

# Intercultural Leadership Skills

*Seminar Design*

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Workshop Design for a two-day

# International Leadership Skills Course

| <u>Time</u>  | <u>Activity</u>   | <u>Training Purpose</u>   |
|--|---|---|
| <b>DAY 1</b>   |   |   |
| 10-20 min.   | <b>Brief self-introduction</b>  | Opening & establishing credibility  |
|  | <b>Icebreaker activity</b><br>(Arabic intro)  | Establish a climate of group participation in examining cultural values                     |
| 15-20 min.   | <b>Expectations of both trainer &amp; participants</b>  |   |
| <b>Transition:</b> <i>After exploring the expectations of participants and trainer, introduce the workshop objectives that refers and reinforces (corrects) the expectations that have been expressed.</i> |   |   |
| 30 min.  | <b>Participants introduce themselves;</b><br>stress cross-cultural experiences and why they need to improve their intercultural awareness | Participants get to know each other; information sharing                                    |
| 45 min.  | <b>Examining the term ‘culture’</b>   | Awareness that each culture believes it has the only right solutions to life (ethnocentric) |
|  | <b>‘Driving too fast’ case study</b> —  | How cultural values can affect decision making  |

**Transition:** *After examining the term culture, we will discuss how social researchers have designed theoretical frameworks to explain why people from different countries do things in different ways.*

|             |  |   |
|-------------|--|---|
| 45 min.     | <b>Examining basic cultural concepts</b><br>of Edward Hall & Gert Hofstede | Viewing cultures from low & high context, time, uncertainty, power distance, motivation       |
| 30 min.     | <b>Analyzing cultures</b> through variables with case studies              | Participants learn how to identify the core values of a culture                               |
| 60 min.     | <b>LUNCH</b>   |   |
| 20- 30 min. | <b>Examining the term <i>stereotype</i></b>                                | Group activity involves why we need to "pigeon-hole" others and become aware of ethnocentrism |
| 30-45 min.  | <b>Reaching consensus</b><br>on subconscious ethnocentric statements       | To point out fallacies & biases in commonly held attitudes. Provoke discussions               |

***Transition : We have looked at some counterproductive stereotypes and prejudices which we might have about people of other cultures. Now, we will examine American values as they contrast with values in Germany.***

|         |  |   |
|---------|--|---|
| 40 min. | <b>Quotations of foreign visitors;</b><br>the common stereotypes                           | Group activity involves questioning why we do things the way we do, looking for the logic behind our actions, looking at ourselves from a different viewpoint |
| 45 min. | <b>Examining <i>communication</i></b><br>Introduction and discussion on how we communicate | Introduce the idea of German & American communication styles and its impact on cross-cultural interactions  |

***Transition : How do the different perceptions discussed earlier illustrate the various ways the communication was received.***

|         |   |   |
|---------|---|---|
| 45 min. | <b>Comparison of German and American communication styles</b> | Differences of style due to cultural values |
|---------|---|---|

***Transition : When going abroad and settling down in a new culture, what characteristics are needed to best adapt to a new environment. Let us discuss it and how one can best attain this competence.***

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| 30 min. | <b>Characteristics of the Interculturally Competent Person</b> | Becoming conscious of what it means to be sensitive to other cultures |
|---------|--|---|

## DAY 2

|         |   |  |
|---------|---|--|
| 15 min. | <b>Review and preview</b>   | Set the stage for activities of day 2  |
| 30 min. | <b>Definition of 'leadership' in a transnational organization</b> | Demonstrate that today's manager lives in largely non-hierarchical, 'fuzzy' worlds |
| 30 min. | <b>Objectives in international projects</b>                       | The need for very clear and defined objectives                                     |

**Transition :** *People from different cultural backgrounds may be used to a very different style of leadership. How far should / can we modify our leadership style?*

|          |  |   |
|----------|--|---|
| 60 min.  | <b>Development of the international 'mindset'</b>              | Examining leadership style, stages in team/group development  |
| 120 min  | <b>Applying Hofstede's four dimensions to leadership style</b> | Showing how theoretical frameworks have practical applications  |
| 60 min.  | <b>Lunch</b>   |   |
| 120 min. | <b>Importance of communication in international leadership</b> | To reinforce the idea that communication is culturally-based and one must be continuously aware of this in international groups |

**Transition :** *What have you learned in the past two days? What tools can we use to improve our cross-cultural leadership skills?*

|              |                                       |  |
|--------------|---------------------------------------|--|
| 15 - 20 min. | <b>Group analysis of main points</b>  | Summary                                  |
|              | <b>Participants do the summing up</b> | Action plan for the international leader |