Can you "drive" cross-cultural, cross-functional innovation workshops successfully ?

Herbert Weinreich

The global world with the challenge of new competitive international brands and products leads to a higher demand for cross-cultural and interdepartmental teamwork.
As a **working method**, innovative cross cultural / interdepartmental **workshops** are used to utilize and coordinate the inherent **creative power**.
Unfortunately, these workshops are seldom self-organizing successes. One of the **key factors of success** on which great importance must be placed is the **competence of** cross cultural / interdepartmental facilitation.
Cross-border innovation workshops involve a dynamic complexity that will easily overstretch the capabilities of a mere chairman. He/she needs a complexity reducing framework to coordinate, balance and utilize the underlying synergistic capacities and energies appropriate to emerging situations.
In addition, this framework should help the **moderator*** to promote and maintain the necessary competence.
Based on a set of **case studies,** proven theses, principles, techniques and practical examples, we will present a **learning model** for **professional moderation** which will act as a compass to analyze the requirements, plan mutual processes, utilize principles, techniques and best practices in order to facilitate innovative breakthroughs, idea generation, problem solving and decision making.
Trained moderators **survive the clash of cultures.** They can guide a workshop towards winning results providing effective and efficient performance and high degrees of acceptance.
*In this article, culturally simplifying and integrating, the word moderator is used for the functions/roles of facilitator, mediator and moderator because this word has the largest scope!

Contents

Can you manage cross-cultural, interdepartmental innovation workshops successfully ?

1. Introductory definitions

1.1   What is a workshop actually?

In our understanding, workshops are working meetings within an enterprise with the task of producing a joint working result. There is a responsible „client" for the workshop and workshops are usually given preference when a complex subject is being dealt with which would be too long for a single meeting. In contrast to exchanges of information or experience or meetings to establish progress, workshops can involve all phases of creative and problem-solving cooperation.

Workshops can last from one day up to a maximum of one week, whereby one, two or three day workshops are usually chosen as signs of fatigue are rare for such short durations. Extensive subjects can be dealt with in a series of workshops which then take place with breaks of one or two weeks in between.

Workshops can take place at all sorts of different levels within an enterprise: e.g.:

Employee level
Project level
Task force
Department level
Executive management level
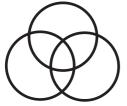Inter-regional level
International level
Global level

The participants are composed of directly affected employees and specialists whereby these persons can come from different levels within the organization or also from outside.

The target of an innovative workshop is to make use of creative potential in a very short time so that competitive improvements or radical innovation breakthroughs are possible.

In order to recognize and separate the requirements of workshops with regard to the possibilities of influence by moderation, we differentiate cross-functionally in the following between the interdisciplinary and the interdepartmental workshop.

1.2 Advantages and requirements of interdisciplinary workshops

The advantage of interdisciplinary workshops is that the convergence of different disciplines on a subject can create a fruitful solution atmosphere – a space within which creative thoughts from all disciplines can move. The knowledge available in a group composed of different disciplines is much more varied that the expertise from a group of homogeneous participants and thus offers a higher probability of innovative solutions (figure 1,2)

electrical engineers
mechanical engineers
civil engineers

figure 1: creative potential of homogeneous working group

microbiologists
physicists
chemists
airplane constructors
architects
electrical engineers

figure 2: creative potential of interdisciplinary working group

 The advantage of the diversity of knowledge which often develops by examining new areas of experience, breaking off subjects, dividing up tasks, new points of view etc. must be contrasted with the disadvantage of the development of different expert languages. This means that an important requirement at an interdisciplinary workshop is the moderation of the discussion in an atmosphere of mutual understanding, i.e. the formation of an interdisciplinary scope of understanding. As well as the conflicts which can occur due to a lack of understanding, there are also often socio-emotional conflicts at interdisciplinary workshops when representatives of different disciplines do not respect each other with regard to definitions, approaches and solutions and just argue about their „absolute truth" (poorly led workshops can cause a shock with regard to interdisciplinary cooperation).
Employees who have an interdisciplinary education can provide excellent mediation work here.

1.3 The advantages and requirements of interdepartmental workshops

Interdepartmental workshops have the advantage of being able to handle a more complex subject including all the interfaces with a holistic approach. The participation in the formation of ideas leads to more acceptance and the knowledge about procedures, working conditions and resources leads to a better coordination. The interdepartmental workshop is thus the creative reservoir for holistic product development and competitive process re-engineering . The results of interdepartmental workshops can lead to new projects. On the other hand, project work is also a productive field for carrying out workshops. Kick-off workshops, workshops for solution development, evaluation and choice, workshops for project planning

and exchanging experiences can considerably accelerate the cooperation in interdepartmental project teams.

In order to use the creative resources of the team members and their units for the project theme, a special requirement which is placed on interdepartmental project workshops is overcoming the egoistic rejection of one workshop participant by another as a „trespasser" in a particular field. (Violent disputes about who has what to say where can result in a shock for employees with regard to interdepartmental cooperation).

1.4 Advantages and requirements of cross-cultural workshops

Due to the globalization possibilities and global competition, enterprises are increasingly seeking business opportunities throughout the world. The aim is to use synergies and innovation potentials quickly and effectively at all enterprise levels. Therefore, managers and employees are being increasingly faced with the challenge of cross-cultural and international cooperation. One way in which employees can meet each other on equal terms in order to learn quickly from each other how to produce competitive products, services and processes are cross-cultural workshops. The scope here ranges from international working meetings to improve production processes and logistic procedures, continues with multi-cultural innovation workshops for product management on the rollout of new international software and culminates in the production of global scenarios, innovation and marketing strategies. Example: Workshop of product managers on the subject „Definition of the medium-term product platform strategy from Turkey to Great Britain."

Cross-cultural workshops have the highest degree of complexity. They include the requirements placed upon interdisciplinary and interdepartmental cooperation enhanced by the convergence of at least two cultures - but often more.

If such workshops are not in capable hands, as well as the interdisciplinary, interdepartmental shock, the much harder cultural shock regarding cross-cultural cooperation can occur.

1.5 The basic philosophy governing the moderation of creative learning processes

Moderation is a set of modes of behavior to steer communication (by communication we understand the creative exchange of information, the creative production and processing of information) in workshops and working groups in order to meet a certain target cooperatively and communally. In accordance with the theme centered interaction (TZI), we talk about a serving process management which, depending on the requirements, holds the three main factors – innovation subject, participants and workshop group in a constructive balance (figure 3).
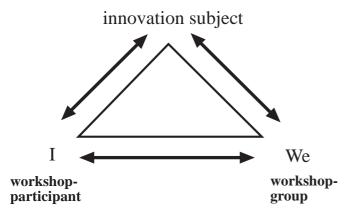

figure 3: magic triangle of theme centered interaction

Moderation must fulfill the task of developing, promoting and preserving relationships within this magical triangle. For creative processes, the „I" needs a positive relationship to the „innovation subject" and to „We", so that it can let go creatively and cross borders to new ideas through associative impulses from the „We" (autonomy and growth). Thanks to the creative performance and the "creative linguistic plays", the „We" is strengthened and develops identification with the creative performance. A communal creative process results (interdependence).

Because processes are limited by the individual and organizational resources, it is necessary to steer the creative process within the framework of these resources. Experience develops from the processes which can be converted into methods by reflection. Thus, in this way, a professional service stage of the process control can be reached i.e., creative processes can be planned for clients, specifically implemented in workshops and controlled within them.

1.6 Potential areas of influence for moderation

If we transfer the magical triangle of theme centered interaction to the three types of workshop we can recognize the following potential areas of influence in which the services of a process control can be required:

as requirement profile for the interdisciplinary innovation workshop
- The influencing at the contents level (subject)
- The human influence on the participants (person and member of a knowledge discipline), (I)
- The influence at the group dynamics level on human and interdisciplinary cooperation (We)

as requirement profile for the interdepartmental innovation workshop
- The influencing at the contents level (subject)
- The human influence on the participants (person, member of a knowledge disciple, representative of an expert department in the enterprise), (I)
- The influence at the group dynamics level on human, interdisciplinary and interdepartmental cooperation, (We).

as requirement profile for the cross-cultural innovation workshop
- The influencing at the contents level (subject)
- The human influence on the participants, (I)
  as a person belonging to a culture
  as a member of a knowledge discipline
  as representative of an expert department of a foreign company within the enterprise
- The influence at the group dynamics level on human, interdisciplinary, interdepartmental and cross-cultural cooperation, (We)

1.7 Cultural programming of the workshop participants

In principle, one can say that expert disciplines and specialized departments represent subcultures. One advantage of these subcultures is that the experts within a specific discipline can quickly understand each other on their subject all over the world. This also applies, if in a somewhat weaker form, to department functions within an enterprise where there is an international scientific background. Experts and businessmen share certain convictions and

values. However, it would be very misleading to presume that these attitudes are always stronger than other cultural attitudes such as e.g. cultural attitudes concerning nationality.

All workshop participants are mentally programmed by their personal curriculum vitae and their personal behavior as a workshop participant is the outward appearance of this programming. Hofstede supplies a three-level model of this phenomenon (figure 4).
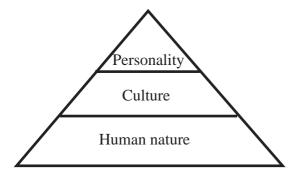

figure 4 : the 3 levels of uniqueness in human mental programming

Gibson (2000) interprets:
„ We do and think some things because we are humans: for instance we want to sleep, eat and survive. These are universal and inherited characteristics. We do and think some things because of our culture: this might determine, for instance, when we eat and sleep and how far we try survive. These are characteristics which are specific to a particular group of people and are learned. We do and think some things because of our individual personality. These characteristics are specific to us as individuals and are both inherited and learned."

Therefore, for the moderator of cross-cultural workshops, cultural awareness and cultural sensibility are two of the most important properties due to the importance of the cultural level for mental programming.

The following figure 5 shows a differentiated picture in order to recognize where the differences for creative tension or conflict originate.

1.8   Cultural dimensions as signs of diversity

As well as the levels of mental programming, cultural dimensions, can help the moderator to relativize his cultural awareness. Most research here is based on the studies by Hofstede and Trompenaars.

Important differences which often lead to critical events, irritations, misunderstandings and conflicts can be described in the following dimensions:

1. in non-verbal behavior
2. in the style of communication
3. in the handling of time
4. in the perception of space and the related intimacy
5. in the behavior towards the hierarchy and the distribution of power
6. in the behavior of the individual and group
7. in handling uncertainty
8. in the behavior between the sexes

figure 5: cues for different mental programming of participants in cross-culture innovation
workshops

Marx (2001) has made the proposal to reduce these dimensions to a few main dimensions
regarding the requirements of international business situations.

For her, three questions are fundamental:
- Is the focus primarily on the task at hand or on the people? (orientation)
- Are frameworks more important than flexibility? (task approach)
- What is the dominant communication and presentation style? (communication and
  presentation style)

Based on the work of Marx, the following dimensions can provide a quick approach to
achieving transcultural effectiveness in the preparation and implementation of workshops:

Task approach
Structured or fluid
Tolerance of ambiguity
Time concept

Orientation
Task or people
individualism / collectivism
specific / context

Communication and presentation style
Factual or expressive formal /informal
Directness / Indirectness

2. The challenge of cross-cultural moderation of workshops

In our deliberations to date, we have concerned ourselves with the differences of the participants of interdisciplinary, interdepartmental and cross-cultural workshops. This difference contains the highest potential for innovation if it can be used to achieve the target of the workshop.
Often however, workshops simply go wrong – in particular the cross-cultural ones - and miss the target of evolving genuine innovative improvements or breakthroughs; frustration, depression and withdrawal are the result. After such cross-cultural workshop „crashes" workshops usually then return to a mono-cultural basis and the results are agreed at cross-cultural meetings or by individual decision makers.

What are the reasons for these failures? The reasons are not only to be sought in the cross-cultural situation. Often there is a lack of professional and systemic procedures. This applies particularly to the three phases
- Preparation including contracting
- Fine planning and implementation
- Preparation of the workshop results and termination

2.1 Wrong behavior patterns and solution approaches for preparation and contracting

When we examine such problems which can be traced back to incorrect behavior patterns in the preparation and contracting phase, we establish that:

- the wrong participants had been chosen (e.g. delegates just because of their status but without any contributory competence)
- the subject is not appropriate for the duration of the workshop
- the procedure and techniques were not suitable (e.g. the really interesting points come shortly before the end of the workshop and then there is too little time)
- the rhythm between creative exploration, analysis and evaluation is not harmonious and that participants are quickly fatigued.
- the methods are incomprehensible and presented in a complicated manner.
- language difficulties occur and participants cannot contribute
- the physical environment is detrimental to a creative flow of ideas
- inappropriate media are used and the actual creative breakthroughs are not recorded.
- a too rigid procedural framework has been chosen which was not agreed with the client and the participants and which is difficult to rectify during the on-going workshop
- a far too tight planning schedule has been chosen – particularly during cross-cultural workshops – and the participants are given too little time for creative relaxation and social contacts
- the moderator in the process loses his thread and is overburdened by the service functions
- the moderator leaves his role and takes on that of an innovation consultant etc.
- the client becomes impatient and interferes in the process in a dominant manner …
- the moderator has not taken enough time to familiarize himself with the innovation subject so that he really cannot understand the requirements
- the moderator has not sought contact with the participants in order to register and understand their needs

- the moderator is not able to intervene in a suitable manner in the working process to counter unsuitable deviations
- an inappropriate style of communication and presentation has been chosen with regard to the cultural composition of the participants.
- social subjects between group members are given too little or too much attention in comparison with the actual innovation task
- in comparison with the cultural composition, the structuring of the workshop was too detailed and there was too little room for free exchange
- the participants had too little variety between mental, linguistic, visual, logical and physical movement
- the authority relationships between the participants could not be reduced
- the workshop episodes lasted too long and the participants could not concentrate
- the participants consider the workshop to be recreation
- the participants did not know each other and the workshop began very hesitantly
- the workshop subject presentation was too general, abstract and misleading
- together with the group, the moderator was not in a position to extract the generally understandable essence from contributions provided in the technical language of experts
- passive but potentially capable group members were not activated
- the moderator was not in a position to create an effective working culture with the cultures of those participating
- etc.

2.2 Solution approaches

How can the moderator avoid these problems in the preparation and contracting phase?

In our experience, the most sensible approach is to conduct two meetings with the client so that the workshop request can be professionally negotiated.

During the first meeting, (we call it the order taking meeting) the task is to explore the request for a workshop together with the client. The task is new for the moderator and he/she needs time to work out the targets, requirements and risks systemically. The client must provide the necessary information here. In this phase, the moderator only takes on the task of scrutinizing the proposal and not the realization of the workshop.

After this first meeting, as the contracting party, the moderator now examines the feasibility of the workshop and drafts a workshop design which is the basis for the second discussion with the client.
For the moderator, the feasibility analysis is the test to establish whether he wishes and feels capable of carrying out the workshop – if necessary using the help of co-moderators.

The points which should be included in the feasibility study depend on the interdependent connections regarding the subject within the enterprise. A checklist is adequate in the case of a simple innovation workshop.

Important points which must always be clarified are:

- Background of the workshop
- Innovation target
- Requirements

- Initial problems (e.g. in the competitive situation, with the customer, in the product program)
- Peripheral conditions
- and e.g. the consequences if the workshop is not successful.

Only a rough design of the workshop is possible on the basis of a rough analysis. Here the necessary corrections must be made unless the analysis shows that a workshop as a method is not the suitable tool for achieving the target.
The elements of a rough design are usually:

- The knowledge, department and geographical areas which are necessary for a creative treatment of the subject and which must be represented by participants
- Preparation activities with the participants (e.g. castings whether the participants are suitable, interviews and preparatory meetings)
- Methods, procedures, techniques with which the problems can be creatively and successfully managed
- The choice of the workshop language (e.g. English as second language)
- A rough schedule of events from which the procedural steps towards achieving the target becomes evident
- The duration
- The location within the company or externally
- Stimulation, adventure, recreation and encounter possibilities for the participants
- Role and responsibilities of the moderator
- Role and responsibilities of the client.

The rough design in the form of an offer to the client is completed with an estimation of the costs which occur to the moderator for preparation, implementation and if necessary preparation of the workshop results.
The moderator and client meet for a second time on the basis of this offer in order to negotiate and agree the final workshop performance.

2.3 Challenges in the implementation phase

In an exchange of experiences with moderators of cross-cultural workshops the following questions had been the subject of discussion:
- How can I get a cross-cultural group working quickly?
- What can I do to reduce prejudices and negative stereotypes which are poisoning the atmosphere?
- How much information about the task must be provided and how concrete must this be?
- How can I steer the discussion in a target-oriented manner? I have the feeling that participants are talking to each other but in the conference language they are not communicating.
- What matters do I pick up as a moderator – what is relevant for reaching the target of the subject and what do I leave out? the discussion in the workshop is everywhere and nowhere!
- How can I intervene with participants from different cultures
    o when they deviate from the subject?
    o if they attack other participants emotionally?
    o if they want to relate long stories?
    o when there is constant criticism?

- o if participants do not accept the methods?
- How can I stimulate participants
  - o if important know-how carriers remain passive?
  - o if participants do not join in?
  - o if participants find the subject is too boring?
- How can I mediate
  - o if participants find the working stints are too long?
  - o if there is too much detail for participants?
  - o if participants find that other participants are too direct?
  - o if participants would prefer to discuss freely rather than take a systematic approach according to a method?
- How can I present the participants with an overview if I know too little about the subject myself?

- How can I maintain discipline in difficult situations? There are dominant participants who simply come up to the flipchart and cross off ideas which they do not like.

- How can I plan a procedure so that we remain within the foreseen time schedule?

- Which decisions must I require from the group on open subjects so that we remain within the time schedule?

- What can I do if important international participants are constantly being called away from the workshop?

- Some participants are throwing the ball to each other and trying to force their opinion onto the whole group. How can I solve such a conflict constructively?

- What do I do when participants want to write down the verbal proceedings in their notebooks (in order to show it to their superiors in their country after the workshop) and others feel disturbed by the clicking of the keyboard?

- What can I do so that participants are prepared to take on joint responsibility in the workshop process?

- What can I do if the wind has changed in the enterprise between the preparation and implementation phases and the participants decline to handle the subject in the workshop?

- How can I record the results in spite of the dynamics of the discussion without losing my influence as moderator?

- How can I design the terminating phase so that the responsibility for preparing the results is shared and that these results are further processed?

- etc.

2.4 Navigation model of the moderation as a learning approach

The complexity can be recognized from the questions of the moderators, as listed above, regarding implementation. They can be easily answered by a corresponding training. In the

following, we want to concentrate on an overall solution approach which gives the moderator an overview of the workshop activity. There are various levels which concern the success of a cross-cultural workshop. In order to reduce the complexity of the situation, we created a working model of the moderation using the requirements profile of the cross-cultural innovation workshop. In adding the process-methodical level to the contents level, the participants level and the group dynamic level, we decided on a 4-Windows model as the basis for a navigation platform of the moderator (figure 6). This 4-Windows Model of navigation, as a sort of instrument chart of moderation, should allow a more networked reflection on the workshop.

Content level of innovation subject	**Process and methodical level**
- objective, targets - Information processing requirements, - basic processing functions, - processing patterns	- basic processing functions, - processing patterns - methods, techniques, procedures - needs,prefernces (person, group) - Script - workshop plan, guidelines
Organization and Group level	**Participant level**
interdisciplinary cooperation	personal behavior needs, preferences
interdepartmental cooperation	culture of expert discipline
	culture of department
cross-cultural cooperation	culture of Society

figure 6: navigation model as a holistic learning approach

The navigation model of the moderation can serve four purposes:

1. Networked analysis of the workshop situation
2. Draft of the workshop process
3. Workshop management „here and now"
4. Check the competence of the moderation

In the following, using some mind maps, we shall fill the model and the windows.

2.4.1 Fundamental leadership functions of moderation

According to the navigation model, the moderator has four levels where work tension can be generated and where this tension can be influenced in order to create creative energy.

The basic leadership functions for making process energy available for the subject are Weinreich (1993):
-   The promoting function
-   The preservation function
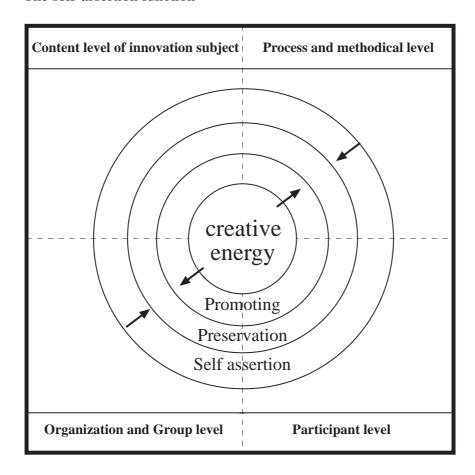-   The self-assertion function

Content level of innovation subject	Process and methodical level
creative energy Promoting Preservation Self assertion	
Organization and Group level	**Participant level**

figure 7: leadership functions of moderation

2.4.2 Workshop controlling and intervention as a service function

The prerequisites for leadership and interventions at a workshop are behavioral norms and targets with regard to the contents. If the target of the innovation workshop is clear then deviations can be established in relation to the initial position (target/performance deviation). This deviation is the real problem and it must be worked on by the workshop participants.

Moderators must be aware of promoting targets, preservation targets and self-assertion targets and their deviations during the process so that they can take over the process controlling function.

At the start, there are no communal norms at transcultural workshops therefore the moderator must first establish a transculturally acceptable norm. Using this overtly demonstrated or agreed norm, conditions can be established within the group which will allow an effective transcultural workshop culture to emerge. An advantage here is when participants have already had experience with workshop methods in their own cultures. If later agreed ground rules arise, any behavioral deviation from these ground rules is the signal for intervention (target/performance deviation).

The application of the principle of the target/performance comparison to all four fields of the navigation platform allows the moderator to carry out a 4-level controlling. From the feedback of the deviations to the workshop participants, after suitable discussions, appropriate course corrections can be made. In this way participants and moderators can learn.

2.4.3 Insight at the contents level

The terms of reference must be analyzed in the window of the contents level. The aim is to recognize the fundamental requirements of information processing as the innovation target. For this, we have developed a function compass (figure 8) of information processing. It contains the basic functions from which objective-focused communication patterns for workshops can be constructed. (e.g. information on the problem, discussion of understanding, search and collection of ideas, evaluation, discussion of the best alternatives, decision with action plan).

Furthermore, the compass offers the possibility of immediately recognizing if the behavior of the participants corresponds with the basic function of the communication pattern or if there is a deviation. The amount of deviation which a moderator tolerates before he/she intervenes depends for example on the cultural composition of the group, the familiarity of the participants with the method and, in some cases, on explicitly defined ground-rules.
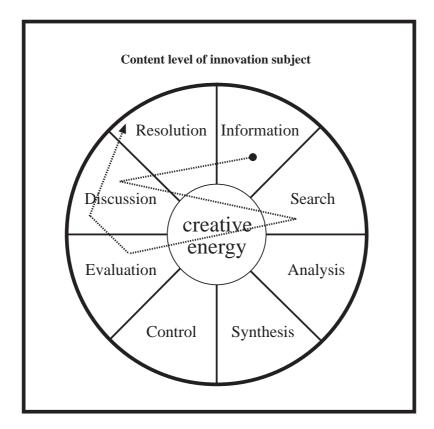

Content level of innovation subject

creative energy

Resolution | Information | Search | Analysis | Synthesis | Control | Evaluation | Discussion

figure 8: compass of basic information processing functions

2.4.4 Insight at the participants level

Humanistic values are a reliable foundation in order to work successfully with people from different cultures. Moderators need knowledge of human nature which expresses itself through social awareness and cultural awareness. People are not disturbers by definition, they follow their needs (autonomy). In a workshop group, they experience their limits against a common spirit (interdependence). This also applies in a wider sense to a transcultural workshop group. The moderator needs behavior signals which show the preferences of a participant in order for the moderator to promote such a participant in the sense of the workshop targets and to maintain this while, at the same time, preserving his own self-assertion towards the group, the process and the target achievement.

The system of psychological types from Jung and Myers-Briggs (figure 9) can provide very valuable services here because it assumes a preference for information processing which can be related to the information processing phases of the contents level. In this way, the moderator can receive signals suggesting which processing step is most suitable for a particular participant.

For the moderator, the human level to the participant is the direct level. The moderator can express appreciation and adopt and preserve the participant in his needs via the promoting situation at all four levels of the participants level. From the acceptance of his person, a relationship develops within which the moderator can intervene with regard to this participant.

Extroversion	Introversion
Sensoric Perception	Intuitiv Perception
Thinking	Feeling
Judging	Perceiving

figure 9 :basic dimension of psychological types Jung (1990)

2.4.5 Insight at the group-dynamic level

The purpose of an innovation workshop is to tackle a certain subject with the aim of reaching a certain target in a cooperative community environment. In order for cooperation and a sense of belonging to be learned, lived and experienced in a transcultural workshop group moderators much create conditions in which these human processes are possible.

There are many models of group development. From our point of view, the most suitable model for workshops is the simple model from Klein(1984) which differentiates between
- Unfamiliarity phase
- Orientation phase
- Familiarity phase

- Differentiation phase and
- Termination phase.

Particularly in transcultural workshops, moderators must accept the needs of the participants to encounter each other and to find their place within the workshop group (overcoming the „stranger" feeling and allowing orientation).

If everyone has found a recognized place in the group then everyone knows what he can expect from himself and from the others and a provisional familiarity results. In the fourth phase, the participants differentiate. The workshop members consciously recognize that there are differences between themselves, disciplines, types of departments and cultures and try to live openly with them.

The workshop also has a conclusion. The aim of a good workshop is to make this final phase into a positive experience in that every member of the workshop group actively and consentingly leaves the workshop so that no diffuse and ambiguous feeling from conflicts remain.

In transcultural workshops, explicit ground rules may be necessary to assist the development of the group dynamics. During the preparations, moderators should reflect on which rules could become necessary, which rules can be offered to promote processes and which rules should be agreed depending on the actual situation. Proposals for constructive regulations are welcome from all cultures. The transcultural cooperation within the workshop takes place via the explicit rules. The agreed rules offer the participants process reliability, and for the moderator, they are the agreed norm for intervention.

2.4.6 Insight at the process and methodical level

At the process and method level, the basic information processing functions are allocated by a further compass (the compass of methods or methodic elements, figure 10) with which the function target can be achieved (e.g. Brainstorming for the basic function „search and collection of ideas").

We can allocate adequate methods to the target-oriented communication pattern from the content level and thus obtain method-based processes.

In order to design a holistic process, we cannot base our efforts on the terms of reference alone. The participants level and the group dynamics level must be included.

Particularly in transcultural situations, we need a supporting framework of activities which do justice to the transcultural requirements of participants and the group. It is the task of the moderator as the „dramatic producer" to coordinate the needs of the participants, the development of group dynamics and the processing of the subject. As a working tool here we use a script. It gives structure to the process - roughly speaking a starting phase, a main phase and a concluding phase - giving a time schedule on the content and human requirements and on the methodical approaches to the innovation problem to be solved.

Process and methodical level

creative energy

methods of resolution (e.g. final decision incl. commitment)

Information, presentation methods

methods of discussion (e.g. structured discussion)

methods of creative search (e.g. Brainstorming)

methods of evaluation (e.g. pros and cons)

methods of analysis (e.g. Brainstorming)

methods of control (e.g. target / performance comparison)

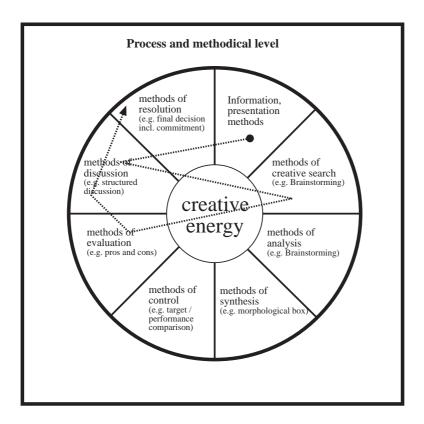methods of synthesis (e.g. morphological box)

figure 10: compass of methods and methodic elements

The elements of a script for a transcultural innovation workshop go above and beyond a simple agenda. We often work with the following dimensions:
- Time
- Duration
- Initial situation: Subject / Workshop group
- Innovation target / Participant needs
- Working steps
- Creative stimuli
- Methods
- Working aids / Media
- Situative instruction requests
- Active member / Guest, Participant, Small group / Full assembly
- Locality – rooms and space

from which the script is then formed.

The workshop plan as the guideline for the participants is derived from this script. Particularly in transcultural situations, the script is only valid as a check for the moderator and if the requirement occurs it must be corrected.

2.4.7 Competence levels for moderators of transcultural innovation workshops

Transcultural, interdepartmental and interdisciplinary innovation workshops are a complex matter. Disturbances can quickly occur which completely overthrow the workshop plan. The navigation learning model is designed to support the moderator providing him with help in holistically plotting efficient „workshop paths" towards the innovation target. Via the

target/performance comparison at four levels, the moderator is put in a position to recognize disturbances proactively in order to intervene in a suitable manner.

Wanting to assess and control* everything at once would be the wrong approach. We place social and cultural awareness as well as interdisciplinary knowledge at the focus of competence. Additionally, we add skills from behavioral and knowledge fields which are necessary to attain effectiveness, efficiency and satisfaction in workshops.

*(in the sense of service)

Processconsultation,-planning,-coordination and -control

Cultural knowledge and language
thematic knowledge and language

Developing social relations, group dynamics,
leadershipbehavior, motivation and energising

dimensions of competence

Organizing behavior
Information and Presentation
Communication
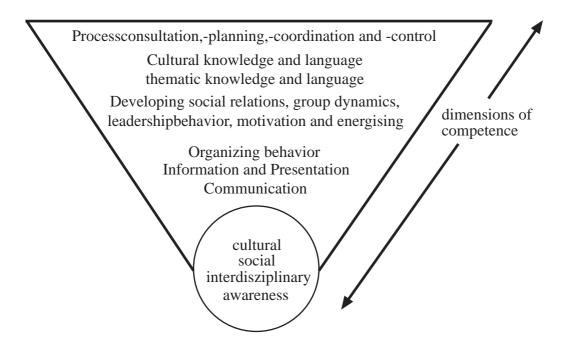
cultural
social
interdisziplinary
awareness

figure 12 : structure of competence in moderating transculturell innovation workshops successful

Reference

Gibson, R. (2000)
Intercultural Business Communication. Berlin: Cornelson & Oxford University Press

Jung, C. G. (1990)
Psychological Types . Princeton: University Press

Klein, I. (1984)
Gruppen leiten ohne Angst. München: J.Pfeiffer

Marx, E. (1999, 2001)
Breaking through culture shock. London: N. Brealey

Weinreich, H. (1993)
How to plan and conduct Effective Thinking Together. Creativity and Innovation: The Power of Synergy. Darmstadt: Geschka & Partner