

# Mysore InterCultural Effectiveness Indicator

## Team Report

# MICE

Prepared for:

**International Ltd.**

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# Introduction

This report applies information collected from the Mysore InterCultural Effectiveness (MICE) Indicator to the team or organizational unit in which it was conducted. It is designed to help analyze an organizational setting with respect to the effectiveness of international collaboration and communication; it is built on the premise that a global team needs to work together to achieve shared goals and objectives.

The **first part** helps to understand the effectiveness of the team members in interacting and collaborating with their foreign counterparts, that is, it provides an answer to *'how we think we are with them.'* When the team members completed MICE, they made choices on four dimensions, each of which are made up of two poles:

Ability to accept cultural differences	Denial (D)	<<	or	>>	Acceptance (A)
Avoidance of psychological stress	Tension (T)	<<	or	>>	Ease (E)
Successfulness of communication	Flop (F)	<<	or	>>	Success (S)
Establishing of interpersonal relationships	Clash (C)	<<	or	>>	Bond (B)

These four dimensions describe 16 different intercultural effectiveness types:

ATFC	ATSC	AESC	AEFC
ATFB	ATSB	<b>AESB</b>	AEFB
DTFB	DTSB	DESB	DEFB
DTFC	DTSC	DESC	DEFC

Based on the responses to the MICE self-appraisal, the team's intercultural effectiveness type is

**AESB** (Acceptance, Ease, Success, Bond)

In the **second part**, the MICE Indicator gives an indication of how satisfied the team members are with the appropriateness of communication from their foreign counterparts and the outcome of the collaboration, that is an answer to the question *'how we think they are with us.'* The team members made choices on two dimensions, each of which are again made up of two poles:

Appropriateness of communication	Hostile (H)	<<	or	>>	Friendly (F)
Results of collaboration	Disappointing (D)	<<	or	>>	Strong (S)

These two dimensions describe 4 different intercultural satisfaction types:

<b>FD</b>	FS
HD	HS

Based on the responses, the team's intercultural satisfaction type is

**FD** (Friendly, Disappointing)

This interpretive report contains the following sections:

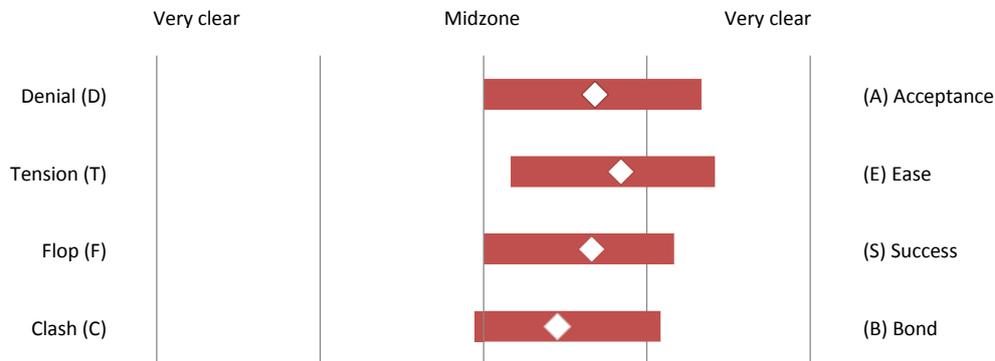
- \* Your View on Your Intercultural Effectiveness
- \* Your Satisfaction with the Intercultural Collaboration
- \* If the AESB and FD Patterns Do NOT Seem to Fit
- \* Information about the Team's Participants
- \* Action Steps

In understanding the MICE results, there are some key points worthy of remembering about the MICE Indicator:

- \* Describes rather than prescribes, and therefore is used to open possibilities, not to limit options.
- \* Identifies the team's current situation, but does not talk about the skills, abilities, or competencies of the team members.
- \* Assumes that all dimensions are equally important.
- \* Is supported by ongoing academic research and is being further developed.

# The Team's Intercultural Effectiveness

The graph below and the paragraphs that follow provide information about the team's intercultural effectiveness in its current international collaboration. The average characteristics reported by the team members are shown by a diamond marker; the further to the right or to the left the marker, the more clearly they have expressed that characteristic. The horizontal bar shows the range in which fifty per cent of the team members fall; the shorter the bar, the more homogenous the effectiveness of the team.



The team's intercultural effectiveness came out to be of the type:

**AESB** (Acceptance, Ease, Success, Bond)

The next section gives information for each of the characteristics. You will find a brief definition of the dimension and on which side of the dimension's pole the team is. By looking at the above diagram, you can see how clearly if the team's result on a dimension is towards the left, right, or in the midzone.

Ability to accept cultural differences

**Acceptance (midzone)**

The ability to tolerate, accept and advocate cultural differences is key to accomplishing set goals in a manner which is appropriate to the context and intercultural relationship.

- \* Most team members have - probably painfully - realized some of the dynamics of intercultural relationships.
- \* Many begin to make an effort to understand cultural dynamics, but notwithstanding these singular attempts they mostly try to get the job done without paying much attention to culture.

Avoidance of psychological stress

**Ease (midzone)**

An intercultural situation is composed of many new and novel situations; effective intercultural communicators must therefore be capable of handling psychological stress resulting from the unknown.

- \* When foreign counterparts are interacting with each other, time and again, there are misunderstandings and conflict caused by cultural differences.
- \* There is no real international team and stress builds up at all sides and ends.

Successfulness of communication

**Success (midzone)**

The ability to successfully communicate across cultural borders involves many aspects of a more general communication ability.

- \* Initiating a dialogue with their foreign counterparts remains a challenge for many team members.
- \* Ever so often they also find it difficult to follow and/or actively participate in an intercultural conversation.

Establishing of interpersonal relationships

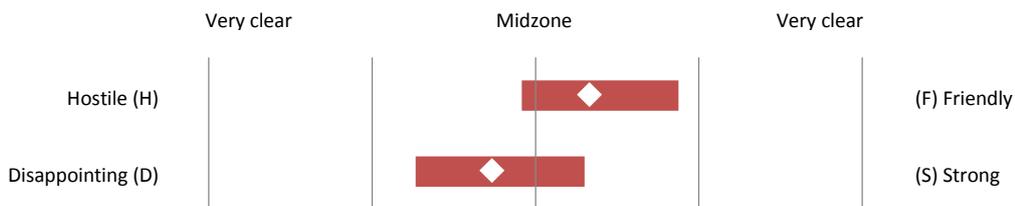
**Bond (midzone)**

The ability to develop and maintain satisfying interpersonal relationships across cultures is a basis for being effective in collaboration.

- \* A good portion of the team experiences difficulties identifying with its foreign counterparts.
- \* They do not feel fully connected with each other and collaboration across national borders remains challenged.

## The Team's Satisfaction with the Collaboration

The graph below and the paragraphs that follow provide information about the team's satisfaction with the appropriateness of communication from its foreign counterparts and the outcome of the collaboration. The average characteristics reported by the team members are shown by a diamond marker; the further to the right or to the left the marker, the more clearly they have expressed that characteristic. The horizontal bar shows the range in which fifty per cent of the team members fall; the shorter the bar, the more homogenous the perceived satisfaction by the team.



The team's current intercultural relationship came out to be of the type:

**FD** (Friendly, Disappointing)

The next section gives information for each of the characteristics. You will find a brief definition of the dimension and on which side of the dimension's pole the team is. By looking at the above diagram, you can see how clearly the team's result on a dimension is towards the left, right, or in the midzone.

Appropriateness of communication

**Friendly (midzone)**

Do the foreign communication partners have knowledge of the socially appropriate and expected communicative behavior? Do they make an effort to adapt?

- \* The team's foreign counterparts make an attempt to understand the cultural divide.
- \* However, this attempt is not yet sufficiently reflected in their communication and collaboration style.

Results of collaboration

**Disappointing (midzone)**

Is the collaboration - as seen and felt by the team - able to bring about an effect?

- \* Many team members are rather unhappy with the collaboration with their foreign counterparts.
- \* They feel that more and better output could be achieved.

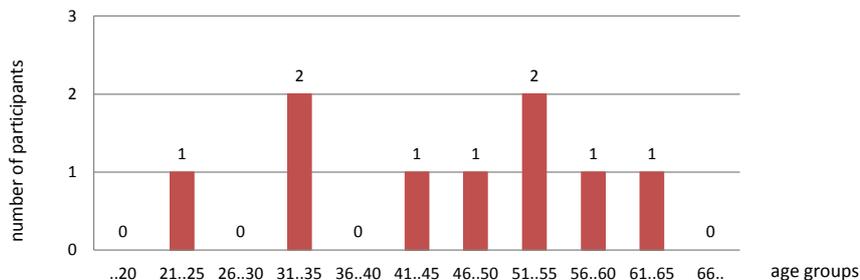
## If the AESB and FD Patterns Do NOT Seem to Fit

MICE is a psychometric test trying to provide objective data for an otherwise subjective measurements. The dynamics of intercultural communication and collaboration are too complex to be fully accounted for by a set of questions, no matter how good these questions may be. Most importantly, a psychometric test should not replace gut feel, but to validate or invalidate management instinct. Here are some suggestions if the reported types do not seem to fit the team:

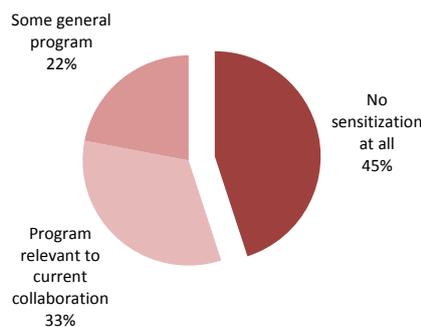
- \* Think back to the team's frame of mind when they did the MICE self-appraisal. Where they influenced by the way a manager or an intercultural trainer told them intercultural communication and collaboration ought to be? - Note that MICE should not be conducted too close to an intercultural sensitization program - neither too close before nor too soon afterwards.
- \* When was the MICE administered to the team? If there was a moment of disturbance in the collaboration (e.g. a misunderstanding which had just turned into a real problem), then the participants' responses can be biased. Also, when MICE is administered too early in an international collaboration, respondents often have too less first-hand experiences and the real challenges are not yet known to them.
- \* Last but not least, the management view of the team dynamics can be entirely different from what the team experiences; MICE is designed to unveil the team's experiences.

## Information about the Team's Participants

A total of 9 responses from participants were considered for this MICE team report. The average age of the respondents is 45 years; 56 per cent of the respondents are female. The below diagram shows a more detailed breakdown of the age categories.



The below graph gives an overview about the status of intercultural sensitization, training, and coaching in the team. 45 per cent of the team members report that they have never attended any intercultural training program nor received any other kind of intercultural sensitization.



## Action Steps

Successful international and intercultural teamwork doesn't often come naturally - it takes commitment, skill, time, and effort. Both from the team members as well as from a management perspective. While there is no such thing as a perfect global team, the team's effectiveness can be gradually improved. Appreciating and understanding the status-quo is an important first step - or in the words of Charles F. Kettering, the inventor of the electrical starting engine: "A problem well stated is a problem half solved."

- \* Identify the team's strengths and challenges. Ascertain how best to use the strengths to the team's advantage.
- \* Brainstorm ways for the team to overcome its challenges; come up with a list of strategies.
- \* With the team members, discuss how their individual strengths can help the team achieve its objective.
- \* Identify someone from the team (or an outside coach) to help the team address its challenges.

In order to make the information even more actionable, administer the MICE Indicator for different segments of the team (organizational units, nationalities, etc.) and compare the results. Consider intercultural teambuilding, training, coaching, or other sensitization measures especially if the team's average characteristics for several dimensions are in the mid-zone area or even further to the left. If the dimension 'results of the collaboration' on the second scale is disappointing, consider process-oriented measures and the introduction of metrics in addition to intercultural upskilling.

Last but not least, the vast majority of management choices should be based on interacting with employees, observing them in their international work environment, and the gut feel that management gets about a global team's ability to do the job. Do not discard all of that and make an assessment based on a psychological test result. Instead, use the MICE team report for additional information about the team, or to call into question something which was reported to you as a manager.

