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Working in Multicultural Teams

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Introduction

In the world we live today multicultural teams have taken the interest of many. Most of the companies or organizations have multicultural teams as their work force. This is because multicultural teams have proved to be a potential in any organization. They are the driving force for increasing performance in the workplace. I have experienced this benefit of working on multicultural team since my team where I work is made up of members who have different cultural backgrounds. I work as a social caregiver for the refugees and also as mobile youth social worker. Both of my teams are made up of members from different nationalities. When we have to find solutions for the problems concerning our clients, we always come up with many different alternatives or ideas on how to solve the problems. This is because each member thinks different due to the influence of his/her culture has on him/her. In this work I will only refer to the multicultural teams in Germany since it is where I am working now and having some experience with the situations of multicultural team in this country.

Germany was a country of immigration since the 1950s and 1960s (guest workers from Turkey, Italy and Greece came here to work and they settled) but not until the 2000s Germany seemed to slowly accept the role as a target country of immigration. As a result, people from different origins come to Germany and work together. Since then, multicultural teams have become more common in Germany. In the field of social work, social workers are confronted with challenges caused by these multicultural team. Conflicts can occur due to cultural differences which may lead to problems in communication, decision making processes and working styles. For a social worker these problems are seen as challenges in doing his/her job. Can a social worker be in a position to do his/her job despite facing all these challenges? Is there a way or solution for dealing with these challenges? How should these teams be managed? In this thesis the above-mentioned challenges will be addressed and the possible ways of managing these challenges will be provided.

I have divided my work in four chapters. In chapter one I lay the foundation of this work by giving a little introduction on multicultural team and defining some of the terms which will be used throughout in this work. I start by defining what culture is by referring to famous scholars like Kroeber and Kluckhohn, who did critical review of 160 definitions of culture as well as anthropologists such as Edward B. Tylor. A definition of team is given then, and types of teams are discussed. The definition of multicultural team and the stages of building a multicultural team will be also given in this chapter. Further some of

its advantages and disadvantages will be explained. This chapter includes also the definition of social work and social worker.

Chapter three of this work will cover the challenges faced by social workers which are due to cultural differences, communication problems, decision making processes and working style

Some strategies or methods which can be used by multicultural teams in facing the challenges mentioned in chapter three will be presented in chapter four. Among the methods/strategies which are explained in this chapter are the introduction of intercultural training to the team, managing diversity, effective leadership, conflict management, attitude toward time, building respect and trust in the team, simple and straight forward communication and what to consider when selecting a team.

Chapter five gives a critical reflexion on the guiding questions and will round off this work.

1. Multicultural teams and social work

Working in a team is not something new. Teams have always been there. People have been working together and have experience the ways of making it work. However, when people join their hand and work together, they form a kind of cooperation. Both cooperation and working together are very crucial in achieving the best outcomes which may lead to efficiency and satisfaction which could not be obtained otherwise. But there is more to the emergence of a team, one needs to consider individual and collective satisfaction, what they want to achieve and the learning which takes place as individuals put together their efforts in reaching their team and organizational goals (Halverson and Tirmizi 2008, p. 3). When people come together to perform a task, they interact with one another. So, for the team to achieve the best outcome, interdependence and relationships have to be built between individuals in the team (Halverson and Tirmizi 2008, p. 3).

Multicultural teams have gained the attention of research, mainly because of the individual cultural differences presented in these multicultural teams. At the beginning the focus has been placed on the negative side of these teams. But in the 1990s people started focusing on their positive side. Several authors have put more emphasis on how multicultural teams can have a potential. They came up with a hypothesis which is called “value - in-diversity” which explains how a proper use of cultural diversity can be a blessing in the workplace by bringing value to an organization which result in high performance in a team (Jedrzejczyk 2012, p. 103).

In a team cultural diversity refers to the cultural differences between the team members. Difference in cultural values is the foundation of the cultural difference because the values determine on how a person views things, whether it is bad or good, just, or unjust and have impact on human behavior in general. Value diversity in teams means team members having different opinions about goals, tasks and mission of the team (Jedrzejczyk 2012, p. 104).

1.1. Define culture

In the attempt to define what culture is, several scholars and researchers have come up with different meanings. This can be well reflected on the study done by Kroeber and Kluckhohn (1952) who did amazing critical review of 160 definitions of culture. At the end of their work Kroeber and Kluckhohn came up with their own conclusion that

“Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action” (Kroeber and Kluckhohn 1952, p. 181).

The two emphasize that culture does not only shape the behaviour of individuals on how people should interact with one another but also what is needed from them. Ones actions can cause someone to be rewarded or get punished (Kroeber and Kluckhohn 1952 p. 157).

The anthropologist Edward B. Tylor defined culture or civilization as “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor 1871, p. 1). In his definition Tylor did not differentiate between culture and civilization.

Geert Hofstede (1997) defined culture as mental programming. According to him everyone has been exposed to patterns such as feelings, acting and thinking since his childhood. The process of learning these patterns take place throughout their life. And people carry their patterns with them wherever they go. Hofstede calls these patterns mental programming. People started learning these patterns when they are still young, because at the young age, children are open to learn and comprehend new things easily and are curious to used what they have learnt. When this pattern of thinking, feeling, and acting are already built in one's mind, Hofstede concludes that it would not be possible for the person to learn new until he/she has unlearned these patterns (Hofstede 1997, p. 4). Culture as Hofstede continues is not genetically transmitted rather it is acquired through learning. It is important to know the difference between culture, human nature, and individual's personality. Human nature is inherited, individual's personality is learned and inherited but culture is only learned (Hofstede 2010, p. 6). Cultural can be manifested in different ways such as through symbols, heroes, rituals, and values. Through observing these four terms one can be able to differentiate one culture from the other. Symbols can be understood as the words, gestures, pictures, or objects which bear a certain meaning and can be only understood by those who share the same culture. Example of symbols are things like the words in a language, the style of dressing, coca cola, flags and so on. There is a tendency of old symbols disappearing, but new symbols are also being formed. Heroes are the people who are highly praised in the society. It doesn't matter

whether they are dead or alive, imagined or real. Their characteristics play an important role in people's life, they serve as a model for people's behaviour. Even cartoon or fantasy such as batman serve as a cultural hero. Rituals are collective activities like how people greet each other, the way they pay respect to each other and things like religious and social ceremonies. These activities are done within a cultural for a special purpose and they are considered very important. On the figure 1 above it can be seen that symbols, heroes and rituals have been all put under the words practice because this is what

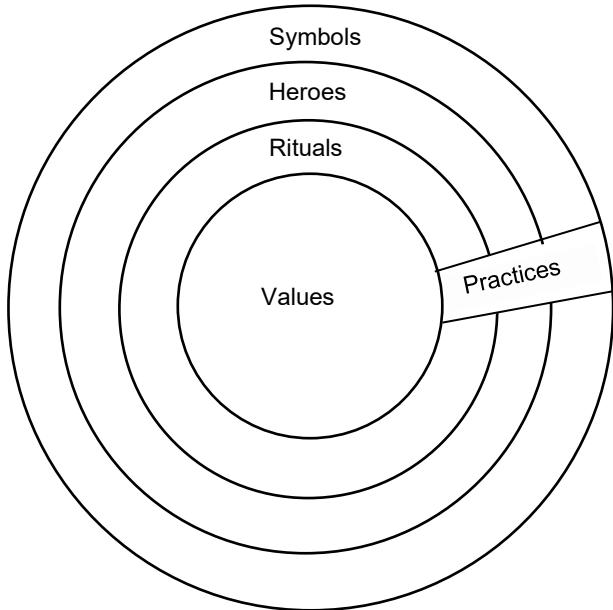


Figure 1. The onion diagram: manifestation of culture at different level of depth. Source: Hofstede 1997, p. 9

a person can see when one start observing other cultures (Hofstede 1997, p. 7-9).

Values as it is seen on the figure above is a part of a culture. Values are used by a person when starting judging or observing other cultures. Values are a coin with two sides, one side has negative feeling and the other one has positive feelings as stated below.

evil vs. good
dirty vs. clean
ugly vs. beautiful
unnatural vs. natural
abnormal vs. normal

paradoxical vs. logical
irrational vs. rational

Table 1. Dialectical values. Source: Hofstede 1997, p. 8.

In growing up at the early age children learn values. They do it implicitly not consciously. It is believed by the development psychologists that when children reach the age of ten, their value system has been firmly attached to them. Since a person has acquired these values at the early age, people tend to be unconscious of these values which make it difficult for other people to discuss or observe them. They can be seen through people's actions (Hofstede 1997, p. 8).

1.2. Define team

Marquardt and Horvath find teams to have an important role in the area of production in organizations. They are regarded as the foundation for getting work done quickly (Marquardt and Horvath 2001, p. 5). There are many ways of defining team. Bailey and Cohen define team as

“a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems (for example, business unit or the corporation), and who manage their relationships across organizational boundaries”(Bailey and Cohen 1997,).

Katzenbach and Smith put more emphasis on why it is important to define team. They fear that this word “team” could lead to misunderstanding if it would not be well defined. Some people think of sports when they hear the word team, some think that any group can be described as a team. People have different opinions on teams. There are people who think teams are costlier, wastage of time, mislead individual performance and can cause loss of power while others think teams increase work performance, strengthen member's self-confidence, and promote the feeling of belonging. All this discussion led Katzenbach and Smith to define team as “a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable” (Katzenbach and Smith 1993, p. 41) They went further on explaining the key words on this definition. They emphasize on small numbers of people because they fear that a large number of people would have more problems on interaction, decision-making, lack of enough space and time. Another

key word is complementary skills which means people need to do the job accordingly to their profession. They need to know their abilities and be in position to make decisions after facing some problems. Skills play an important role when select a team and should not being ignored. Members of the team need to have at least some kind of skills for the team to start to function. These skills are very important in reaching the intended mission of the team. The last key word is the performance goals which goes hand in hand with the common purpose of the team. If this is not clear to all members it can cause confusion in the team and even some members may decide to leave the team. This helps to give direction to the team as to where they are going to and the means to reach there. They feel a sense of commitment on their side (Katzenbach and Smith 1993, p. 39-46).

Bailey and Cohen identify four types of teams. The first one is the work team which is the common one. Is the first type of the team which comes first in mind. The members of these team are in charge of producing goods and delivering of services. The team consist of member who last long and are working full time. This type of team is common in manufacture and services company. Initially this type of the team has a supervisor who is charge of leading the team. He/she is the one who give out command what to be done and who does it. But recently there have been development on the area concerning work team. Now there are other form of work team which are self-managing, self-directing, autonomous and semi-autonomous team. Members in self managing team are capable of making their own decision which previously were done by the supervisor. And mostly important member of self-managing work teams undergo special cross-training with the aim of improving their skill so that they can be able to perform the task given to them. o

The second one is parallel teams, where people from different field are pulled together to do a job which could not otherwise be achieved. Members of this team have less power compared to the person in the higher position. So, if they want to do something or have an idea about something, all they can do is to recommend this to a person in the higher hierarchy. This teams are the problem-solving forces and are also responsible for the development sector. Examples of teams which fall under this category are the quality improvement teams, task force, employee involvement groups and quality circles.

The third one is the project team, which is formed mainly for producing only one product, service, or information, which the company wants to introduce as a new commodity. This type of team has limited time. It is important for the members of this team to have enough knowledge, skills, and a better judgment because the task given to them can only be done once, it is not repeatable. Often project teams have a tendency of bring in members

from different discipline and functional areas such marketing, manufacturing, and engineering unity for the purpose of using their skills for the project at hand. The members of these teams stay as long as the project needs them. When the project is completed, the members go back to their original unity, or they can be transferred to the next project if there is one.

The last one is the management team, which gives directions and brings together sub-units in a company. It has control over the performance in a company. Its power is originated from its hierarchy rank, they above the members of the team. It is made up of managers such as vice-president of different units in a company like the one who manage marketing or manufacturing unit (Bailey and Cohen 1997, p. 241-245). In these modern era members of a team must not be in the same place for them to work as team. Especially in an international team, each member can work from a different country (Leifels 2019, p. 30).

1.3. Define multicultural teams

Halverson and Tirmizi define multicultural teams

"as a collection of individuals with different cultural backgrounds, who are inter-dependent in their tasks, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationships across organizational boundaries and beyond" (Halverson and Tirmizi 2008, p. 5).

Multicultural teams can be differentiated by diversity of the team into three types. The first type is token teams, which consist of one member from another culture and the rest sharing the same cultural background. This one member who is different from others is called token member. In bicultural teams' members come from two different cultures and represent the perspectives of both cultures. If one culture has more members than the other culture, it can take control over the culture in the team. The last type is the multicultural team, where members are from three or more cultures (Adler and Gunderson 2008, p. 132-134).

Adler and Gunderson suggest that multicultural teams need to undergo three stages in order to function properly. These stages are entry, work, and action. In the entry stage the members focus on building relationships and trust. It is very important for members to know each other well before starting to work together. This process may not be easy

and may take a lot of time. In the work stage the team members start to describe and analyse the problem. Moreover, a team needs to know its strengths in achieving the desired outcomes. In this stage diversity of the team helps to improve team performance due to its ability to come up with many perspectives and approaches in solving the problem. The final stage is the action stage where the team members start to make decisions and later implement what they have decided. The process of coming to an agreement on what to do is easier in single-cultural teams rather than in multicultural teams (Adler and Gundersen 2008, p. 142-144). However, when people start to work in multicultural teams, they may believe that a multicultural team has so much to offer in a team, they look at multicultural team as a positive thing. This does not mean that these people have already experience on working in multicultural teams. It is just their instinct (Weißbach, Schülken and Hüttig 2007).

Adler (2008) believes that multicultural teams have more potential than teams which are homogeneous in nature despite the fact that they are exposed to more problems than the homogeneous team. This is because a team made up of members from different cultural backgrounds is more creative and it uses this to increase performance in the team (Adler 2008, p. 138). In the multicultural team members share information and experience with each other. So, members are exposed to new knowledge which they were not aware of. This helps them to expand their knowledge (Boedeker 2012, p. 43-44). Multicultural teams have a positive effect on coordination. In order for the members in multicultural teams to be able to interact with one another, they need to set new rules and regulation concerning communication. This means they have to work together to reach this goal, and this improves their level of coordination (Boedeker 2012, p. 44). Multicultural teams have a tendency of having outstanding performance and have the best ways to achieve their goals, this is because of having team members with different cultural backgrounds who bring in the team different ideas which can be used to create a number of solutions, approaches and alternatives in order to achieve their mission (Kühne, 2011, p. 52). Although multicultural teams seem to be more preferable still there are some studies done which show that people tend to choose homogeneous teams over multicultural teams because they want to avoid any loss it can bring to the team and also they believe that conflicts between team members appear to be more in multicultural team than homogeneous team (Halverson and Tirmizi 2008, p. 7). In multicultural team it often appears that each member has different views or ideas concerning the same problem and this makes them difficult to reach an agreement on best way to solve the problem (Adler 2008, p. 134). There is a high probability of members in multicultural teams to have the feeling of dissatisfaction. This feeling of being dissatisfied can be due to being a member of the

team which one find it difficult to deal with or due to the achieved results (Boedeker 2012, p. 47). Due to the presence of members who are from different cultural background, it is not easy for a multicultural team to reach a common agreement (Amaram 2007, p. 4).

1.4. Definition of social work and social worker

Social work is the profession which has to adapt to the changes taking place in the welfare system of a country. The welfare system can be affected by the global economic trend and government social and economic policies. This in return affects the social work practice of a country, for example, as the time goes, the participation of the state as the main provider of social service in the countries which are in Western Europe is decreasing. This can cause scarcity of services and resources which in return makes the work of a social worker to be more difficult (Banks 2012).

1.5. Social work

Social work as a profession is something new. Before that people were practising social work without being trained to do it. Social work practices were already found in the early 1800s where the first social welfare agencies started their service mainly for the needs of the people living in urban areas. These services were being provided by the agencies under the initiation of the clergy and religious groups (Zastrow 2000, p. 45). The end of the first world war marks the beginning of social work as a profession. The depression which happened in 1930 and the introduction of the Social Security Act in 1935 had caused the expansion of the public social services and created job opportunities for social workers.

In the 20th century people started advocating for social work, that social work should be provided by people who are trained and have enough skills in the provision of social services (Zastrow 2000, p. 46). There are multiple definitions of social work which have been influenced by the purpose they serve, the standpoint of the author and the place of the origin which can be a country or an organization. In comparing the social work practice around the world, it has been found that there are similarities and differences in doing social work practice which has been caused by colonialism and the influence of the education programmes and literature of North America and Western Europe. However, the International Federation of Social Worker (IFSW) and the International Association of School of Social Work came up with their own definition of social work which can be used all over the world:

"The social work profession promotes social changes, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at point where people interact with their environment. Principles of human rights and social justice are fundamental to social work." (Banks 2012, p. 2-3).

This definition aims to unify all the social workers from different parts of the world. It can also give direction when one wants to present social work to governments and other institutions. In this definition social work is described as a profession which grants it a status. Theories are used to legitimize social work as a profession. These theories must be learnt through an educational process. The terms social change, empowerment and liberation which are also mentioned in the definition show that apart from helping people to adjust to their environment, social work prepares the people to be able to stand alone, to help themselves. Human rights and social change are also being mentioned in the definition to emphasize the importance of individual freedom of choice and action and how power and resources are being distributed in the society (Banks 2012, p. 2-3). Social work unlike other professions is mainly based on providing social services to the people (Zastrow 2000, p. 48).

Historically social work emerged due to the need of providing services to the disadvantaged, people who were being traumatized and have much stress, the poor, disabled, people who have mental problems and the elderly. Even if there has been transformation in the provision of social services, social work has succeeded in keeping its basic practices which the definition of the profession is dependent upon. These basic practices are counselling, casework, administration, social welfare policy analysis, social reform activism, teaching, and social science research (Landon 2010)

1.6. Social worker

The National Association of Social Workers came up with the following definition of social workers:

"Graduates of schools of social work (with either bachelor's or master's degrees), who use their knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations, or society in general). Social workers help people increase their capacities

for problem solving and coping and help them obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and influence social policies" (Zastrow 2000, p. 48).

A social worker undertakes a special training and also needs to have knowledge in different areas in order to be able to perform his/her work effectively. One of his/her work is to find solutions for the problems facing individuals, families, groups, organizations, and community at large. The trainings which social workers complete prepare them to deal with not only common social but also personal problems. Not anybody can be a social worker. A social worker needs to have skills such as counselling and interview skills, research, and grant writing skills, networking skills, fundraising skills and skills of dealing with legal and ethical matters. In addition to that they have to be able to interact with other professionals and groups. This is considered the most important skill a social worker needs to have. A social worker is active on three different levels. At the micro level which involves dealing with an individual. The second level is the mezzo level where a social worker interacts with families and groups. In the third level, the meta level, a social worker is working together with organisations and communities or demanding changes in the law and social policies (Zastrow 2000, p. 48-49).

2. Challenges facing social workers in multicultural teams

In doing social work practice one has to take into account multiculturalism in our society. During doing his/her work, a social worker sometimes works with people coming from different cultural backgrounds. This people can be co-workers or clients (March 2004, p. 5).

2.1. Cultural differences

The way members perceive things, act, behave is being affected by their own culture, which is very different from one another. Culture has the power to make one believe that his/her perception of things is the correct one (Marquardt and Horvath 2001, p. 20). In order to explain cultural differences between people who come from different cultural backgrounds, three sets of cultural dimensions will be used in this work. One was developed by Hofstede followed by Schwarz and the last one by Inglehart. "A dimension is an aspect of culture that can be measured relative to other cultures" (Hofstede 1991 p.14).

Starting with Geert Hofstede (2000), in his book "Culture's Consequences" he gave a good explanation why people's culture differs from one another. He did a throughout research on more than 40 countries and came up five independent dimensions of cultural differences. He found out that the problems facing each culture are common but differ on how each culture reacts to them. The dimension which Hofstede discussed in book were:

- Power distance, which is all about human inequality as problem and different solutions to deal with it (Hofstede 2000, p. 29). He developed the power distance index (PDI). Through this PDI, it can be possible to see how members with low power accept and see inequalities as a natural thing. It also explains the difference in social and economic status between people with and without power. A person from countries with high PDI put the interest of the company first than their own and are bound to follow the rule of the company. Meanwhile the individual coming from countries with low PDI put more emphasis on their own values rather than that of organization. The countries which are found in Asia, Africa and Latin America are a good example of countries with high PDI while countries such as Germany, USA, Scandinavian countries and Great Britain have a low PDI (Kühne 2011, p. 25-26).

- Uncertainty avoidance, which is concerned about the fear and worries society has about the unknown situation (Hofstede 2000, p. 29). This dimension shows people dealing with these unknown situations. Members originated from countries with high uncertainty avoidance index (UAI) have formal relationships and must abide by the rules and regulations. In countries with low UAI people are ready to welcome the uncertainty and learn to live with it. People coming from these countries don't put so much emphasis on time. They cannot even show on time on meeting even if the time was agreed before (Kühne 2011, p. 26-27).
- Individualism versus collectivism, this is associated with how well individuals fit in the group (Hofstede 2000, p. 29). It focuses on explaining the relationship between individualism and collectivism. By looking at this relationship one can be able to find out how people in a society live together. In the collective society the interest of the group is prioritize and members are loyal to the group. They emphasize on team performance to reach their common goal. In an individualist society being a member of a group is not considered important. A nuclear type of family is mostly found in this society where people pay attention only to family members and people who are close to them. Their independence and their individual goals mean so much more to them than that of the group. There is a tendency of rich countries showing traits of individualism and poor countries collectivism (Kühne 2011, p. 28).
- Masculinity versus Femininity, this illustrates how society distributes roles according to gender (Hofstede 2000, p. 29). Society with high masculinity index (MAS) focus on achievement and are more ambitious. In this society man and woman have their roles and they must stick to them. People in this society tend to put their interests first over those of others. People coming from cultures with low MAS are called feminine. These people are considered to be very compassionate and to take care for the weaker people. They advocate for equality between man and woman. Members of this society take responsibility very seriously and respect and follow company rules. Germany is seen as masculine society while France is seen as feminine society (Kühne 2011, p. 29).
- Long-term versus short-term orientation, this has a connection with the teaching of Confucius which says that for the long-term orientation cultures, persistence, thrift, and sense of shame are of great value. In the cultures with short-term orientation they put much more importance on personal steadiness and stability (Halverson and Tirmizi 2008, p. 27).

Moving to cultural dimensions according to Schwartz which is well explained by Maehler and Schmidt-Denter in their book “Migrationsforschung in Deutschland” (Maehler and Schmidt-Denter 2013, p. 23-29). In their book they showed how Schwartz did his research by using survey methods. Schwartz focusses mainly on cultural values. His work is based on the Schwartz Value Survey (SVS) which was created in order to find types of individual values found in different cultures. He did a survey on 87 teachers and 41 students from different cultures. These samples were required to state the importance of the presented values in their lives. Based on the finding he got, Schwartz came up with ten group of values. The ten groups are described as follows:

- Tradition: People's life is being affected by the ideas imposed to them by their traditional culture and religion.
- Conformity: People's actions and behaviour are being restricted in an effort to preserved order in the society and stop people from hurting each other
- Security: are values which safeguard peace and stability in the society
- Power: The need to have control over people and resources. People are more interested in social status and prestige.
- Performance: Personal success and showing competence in social standards
- Hedonism: Pleasure and sensual gratification
- Stimulation: This is based on enthusiasm, novelty, and challenges in life.
- Self-determination: ability one has which enables him/her to act, think without depending on others.
- Universalism: being able to accept that everybody is different, taking care of our natural environment
- Benevolence: the devotion one has to people he/she is familiar with

He then organized these groups of values into two dimensions. The first one is self-enhancement versus self-transcendence which is associated with the values of power and performance aiming at self-interest at one side. This is the opposite of the other side which consist of values of universalism and benevolence which focus on the interests of the group. The second is openness to change vs. preservation. This dimension includes values of self-determination and stimulation which insist on independent thinking and action and the will to accept new changes which are opposite to the values of conformity, security and tradition which emphasizes on resistance to change, restrictions and preservation of order.

At national level, values are defined as the basic ideas which explain the way of life in a society, what is allowed and not allowed. It was what keeps the culture together. For the purpose of explaining the cultural differences at the national level Schwartz came up with three values dimension which are explained as follows:

The first dimension of autonomy versus embeddedness explains to what level the individual is free to move, act or think in the group. If the person can function without the help of others or does, he/she rely complete on the group to his work. In autonomous cultures they encourage people to speak out what they feel, think or want to do. It focuses on individual self-awareness and interest. There are two types of autonomy: intellectual autonomy which encourages people to be open-minded and curious, be able to pursue one's ideas and intellectual direction. The other type is the affective autonomy which concentrates more on individual preference and pleasure. In the culture where embeddedness plays an important role, living in groups is the way of life. People are identifying themselves with the group.

The second dimension, hierarchy versus egalitarianism, tells us about the relationship between power, resources and role in society. To what extent are these variables equally distributed in society? In the hierarchy culture people are expected to do their job and obey the rules which are assigned to the job. They define inequalities of individual as legitimate and desirable. In the culture where egalitarian values prevail, people treat each other equally and take care of one another. Values such as honesty and social justice are being promoted in this society.

The third dimension is harmony versus mastery which explains how people utilize their natural and social world. In harmonious cultures people are accepting the world the way it is. They are trying to fit in rather than changing the world. In these cultures, they have values such as world protection, unity with nature and world peace. On the other hand in mastery cultures individuals are socialized to be able to change their natural and social world in order to satisfy their needs. Values such as ambition, competence and success are being promoted in this culture. These three value dimensions can be used to find cultural differences between countries (Maehler and Schmidt-Denter 2013, p. 23-27).

In their study on culture, Inglehart and Welzel on the other side decided to divide the cultures on the bases of two dimension which are traditional/secular-rational values dimension which explain the difference between society based on religious and traditional values and those which are not. Societies which follow traditional values put emphasis on moral standards, have high respect for authority, national pride, and patriotism. The

survival/self-expression values dimension reflects on the contrast between the materialistic and post-materialistic values. The survival gives more value on the economic and physical security while the self-expression focuses on subjective well-being, self-expression, and quality. These two dimensions were created after the survey which was done on people from different countries between the year 1981 and 2007 where 270,000 people from 140 countries were interviewed. From the result they got, Inglehart and Wenzel came up with a map where they try to fix each country according to the two dimensions. The vertical axis represents the polarization between traditional and secular-rational values while the horizontal axis the contradiction between survival and self-development values.

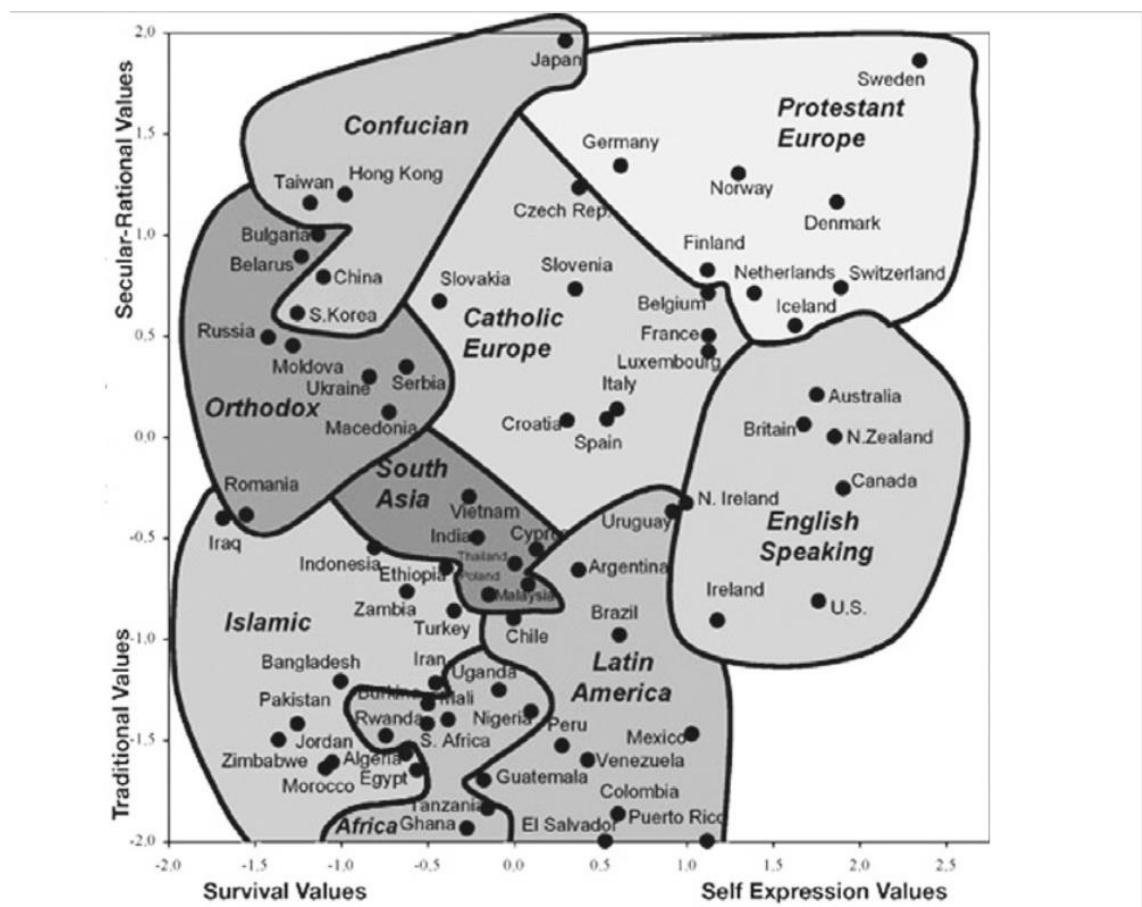


Figure 2. Cultural Map of the World. Source: Inglehart & Welzel 2010, S. 55 (in: Maehler and Schmidt-Denter 2013, p. 31).

If we go down to the history, values such as self-expression has been found rather in protestant countries than in catholic countries. Colonization has been also found in the values dimension. All the countries which were under English colonial rule can be seen through their English-speaking language. In other countries which are more communist in nature there values such as survival values can be met. For example, Germany especially East Germany, the role of political heritage is evidently seen. Although east Germany

is an ex-socialist country the values such as survival are still existing. All of the above three cultural dimensions of Hofstede, Schwartz and Inglehart have made important contributions on explaining national culture and the most important phenomena. Although they may differ in some areas such as in the sample, structure, and measurement method used, still all of them can be used to explain the cultural differences in the society. But there are some criticisms on the work done by Hofstede that his work is outdated since it was conducted 40 years ago. This can be a problem since Schwartz and Inglehart suggest that values are changing in the society (Maehler and Schmidt-Denter 2013 p. 33-35). And also, Hofstede is criticized for using data which was generated for another purpose and use this data to explain the differences in culture. Another criticism was the fact that the survey was only done on IBM employees, but Hofstede used the result he got to explain cultural difference for the whole population but this type of IBM employees is not found in every country (Towers and Peppler 2017, p. 18).

It is known that there is a big difference between the westerner and the non-westerner culture. These differences are the reasons why a westerner thinks and acts different from a non-westerner. A list below shows some of these differences.

Westerner	Non-westerner
Individualism	Collectivism
Achievement	Modesty
Equality	Hierarchy
Winning	Collaboration
Guilt (internal self-control)	Shame (external control)
Pride	Saving face
Respect for result	Respect for status
Respect for competence	Respect for elders
Time is money	Time is life
Action/doing	Being/acceptance
Systematic	Humanistic
Tasks	Relationships
Informal	Formal
Assertiveness	Indirectness
Future/change	Past/Tradition
Control	Fate
Linear	Holistic

Verbal	Nonverbal
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Table 2 Cultural differences (source: Marquardt and Horvath 2001, p. 21).

It is without doubt, that above mentioned differences influence the behaviour of team members when they engage on various tasks and activities (Marquardt and Horvath 2001, p. 21). This can put them in a situation where they cannot be able to reach the same agreement. If we look at the teams with the same cultural background, there is less ambiguity among them and there is high trust between them. The members of multicultural teams are seen to have more stress than homogeneous teams because in multicultural teams everyone has his/her own expectations which makes it difficult to have a common goal. Everyone sees and interprets information different from one another. What can be important for one person, the same thing can have no meaning to the other person (Adler and Gundersen 2008, p. 134).

Moreover, there is a high level of **dislike and mistrust** in multicultural teams because people tend to put a distance to people that don't belong to their own culture. The stranger must first prove that he/she can be trustworthy, in other words he/she must earn the trust (Bürger and Bouzková 2008, p. 137). In multicultural teams mistrust can easily happen because one has just wrongly misinterpreted what the other says or does. For example, in India a person is expected to look down when talking to someone from higher position, but this on the side of the European can mean that the other person doesn't trust him/her. This can cause the European worker not to be able to work freely with the Indian worker because he/she fails to trust him (Adler and Gundersen 2008, p. 135-136). The level of trust in multicultural teams can be distinguished by the types of members a multicultural team has. There are "destroyers" who one way or another contribute to the failure of multicultural teams because of the mistrust between themselves. There is also the type "equalize" member who can work together well without trusting each other. And there are "creator" members who are able to see their differences and use this as catalyst to increase performance in multicultural teams (Puck 2009, p. 62-63).

There also can be perceptual problems in multicultural teams. There is a tendency of some members to stereotype other members from another culture without taking into consideration their skills or experience which they bring in the teams. In addition, team members like to interact with co-workers who are from high status culture. Without thinking twice, they just associate a national stereotype with an individual team member. This can be seen when the members from economically higher developed countries are treated better than members from less developed countries (Adler and Gundersen 2008, p. 136). According to Jingtao Yu, "Stereotype means the starch, generalized, incomplete

and untrue reflection of other collectives with other cultures" (Yu 2006 p. 113). Stereotype which is an impression made with small processing capacity and motivation can cause the danger of a self-fulfilling prophecy. This self-fulfilling prophecy can be described in three phases. The phase where a person creates a first impression due to the expectations which he gets from the availability of the information presented at that moment like "this foreigner does not want to associate". The phase where a person behaviour is the result of the expectation above which can for example cause him to behave with caution. And the phase where the other person starts to behave unwilling to the behaviour of the person in front of him who at this time is behaving cautiously and this is when this wrong expectation is confirmed (Sassenberg et al 2007, p. 241). The forming of stereotypes by individuals is being influenced by his/her family, education system, the role of media and the experience of an individual (Yu 2006, p. 113).

Another issue is the personal space. In groups or teams where there is a mixture of people coming from warm areas and the other from cold areas the issue of personal space can cause conflict in a team. For the people coming from warm areas hugging or putting an arm around a workmate at the workplace is perceived as normal. But for the people coming from cold places this can be seen as intrusion into their personal sphere since they don't encourage physical interaction at the working place. This situation can hinder them to work as team if one is not comfortable to work with the other (Hunley, Chakraborty and MacDonald 2018).

2.2. Communication problems

Communication between people from different cultural backgrounds can be a source of problems just because the message sent does not reach the person who was supposed to receive it. It can happen that the recipient of the message fails to understand it or in the worst scenario, the recipient has interpreted the message different from what it was supposed to mean (Laroche 2003, p. 17). According to Halverson and Tirmizi (2008, p. 172-173) "communication is the mechanism teams used to transfer knowledge, provide information, set direction, understand each other as individual, ask questions, make decisions, take appropriate steps, and simply relate to one another". Communication is considered successful if the message transmitted is completed, which means the message sent by the sender has been received and understood by the receiver (Halverson and Tirmizi 2008, p. 173).

The words which a person chooses to use and the supporting non-verbal behaviour such as posture, timing, eye contact, rhythm of breath has everything do with how clear the message can be. Filters are used when a message is being transmitted between a sender and a receiver. These filters are composed of personal preferences and can be influenced by all dimensions of cultural differences (Halverson and Tirmizi 2008, p. 173). So, when a sender sends a message in a group, a message goes through each group's member filters. How each member understands the message will be different from one another due to their filters. So, the same message can have more than one interpretation (Halverson and Tirmizi 2008, p. 175-176). These differences in interpretation of the message can cause problems in some areas of working just because the information sent was different understood by members in the team. For example, in regarding the deadline of some assignments or due dates of projects, when the leader for instance makes it clear that the task has to be submitted at the end of the day still this cannot be clear for all. Because for some people at the of the day means when they finish their shift but for others it can mean at midnight. So, this shows that communication is not simple as one may think, and misunderstandings are bound to happen if everyone understands the message different (Ors and Sogancilar 2018, p. 206).

There is also an issue of direct versus indirect communication. Direct communication is commonly found in western culture if you compare with other cultures. The westerner if they want to get information they go straight to the point. For example, they can ask you to choose between point A or B but for the non-westerner who use indirect communication, they may use other words and go deep instead of just saying A or B and this can confuse the other part (Brett, Behfar and Kern 2006, p. 86) If there is a situation where some members who do not speak fluently the team's working language, need to use an interpreter, this may slow down the communication between team members (Adler and Gunderson 2008, p. 136).

Moreover, there is the problem with accent and fluency. In multicultural teams where members speak different languages, they must agree to use one language for interaction between them. And if there are some members who cannot speak this language fluently, they may have a feeling of not belonging to the team (Rice University 2019, p. 336). And sometimes it happens that these non-native speakers can perform much better than the native speaker but due to difficulties in speaking the language they are not getting the chance to practice what they know (Brett, Behfar and Kern 2020, p. 244). The other members who are native speaker of the chosen language may feel that the other doesn't contribute much on the matters of the team (Rice University 2019, p. 336).

In addition to that, there is the problem of communication structure concerning a pause between speeches. How long should a pause be to indicate changing of speakers is culturally contracted. If there is no agreement on how long a pause should be before changing speaker it can result in communication problems between people with different cultural backgrounds. While one feels she/he doesn't have a chance to talk, the other feels that she/he has no idea or no interest of what is being discussed (Auernheimer, 2008, p. 87-88).

2.3. Decision making process

Culture has a big impact in the process of decision making mainly because each culture has its own way of making decisions. The most important part on which each culture differs is concerning the time needed to make a decision and what kind of reasoning, opinions or judgment is required before making a decision (Brett, Behfar and Kern 2006, p. 88). The western culture puts more emphasis on action rather than anything else. This means people are advised to make decisions and take action without any delay. They focus on doing their work rather than building relationships and most of all, they don't like wasting time for no reasons. In other cultures, people's actions have less meaning like in the Arabic culture where a leader may involve his subordinate in discussing a certain matter but at the end of discussion, he can make a decision on his own without taking into account the decision reached by his subordinates. In societies in which life is strongly influenced by Islamic religion, people pay much attention to the role of God (Al-lah) in making decisions. Everything happens in the name of God (Allah), so making decision. African managers believe that their power, abilities, and their professionalism is something which belongs to them as individual and something they can share with others, that is why they find it difficult to involve their subordinate in decision making (Marquardt and Horvath 2001, p. 24).

2.4. Working style

In a multicultural team each member brings in their different style of working. For example, there are members who like to decide for themselves on what to do and there are also members who wait for the direction from their leader to do the task (Ors and Sogancilar 2018, p. 206). In some cultures, they consider time as a very important aspect in achieving the best result. If there are meetings, members need to take this seriously and be on time. But for cultures which gives less importance to time, coming late to a meeting cannot be seen as a problem. For them time can wait. Some cultures prefer doing one

task at a time (monochronic) and other cultures more than one task can be done at the same time (polychronic). Motivation is another aspect influencing the work in a team. Some members are competitive, and some are cooperative, this is due to their cultural background. Those who are competitive in nature put much focus on the result, success, and achievement since they will be rewarded for that. While the other members from cooperative cultures believe that decision making must consensual. They are being hired not only because they can do the job but also because they fit well in the group (Marquardt and Horvath 2001, p. 25-26). Some cultures also don't encourage physical contact in the working place and others do. It will be very uncomfortable for the members coming from these two different cultures to work together. For example, one finds it very normal to pat someone on the back while working and another one sees it as not acceptable behaviour (Hunley, Chakraborty and MacDonald 2018, p. 7).

3. Managing multicultural teams

In managing people who are coming from different cultural backgrounds can be a challenge especially when it comes in balancing the opposite cultural values and practices. One needs to be able to create a working environment which allows people to work together peacefully and in an effective way despite their cultural differences, strengths, and weaknesses (Hurn 1997). First the organization needs to change its form from monocultural to multicultural models of operation (Amaram 2007). It is important to establish a working environment where cultural diversity is recognized, and which supports the development of individuals' cultural awareness and sensitivity (Higgs 1996). In managing multicultural teams, it is advisable for the leaders who are managing these teams to take into account not only the advantages but also the disadvantages caused by differences in cultural background (Higgs 1996). That is why the most productive multicultural teams are the one which are able to master diversity, use it for promoting performance and also be able to control its impact if performance is endangered (Alder 2008, p. 144).

3.1. Effective leadership

For multicultural teams to be able to function well and be able to face their challenge, they need a leader who has enough experience in leading multicultural teams. Someone who the team member can rely on wherever they face a difficult situation. To effectively manage the team a leader needs to know the working style and expectations of the team members. It is important for the leader to be culturally sensitive when assessing individual strengths and weaknesses. This helps to be free of cultural bias. Cultural factors play an important role here and can lead to many problems in the team. Hence it is advisable to hire trainers who are professional in intercultural training to help training the team (Marquardt and Horvath 2001, p. 55).

Moreover, effective management of teams has also much to do with the control of team's members feelings. In teams' members can face problems which can be caused by stress, fear or failure, job insecurity and also the enmity between members. If all of these problems are not under control, it will be difficult to manage the team well (Puck 2009, p. 65).

3.2. Promotion of interculture competence

Competence is the set of knowledge, skills, and abilities which an individual applies in dealing with different situations. Intercultural competence is described as skills which a person uses in confronting complex intercultural situations (Auernheimer 2008, p. 109-110). It is the fact that intercultural competence goes deeper than knowing that co-workers or clients come from a different cultural background. Intercultural competence is comprised of three parts. First it demands that a person needs to have knowledge of his/her belief and attitudes and be responsible for his/her action. Second it demands that a person should also learn about the culture of other people or groups which increases his/her understanding and experience of other cultures. Third it demands that one needs to use the knowledge for advocating multiculturalism in the society (March 2004, p. 5).

Hofstede tried to explain how one can acquire intercultural competence through mastering intercultural communication. In order to master intercultural communication, one needs to pass through three phases: awareness, knowledge, and skills. Awareness is the beginning of all. It is the phase where a person becomes aware of his/her own culture. That his/her belief, values, norms, which Hofstede called "mental software", is different compared to that of other people. If one lacks this awareness and comes into contact with other people from a different culture, he/she can feel that his culture is much better than the others and he can turn a blind eye about the relativity of one's culture (Hofstede 1997, p. 231-232). For this reason, it is very important at the very stage of team building, all members of the team should have some kind of training or seminar on cultural awareness. This can prevent members to judge others and also reduce the chance of having conflict in the team (Kühne 2011, p. 54).

After awareness knowledge is the next phase of getting intercultural competence. In communication between people from different cultures, one needs to learn about the culture of the other person. At least he should know some of the values, beliefs, symbols and rituals. It is important to know how the culture of the person we interact with differs from ours even we may never practice this culture (Hofstede 1997, p. 231).

Skills at the end combine both awareness and knowledge plus practice. We have to practice what we have learned about the other culture (Hofstede 1997, p. 231).

For a social worker he/she needs to be in position to self-asses his/her multicultural awareness when working in a group. This can be done by asking himself/herself questions over his experience working in this group, knowledge he/she got from his/her family

concerning this group, the effect the group has on his/her professional identity and the style he/she uses in facing diversity and conflict in a group. The best way for a social worker to easily learn about other people's cultures is through first-hand experience. Through working and interacting with co-workers from different cultural backgrounds one gets the chance to have first-hand experience. Other methods such as learning through reading should be also considered as well as applying what one has learned about himself/herself and about others. A social worker needs to use this knowledge during provision of service and treatment, when planning projects, in the development of organizations and society where difference plays an important role (March 2004, p. 5-6).

3.3. Intercultural training

One can acquire intercultural communication by attending some courses which are made specially to prepare people to be able to work or study with people from different cultures. There are two types of courses one can choose to attend. The first one is based on specific knowledge of the other culture. It is called 'expatriate briefings' which is mainly the information about the countries where someone wants to go to work or to move to live there. It covers areas such as the history of the country, its customs, hygiene, the do's and the don'ts. One can be able to get this information in the form of books or video. This course doesn't have much information of the expatriate. It is suggested that people try to learn the local language before one starts working in a foreign country. There are some language courses which take long time and some are short. It all depends on how someone is able to learn a foreign language quickly.

The second course type of intercultural communication courses is based on awareness plus general knowledge of cultural differences. This course concentrates on one's own culture and how far it is different from the other culture. It is more general in a sense that, what is taught can be applied to any country. It emphasises more on how to get the job done rather than how to live in a foreign country (Hofstede 1997, p. 231-232).

Cross-cultural training which is also known as intercultural training focusses on preparing people to live in an unfamiliar culture for intended reasons or purpose. It has widened its application to prepare to be able to work globally and in a multicultural society. It has increased the areas of coverage, now it covers also cultural differences (Landis, Bennett and Bennett 2004, p. 29). There are different methods which are being used in intercultural training which have to be related with the intended outcomes. The intended outcomes are the knowledge, skills, or attitudes one must have when going to live or work

in a new environment. The trainer and the client must agree on the intended outcome in order to design the methods. This is since not all methods can give the same results. If the desired outcome is knowledge, for example how meetings are held in another culture or the history of race relation, a trainee can listen to a panel (Landis, Bennett and Bennett 2004, p. 45).

A typical example of a panel is a lecture. Where a trainee attends lectures, there is a one-way type of communication where the trainer speaks to the participants in form of verbal communication. This is very practical because the language use and visual aids can be adjusted according to the type of people participating. So, it can be adjusted according to the age, prior knowledge and also if the language used is the first or second language to the participant (Landis, Bennett and Bennett 2004, p. 47-48).

Another method used in acquiring knowledge is providing written materials to the trainees. The written materials are used to prepare the trainees for the face-to-face training. Sometimes they are given after the training for the future reference. The materials given can be in form of a book, articles from journals and newspapers, novels, pamphlets, or interview notes.

Computer-based-training is also a method for acquiring knowledge. Instead of using classrooms some trainers prefer using online programs in doing their training. There are also trainers who provide CDs, and DVDs to their trainees so that they learn through them. But it is also possible to combine Computer-base-training and face-to-face training. This method is intended for acquisition of knowledge but sometimes the result outcome can also be skills development and change of attitudes (Landis, Bennett and Bennett 2004, p. 51).

Another method is self-assessment which is “a systematic self-reporting of perceptions using a scored questionnaire that allows reflection on a particular issue” (Landis, Bennett and Bennett 2004, p. 19). This method helps the trainees to study their own attitudes and preferences. As an outcome trainees acquire new knowledge about themselves and use that knowledge when communicating with others (Landis, Bennett and Bennett 2004, p. 55).

The method of critical incidents involves the “brief description of situations in which there is a problem of cross-cultural adaptation or misunderstanding, problem or conflict arising from cultural difference between interacting parties” (Landis, Bennett and Bennett 2004,

p. 57). The information one gets from the incidents helps to set the stage and also explains what happened between the parties involved. The feelings and reactions of each of the parties can be seen through this information collected from the incidents. This information does not include the cultural differences of the parties, but this comes out during the training session. This method helps the parties to involve in raising the level of understanding of their own culture and that of the other person (Landis, Bennett and Bennett 2004, p. 58).

If the desired outcome is developing skills, one may need more than one perspective when looking at the situation. One needs to explore and be able to learn from confusing situation. In developing skills, one needs to be able to practice the new skills he/she has learnt. The trainer can help by giving feedback to the trainees about their obtained skills (Landis, Bennett and Bennett 2004, p. 46). The methods used here can be that of role playing where a trainee takes part, in playing the role about his/her life or that of another person in a new situation. A person plays a real-life situation without having rehearsal before. He/she can take the role of doing interview, counselling, or in decision making. The selected situation must have connection and meaning to the persons job. If done collectively a trainee is able to clear the picture on the needed skills and how to apply them in a real-life situation (Landis, Bennett and Bennett 2004, p. 60).

When the intended outcome is to modify attitudes, then the method used needs to touch the belief of the trainee. Some exercise can be used during the training session which will result in higher score by the group than that of individual members. Or trainees can watch a video and later make a discussion about the values which were shown in the video.

3.4. Managing cultural diversity

Diversity management is supposed to take the different cultural backgrounds of individuals in a team as a resource and use it for the benefit of the team. Diversity management has to ensure that there is a favourable working atmosphere in the organization, there is no social discrimination of the minorities and there is equal chance for all (Kühn 2011, p. 56).

When it comes to selection of members in multicultural teams, the criteria for choosing members should base on their ability to perform the task and not on their cultural background. It is also important to recognize and take into account the cultural differences presented in a team. Ignoring these differences may cause problems in communication

between members. To promote communication in multicultural teams one needs to recognize, understand, and respect these cultural differences. For the team members to be able to recognize the cultural difference they should first explain all the cultures present without interpreting or evaluating them. This will help them to become aware of the stereotypes they have on other team members which may affect on what they expect from them. Once they are able to recognize this cultural difference, then they are in a position to differentiate between their stereotype and the actual personalities and behaviour of their team members (Adler and Gundersen 2008, p.145).

Establishing a common goal or vision helps in managing multicultural teams. The teams' members often find it difficult to agree on their task or purpose. This can happen because of miscommunication between members and due to the fact that the goals are planned in the early stage of team development where the members don't know each other well. For the team to function well the leaders need to assist the team to have a common goal which surpass their individual goals. This common goal helps to reduce prejudice and increases mutual respect (Adler 2008, p. 145-146).

Equalizing power is another issue for the multicultural teams to be productive. There should not be a culture which is dominant over the other. If one culture has more power than the other culture in a team, the culture with less power can have no chance to contribute to the group. The leaders have to make sure that power is distributed according to one's ability to do the task and not otherwise (Adler and Gundersen 2008 p.146)

Creating a climate of mutual respect and trust for a multicultural team is not as one may think. The effectiveness of multicultural teams depends on the trust which is being built between the members and also the level of transparency of the agenda and the discussion taking place in the team. In order to build trust in a team there must be a give and take relationship between members. This relationship goes through three phases which are inclusion, control and affection. These three phases help to solidify the relationship between members and bring the feeling of belonging in a team (Hurn 1997, p. 241).

Members in multicultural teams must respect each other in order for them to be able to work together. No one should feel superior over the others. Equal status, close contact and joint effort in achieving a common goal should promoted in multicultural teams. The leader can boost mutual respect in the team by making sure that everyone is aware of the criteria which were used in selecting member. These criteria of course must base on equal abilities, prior experience on the job and task related skills. Selection base on ethnic stereotypes has to be discouraged (Adler and Gundersen 2008, p. 146).

The attitude to time has to be taken care when managing multicultural teams. The value given to time is being treated different in different cultures. For some cultures time is everything and for other culture time is relative. Therefore, it is very important to consider monochronic and polychronic views of time (Hurn 1997, p. 241). Monochronic (single-focused) countries they prefer taking one task at time with strictly and detailed schedules and plans which don't change so often. People who under polychronic (multifocussed) cultures can perform more than one task at the same time and they find building relationship at workplace is very important than completing a job (Marquardt and Horvath 2001, p. 25-26).

A simple and straight forward communication is very important in order to solve language problems in multicultural teams. Members of the team have to construct simple sentences with a clear structure. And also, when they interact with one another, they have to speak the words clearly that the other person can understand (Boedeker 2012, p. 82). This will help to minimize conflicts between members in team. And also, this facilitates the formation of stable relationship in the team. since communication is consider very important in a team, this simple and straightforward communication make communication between members to be easily understood. It is advice to also use this simple communication when the goals and problems have to be described (Ors and Sogancilar 2018, p.265-266)

In the process of selecting team members, one has to keep in mind that it is not about looking for a just team member, but it is all about looking for the right individual who fits well in the team. What is required in a team is not well balance individuals but the individual who balance well with others in a group. In this way human weakness can be minimized and human strength fully maximized for the benefit of the team (Hurn 1997, p. 239-249). In the selection of a team there a number of factors one needs to consider before building a team. These factors are very important because they minimize the chance of having misunderstanding and conflict in a team.

The first factor to consider is the team design and structure which consist of team size, goal, type and member composition. It is important to know the size of the team because it directly effects the management of the dynamic in the team. The size of the team is determined by the type of the task and the difficulties involved in achieving it and the resource available. Although is seen the bigger the team is, the more benefit the team will have. But also managing the bigger team with different cultural backgrounds can present management problem. Teams' goals are the measures used to reach the intended mission of the team. They need to be made clear to all members of the team and

everybody needs to understand that these goals are made for the team and not for a personal benefit. This can prevent any misunderstanding which may happen because the goals of the team were not understood by all members. The type of a multicultural team is also part of the team design. Whether a team is a task force, committee, self-manage team or virtual team is very important to know before a team start to function.

Another factor is team membership which is concerning with experiences, skills, cultural backgrounds, social identity, personality, and the level of intelligence of a team member. All of these have effects on how a team member behaves in a team.

The last factor is the team process which describes the type of communication which will be practiced in a team, how problems will be faced, the process of decision making and how conflict will be handled in a team, the development process and the type of leadership to expect. One has to consider all these processes due to their effects they have on the function and management of multicultural team (Halverson and Tirmizi 2008, p. 12).

3.5. Conflict management

As it has been discussed in chapter two of this thesis, there are a lot of conflicts caused by the challenges mention in this chapter.

In order for the multicultural teams to function well, one has to find a way in dealing with conflicts. There are different types of methods one can use to solve these conflicts such as coaching, mediation, personal conversation, and supervision (Proksch 2014, p. 36).

Mediation has its roots from the Latin word “mediare” which means mediate. The purpose of these method is to ensure that the people involving in a conflict can find solution themselves. These solutions have to meet the needs and interests of both parties. The person who carries out this process of mediating must be neutral to all both party and be able to keep secrets. This process demands openness and transparency and also both parties have an equal right of participation (Proksch 2014, p. 37).

Supervision is done by a professional trained person and is applied when a team needs specific support. This method deals with problems which are caused by lack of experience and when the criteria for evaluation are not present. Team supervision is supposed to handle complicated relationships between co-workers, clients, or organizations and companies with the aim of improving working atmosphere, cooperation and working performance. It also focuses on improving the skills of the individual. Supervision is done at

neutral places where the supervisor meets the team. The best technic for supervision is called intervention where the members of the same profession group come together to work on their problems without the presence of the supervisor (Proksch 2014, p. 38).

Coaching is the method for helping a person achieving his/her goals. In this method a person is getting advised on the best ways to reach their goals. The two parties, the coach and the coachee or client and the coach. In order for this to work, the position of both parties has to be equal. The dialogue between the coach and the coachee is of a partnership level. It starts by choosing the goal to reach which is agreed by both parties and they find the mechanism on reaching the goal (Proksch 2014, p. 38).

The role of media in enhancing multicultural understanding is not to be underestimated. Media has the power whether to clear or bring misunderstanding about multiculturalism. The work of people like journalists, reporters, and radio and TV producers have much influence on how people view each other's culture. These media people have their own culture and what their view on the other culture is, is not known to the public. They only focus to present or show what the public wants. These people play an important role in directing people's attention. What they sometimes write, present or show can become a reality to people. Sometimes the media people fail to recognize that their work carries evil value assumption of another culture. Still the media has powerful position to show cultural differences if the media people real want to show that to the people. For example, they can use television show to show similar and different behavior between countries (Hofstede 1997, p. 240-241).

4. Conclusion

Based on this work, I have come to know that difference in culture does not directly cause the problems which multicultural teams are facing, but it is how the team members react and behave to these cultural differences. For someone to be able to see these cultural differences as a driving force for doing his/her work and not as obstacle depend on his level of interculture competence. They have to be well trained to work in a multicultural team. So, someone can still do his/her job despite facing all these problems caused by cultural difference because he/she is trained well enough how to handle these differences.

Also, the commitment of an organization in welcoming diversity is very important in reducing the problems cause by diversity. The organization needs incorporate diversity in its organization policies and in their development planning. This will ensure that everybody in the team has equal rights nobody will be judge according to their culture. For example, when planning a meet all culture should be taken into consideration. But in reality, many of organization working places are not in favour of diversity. For most organization working environment is created in order to fit only one culture. For example, here in Germany many of the company working environment are made to fit only the Germany culture. So, somebody coming from Africa or China find it difficult to fit in this environment. For example, on the view of time, working style and decision-making process, all of these are done in favour of Germany culture.

Since the challenges facing multicultural teams cannot be avoided, we need to learn how to manage multicultural teams so that it can enhance performance and also be able to control it when it seems to endanger the work of the team. This is a call for managers to be open for all. Be able to lead these teams which have members from different cultural background. And be able to listen the problem of the member and be tolerant with cultures. If it is needed the managers of multicultural teams should take interculture training to improve they skills in leading these teams.

All in all, a social worker in a multicultural teams can face different challenges and still be able to his/her work only if he/she has been trained enough to work in a multicultural team.

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