.**

# Research Summary

▶ **DIVERSE GROUPS - Previous research suggested:** A need to know whether multicultural groups could improve their ability to integrate effectively (Doomed to failure or trainable?)

▶ **We found that** individuals who participated in training before the simulation had better motivation, confidence, decentering and **actual performance** than those who didn't. Groups who participated in training before the simulation attributed difficulties more accurately, negotiated norms better (decentering & recentering) and had more effective communication, conflict resolution and building ideas processes. **AND** diverse groups benefited even more from the training than did homogeneous groups.

▶ **IMPLICATIONS:** Multicultural groups can learn to interact and perform effectively, even if they are not prone to doing it naturally.