Programme

12:45 Welcome Diversity Officer
12:50 Introduction “lecture”
13:00 Map your self & team
13:15 Discuss the team map
13:25 Share findings
13:30 Final word Diversity Officer
Introduction

Masterprogramme Integrated Product Design

Course: Advanced Embodiment Design

Client based project 21 ects

Design teams highly diverse student members

Supervised weekly by coach
RESEARCH TEAM

Stefan Persaud MSc
Lecturer IDE
Educational Researcher

Bas Flipsen PhD MSc
Lecturer IDE
Educational Researcher

Shreyas Prakash MSc
Industrial Design Engineer

Reka Magyari MSc
Industrial Design Engineer
Comenius Research Programme

*Conclusions from Handle with Care, Flipsen, Persaud (2019)*

Diversity between teammembers leads to complications within the team:

- miscommunication
- frustration
- interpersonal conflicts

This leads to lower performance due to the **inability of the team and the coach** to deal with these complications constructively.
Comenius Research Programme

Conclusions from Handle with Care, Flipsen, Persaud (2019)

Typical diversity in AED teams:

1. Cultural differences
2. Differences in design approach
3. Emotional differences
4. Differences in competencies
In a case study we researched one team that addressed two out of the four aspects that frustrated the team dynamics and flow of the project:

- cultural differences
- design approach

Within the IPD masters’ program, there has not been any previous research addressing these diversity aspects which affect the dynamics in student design teams.

TEAM EQUARUN at midterm

1. Many discussions
2. Misunderstanding about design process
3. Frustration
4. Feeling unsafe to express
5. Not delivering on time
6. Coach midterm grade 4/10 -> high probability failing project
The goal of this research:

**describe our approach**

to increase the ability of the team and their coaches to deal with these differences using

- Theory U
- The Culture Map
- Dialogue
FINAL RESULT
### EIGHT AREAS of the CULTUREMAP

#### 8 SCALES

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Evaluating</th>
<th>Persuading</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit vs. Implicit</td>
<td>Direct negative feedback vs. Indirect negative feedback</td>
<td>Deductive vs. Inductive</td>
<td>Egalitarian vs. Hierarchical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deciding</th>
<th>Trusting</th>
<th>Disagreeing</th>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensual vs. Top-down</td>
<td>Task vs. Relationship</td>
<td>Confrontational vs. Avoid confrontation</td>
<td>Structured vs. Flexible</td>
</tr>
</tbody>
</table>
1. COMMUNICATING

Low-Context: Good communication is precise, simple, and clear. Messages are expressed and understood at face value. Repetition is appreciated if it helps clarify the communication.

High-Context: Good communication is sophisticated, nuanced, and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.
2. EVALUATING

Direct negative feedback

Negative feedback to a colleague is provided frankly, bluntly, honestly. Negative messages stand alone, not softened by positive ones. Absolute descriptors are often used (totally inappropriate, completely unprofessional) when criticizing. Criticism may be given to an individual in front of a group.

Indirect negative feedback

Negative feedback to a colleague is provided softly, subtly, diplomatically. Positive messages are used to wrap negative ones. Qualifying descriptors are often used (sort of inappropriate, slightly unprofessional) when criticizing. Criticism is given only in private.
3. LEADING

Egalitarian
The ideal distance between a boss and a subordinate is low. The best boss is a facilitator among equals. Organizational structures are flat. Communication often skips hierarchical lines.

Hierarchical
The ideal distance between a boss and a subordinate is high. The best boss is a strong director who leads from the front. Status is important. Organizational structures are multilayered and fixed. Communication follows set hierarchical lines.
4. DECIDING

Consensual: Decisions are made in groups through unanimous agreement.

Top-down: Decisions are made by individuals (usually the boss).
5. TRUSTING

Task-based

Trust is built through business-related activities. Work relationships are built and dropped easily, based on the practicality of the situation. You do good work consistently, you are reliable, I enjoy working with you, I trust you.

Relationship-based

Trust is built through sharing meals, evening drinks, and visits at the coffee machine. Work relationships build up slowly over the long term. I’ve seen who you are at a deep level, I’ve shared personal time with you, I know others well who trust you, I trust you.
6. DISAGREEMENT

<table>
<thead>
<tr>
<th>Confrontational</th>
<th>Avoids confrontation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagreement and debate are positive for the team or organization. Open confrontation is appropriate and will not negatively impact the relationship.</td>
<td>Disagreement and debate are negative for the team or organization. Open confrontation is inappropriate and will break group harmony or negatively impact the relationship.</td>
</tr>
</tbody>
</table>

Countries:
- Israel
- Germany
- Denmark
- Australia
- US
- Sweden
- India
- China
- Indonesia
- France
- Russia
- Spain
- Italy
- UK
- Brazil
- Mexico
- Peru
- Ghana
- Japan
- Singapore
- Saudi Arabia
- Thailand
7. SCHEDULING

**Linear-time**  Project steps are approached in a sequential fashion, completing one task before beginning the next. One thing at a time. No interruptions. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.

**Flexible-time** Project steps are approached in a fluid manner, changing tasks as opportunities arise. Many things are dealt with at once and interruptions accepted. The focus is on adaptability, and flexibility is valued over organization.
8. PERSUADING

<table>
<thead>
<tr>
<th>Principles-first</th>
<th>Applications-first</th>
</tr>
</thead>
</table>

**Principles-first**

Individuals are trained to begin with a fact, statement, or opinion and later add concepts to back up or explain the conclusion as necessary. The preference is to begin a message or report with an executive summary or bullet points. Discussions are approached in a practical, concrete manner. Theoretical or philosophical discussions are avoided in a business environment.

**Applications-first**

Individuals have been trained to first develop the theory or complex concept before presenting a fact, statement, or opinion. The preference is to begin a message or report by building up a theoretical argument before moving on to a conclusion. The conceptual principles underlying each situation are valued.
### MAPPING NL on the CULTURE MAP

<table>
<thead>
<tr>
<th>Key area</th>
<th>NL</th>
<th>CN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct negative feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egalitarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consensual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confrontational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles-first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td></td>
<td>High-context</td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>Indirect negative feedback</td>
</tr>
<tr>
<td>Leading</td>
<td></td>
<td>Hierarchical</td>
</tr>
<tr>
<td>Deciding</td>
<td></td>
<td>Top-down</td>
</tr>
<tr>
<td>Trusting</td>
<td></td>
<td>Relationship-based</td>
</tr>
<tr>
<td>Disagreeing</td>
<td></td>
<td>Avoids confrontation</td>
</tr>
<tr>
<td>Scheduling</td>
<td></td>
<td>Flexible-time</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td>Application first</td>
</tr>
</tbody>
</table>
WORKSHOP

13:00 - 13:15

- Break out room with 4-5 people
- MIRO board with empty TEAM CULTURE MAP
- Read & Look up your culture
- MAP yourself on the TEAM MAP
**Culture Mapping TEAM 4 (13:00-13:15)**

Map yourself on the eight areas as discussed during the lecture. Discuss your colour within the team.

You can find a summary of the different areas in the text next to this frame. On top you can find the typical spot for your country. If your country is not included please choose one which is closest by to your cultural profile.

<table>
<thead>
<tr>
<th>Low-context</th>
<th>COMMUNICATING</th>
<th>High-context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Negative Feedback</td>
<td>EVALUATING</td>
<td>Indirect Negative Feedback</td>
</tr>
<tr>
<td>Egalitarian</td>
<td>LEADING</td>
<td>Hierarchical</td>
</tr>
<tr>
<td>Consensual</td>
<td>DECIDING</td>
<td>Top-down</td>
</tr>
<tr>
<td>Task-based</td>
<td>TRUSTING</td>
<td>Relationship-based</td>
</tr>
<tr>
<td>Confrontational</td>
<td>DISAGREEING</td>
<td>Avoid Confrontation</td>
</tr>
<tr>
<td>Linear-time</td>
<td>SCHEDULING</td>
<td>Flexible-time</td>
</tr>
<tr>
<td>Principles First</td>
<td>PERSUADING</td>
<td>Applications First</td>
</tr>
</tbody>
</table>

Use copy-paste the multiply the coloured discs.

**Discussion of the mapping (13:15-13:25)**

What are the differences on each scale between you?

Your answer here

What should you be aware of about each other when working together in a team?

Your answer here

How could you include the diversity of the team?

Your answer here
CONVERSATION

13:15-13:25
Stay in breakout room and discuss:

• What are the differences on each scale between you?
• What should you be aware of about each other when working together in a team?
• How could you include the diversity of the team?

13:25-13:30
• Share findings in main room
CONCLUSION

• It facilitates awareness of cultural differences
• It improves finding solutions
• It creates cooperation in the design process
• From discussion to dialogue conversations
1. Students Perspectives on Challenges within Multi-Diverse Design Teams E&PDE21
3. Handle with Care: Coaching Multi-Diverse Project Groups to become Healthy Design Teams E&PDE20
4. Coaching Multidiverse teams E&PDE20
5. Community of Technology: Unleash your Power to Educate E&PDE18
7. Engineering students become sustainable practitioners EESD2013

Thank you for your attentiveness and your contributions

Ir. Stefan Persaud
E: s.m.persaud@tudelft.nl
T: +31 6 29 322 074
Lecturer IDE
Educational Researcher

Dr.ir. Bas Flipsen
E: s.f.j.flipsen@tudelft.nl
T: +31 6
Lecturer IDE
Educational Researcher
Diversity & Inclusion week
Programme Monday 4 October

12:45 Kick-off Diversity & Inclusion week 2021!
14:00 Unconscious bias workshop
16:00 Panel dialogue with drinks: Benefits, challenges and opportunities of diversity & inclusion

Please subscribe:  www.tudelft.nl/DIweek