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MANAGING CROSS CULTURAL DIFFERENCES IN GROUP PROJECTS

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Abstract

In today's interconnected world, people are more exposed to other cultures than ever before, and their need to understand and appreciate cultural diversity has become a must. Due to globalization, the barriers of travelling have been disappearing and studying abroad has become an increasing trend. Recognizing and understanding diversity and embracing cultural differences has therefore become essential for students to learn how to properly behave in both: professional and non-professional environments. This trend has affected RIT Croatia as well, especially when it comes to the undergraduate program in hospitality and tourism management: the expectations are that students work closely with individuals from different cultures and, consequently, learn to manage better the cultural differences if they want to be successful in their academic lives and in their careers. One of the most effective ways to research the intercultural skills that students possess is working in groups. This interpersonal skill has been seen by many faculty members as a perfect opportunity to develop necessary academic intercultural skills and competencies. The goal of the paper is to investigate the impact of intercultural competence on students' work in group projects and identify if in an interculturally diverse institution of higher education as RIT Croatia students are aware of this impact and how they respond to it. The research was conducted using a method of observation and survey at the institution and the data collected have shown that only a small percentage of the participants has fully grasped the importance of this issue or has understood the possible implications. The results have also shown that students need to be more open and more respectful towards other cultures to make people from other cultures feel more appreciated and encouraged to embrace diversity and to establish a better relationship with their peers. The findings of the research point out that incorporating more group projects with culturally diverse groups in different courses is strongly recommended as well as a more active involvement from faculty members in designing of group projects.

Key words: cross-cultural differences, undergraduate education, intercultural learning, group project, higher education, intercultural competence

1. Introduction

1.1. *The Impact of Globalization*

In today's technologically advanced world, where people can connect immediately with any part of the world, in which borders are slowly disappearing, understanding the cultures of others within is undoubtedly crucial. Due to the overall globalization and the continuous movement of people cultural differences are increasingly more present and visible today than they were in the past. Many people nowadays like to travel abroad and work or study outside of their own countries. This movement has been strongly encouraged and recommended even in the official memorandum of the European Union (Official EU Website, 2017) and it does not exclude countries that are not members of EU. Once the individuals have moved away from their country or even just their city, they need to adapt to a new environment. Cultural diversity thus can be observed almost everywhere: it can come even from within the same geographic area simply by having people with different race, religion, language, ethnicity, or socio-economic status.

Due to the ongoing changes and globalization, managing cross-cultural differences has become a central focus not just in different industries, but also in the educational system as well. There are certain norms and set of behaviors that every individual should be accustomed with when interacting with people from diverse backgrounds. Most people are sensitive when it comes to their culture and home, therefore one should strive to use an appropriate type of behavior in each situation. For this to happen, people need to acquire intercultural competence, or the ability to communicate appropriately and effectively with people from other cultures (Kawar, 2012). To fully comprehend this, there must be a common understanding of what the term culture stands for. According to the same source, culture can be defined as the beliefs, norms, values, and symbols that are shared among the people living in the same social group (Kawar, 2012).

1.2. *Concept of Culture*

Culture has already been defined also as a summary of different ways of life, which include arts, beliefs and institutions of a certain population and are entrusted from one generation to another. Culture is something that people learn both, at home and at school, and it helps them socially interact with others. It is clearly something that we must acquire in our lives since we are not all born with the same attitudes, values, or beliefs (Kawar, 2012). The concept of culture has two different parts: the invisible one, and the visible one. The assumptions and the values that one person in a certain culture holds do not have to be clearly visible to others. The only visible elements of a culture are the artifacts that often get misunderstood from people of different cultures. There are three different levels of culture that can be recognized: verbal (the language), behavioral (how a person acts in a certain situation) and the physical (any visible attributes, for example skin color) (Tabari et. al., 2016, p.12-18). In his book *Cultural intelligence: a guide to working with people from other cultures* (2004), Peterson defined cultural intelligence as the ability to demonstrate certain behaviors, including certain skills and qualities that are similar to other cultures' behaviors. Cultural intelligence contains four different intelligences, and these are: linguistic, interpersonal, spatial, and intrapersonal intelligences. In another words, one must be familiar with the language of another culture, as well as to learn how to use

appropriately the individual's space while dealing with others. Furthermore, one should also learn how to be considerate about their own culture to be able to combine their own cultural attitudes with the foreign cultures (Kawar, 2012). Cultural intelligence and intercultural competence are two crucial factors when it comes to managing cross-cultural differences. Once one is familiar with these norms, interacting with others becomes much easier and it helps to avoid a phenomenon called: cultural shock. According to Kawar, cultural shock is defined as being overwhelmed by the new culture's set of rules, attitudes, and norms and it happens when individuals were not prepared for entering a new culture. Due to the under preparation one does not know how to act appropriately resulting in separate themselves from others completely. Preparing for the transition by learning the language and developing cross-cultural skills can, according to theory, help avoiding this type of a cultural shock (Kawar, 2012).

1.3. The Concept of Culture in Higher Education

When it comes to higher education, it is important to possess cross-cultural skills. Today many students choose universities and colleges in different countries and different educational systems due to various reasons such as possibly to obtain a degree nonexistent in their own country or to find a better workplace, or simply the willingness to learn a new language. Since many young students have studied a foreign language from an early age, they have all become somewhat exposed and familiar with the culture of that language but experiencing it in-person is not quite the same thing. Once the decision is made, and students enroll a particular language course, and thus become exposed to multiple challenges not just inside the classroom, but outside it as well. It is the duty of their professor(s) to create an environment and use a teaching style that will represent not only the school's program but will, at the same time, create a learning setting in which both native and foreign students will be comfortable. RIT Croatia is an institution of higher education with an internationalized student body which offers an excellent opportunity to observe this phenomenon. In all programs offered at this institution, especially Hospitality and Tourism Management program, this institution offers to all relevant subjects in education hands-on experience and theoretical knowledge in the field. After the second year of study, students can choose between two majors: Small Entrepreneurship and International Hospitality. Furthermore, RIT Croatia students have the possibility to travel to any of the campuses as study abroad students, while many other students, from different campuses join the RIT Croatia students in their classroom. Even if they are only present for one semester or a year, their presence will make a difference and the cultural differences will make the class more culturally vibrant. International students bring an added value to an already existing content and to the "old" environment (Zlomislić et al., 2016).

1.4. The Concept of Culture in Higher Education in Western Countries

Teamwork skills are considered essential for personal, academic, and professional achievement, so universities are increasingly integrating them into their syllabuses. However, little is known about how some specific features of students and their educational development can affect their acquisition (De Prada et al., 2022).

Working in teams is an important part of higher education in the Western Countries. Teamwork is more and more encouraged by global organizations, such as Google, for

example, and even educational institutions are exposing their students to this type of work as early as possible. Teamwork or team learning can be defined as the process which combines efforts and the involvement of the team members to enhance their abilities to perform, which may lead to a change in their actions and, subsequently, changes the outcome (Bui, et al., 2016). For the students to work successfully as a team, the students need to be coached to possess certain attitudes and to be familiar with the main goals of the course itself. The same research shows that the principal objectives of teamwork are communication skills and listening skills, but other skills must be present as well, such as good collaboration skills, delegating skills, problem-solving skills, and most importantly, the existence of cross-cultural skills. Students need to learn to work together with their peers who may not speak the same language or think and work in the same way as they do. When it comes to teamwork, work ethics and the differences between team members become even more noticeable. The team should have a common goal that all the team members want to reach, and they all should equally be motivated to work towards that goal (Bui et al., 2016).

Teamwork can be challenging especially when different cultures come together. The research shows that many global organizations have problems managing their teams while striving continually for their success at the same time, thus when it comes to higher education, where team members are younger and not as engaged, it seems almost impossible to achieve success in teamwork. Nevertheless, putting different people together and making them try harder to overcome the cultural differences and work better together is the very first step to learning to acquire a certain set of skills. Many researchers claim that students who attain these skills and are engaged in group works during their education are more likely to be successful later in their professional careers when it comes to teamwork and managing cross-cultural differences, since they are not frightened by it (Bui et al., 2016).

1.5. The Importance of Intercultural Competence in Hospitality Industry

Cross-cultural skills, or intercultural competences, are obviously seen as highly important when it comes to the hospitality industry. In an industry where the customer is the priority, managing cross cultural differences is crucial. Due to cultural differences different cultures have different expectations, thus when it comes to delivering a service or experiences, people already have a set of criteria in their minds, upon which they will evaluate the quality of these services or experiences (Tabari et. al., 2016, p.12-18). An example of this can be found in different service expectations relative to guests coming from different nationalities and cultures. It has already become a common knowledge that American guests are not willing to wait for more than five minutes, and usually get very impatient when they must wait for their service, while, on the other hand, Japanese are more patient and do not perceive this as a problem. In this case, it becomes obvious that employees should know which guests they need to serve first to avoid unsatisfied customers. Furthermore, there are many cultures that seem to be similar in certain cultural expectations, but they are not. Employees in hospitality industry have to learn how to be culturally sensitive, which should be incorporated in their business strategy and employee training. This is one of the ways companies can reduce the number of unsatisfied customers and have a competitive advantage. As more individuals become familiar with cultural sensitivity, more will be able to identify different cultures without discriminating them (Tabari et. al., 2016, p.12-18). For

the employees to possess the adequate intercultural skills, they need to be educated earlier, starting already from their undergraduate degree program. According to the European Commission, official website their *Erasmus+* program, for students in higher education, encourages students to gain intercultural experience in both working and studying abroad, not only in the countries' members but also in some other countries outside of the European Union.

Another way of gaining intercultural exposure is by creating a new type of classroom experience. This is a more western-oriented, holistic approach of teaching, where students are co-creating the experience together with their teachers and they are more involved in overall classroom activities. Some researchers even claim that all the teamwork should be coordinated by the students themselves (Sain et al., 2016) for students to learn better to apply these skills in real life situations. It is understandable that to understand cultural competences, students should be first familiar with their own culture and their own language before they start learning other foreign languages (Liddicoat et. al., 2010). In a classroom where there are students from different countries and cultures, it is crucial that the professor sets a good example by designing a type of class interaction and/or activity that will be adequate for all participants. Thus, working in teams becomes an excellent opportunity for the students to develop, improve and practice their cultural sensitivity and competence.

2. Methods

2.1. Purpose

According to the main hypothesis to be tested in this research the students of an international institution of higher education are aware of the impact of cultural competence and cross-cultural differences when working in group projects.

The main goal of the primary research of this senior project, especially for the participant observation part, was to investigate how the students of International Hospitality and Service Management (IHSM) students at RIT Croatia manage cross-cultural differences while working in groups with students from other cultures focusing mainly on solving problems and working towards a shared goal.

The survey used in the research was designed to primarily examine the differences based on students' year level to identify whether there are any improvements throughout the education, as well as to investigate how interested RIT Croatia students are in the culture of another country, and to determine how well RIT Croatia integrates various cultural perspectives into class discussions and its classroom teaching deliveries.

2.2. Participants

The observation method was conducted as a part of a group project that included students from RIT Croatia belonging to different nationalities. The participant's observation was covert, and the students were not aware of the fact that they were being examined. All participants were senior IHSM (International Hospitality and Service Management) students at RIT Croatia, and they belonged to different nationalities. To collect more data, the observation was conducted in two different groups.

The participants of the survey were as well all IHSM students at RIT Croatia, and they were from all year levels to gather sufficient data. In total, there were 110 participants: 31 freshman students, 24 sophomore students, 18 junior students and 37 senior students. There were 84 Croatian students, and 26 foreign students, with mixed nationalities, which included: Italian, Montenegrin, Serbian, French, and Albanian. The survey was distributed face-to-face to students of different academic levels who were attending a particular class at that moment.

2.3. Method and procedure

As previously noted, this research used a mixed method to collect data: observation and survey. The participant observation method was used to conduct in-depth, efficient research, and to examine students' behavior in their own environment to determine how they work together with students from different cultures. The participant observation was done according to an *Observation plan*, based on four key elements: group communication, teamwork, problem-solving ability, and negative aspects. The usage of the observation method could have been identified as potentially subjective, and the authors wanted to combine it with a survey type of a research to gain better knowledge of the situation. The participant observation was conducted with two groups consisting of two to three students which had to integrate their work and complete the project together. The time for the collection of the data was five to eight weeks, which was also the duration of the project. The observation was recorded by taking notes, and the comparison of the results from students of different nationalities was based on the same criteria. As for the survey, it was distributed in one randomly chosen class, in which mostly students from the same year level were present and the questions were primarily designed to address hospitality students and the class was, in most cases, an IHSM professional course.

3. Results

3.1. Survey results

The total of 110 surveys was distributed between RIT Croatia IHSM students in all four-year levels. The purpose of the survey was to measure the level of interest of RIT Croatia students and professors for other cultures and, also, to identify certain aspects of their experience while working with other students. There were 75 female participants and 35 male participants, which is an accurate representative figure for RIT Croatia since, according to the existing data, there are more female students in the institution (Appendix C, Figure 1). Furthermore, the same official school records show that a little more than one fourth of the participants were non-Croatian students, which also in accordance with the current statistics about the student body (Appendix C, Figure 2). The results have shown that the biggest agreement between students was when analyzing the statement that working in intercultural groups while doing group projects helps them improve their English language skills. There is a sense of discrepancy in the results, when it came to the question how frequently cross-cultural differences are causing conflicts for them, while working on group projects. While half of the participants stated "never", the other half expressed the opposite standpoint and agreed with the statement. This statement was made to test the assumption that mostly foreign students would feel conflicts arising from differences, since they were the ones in minority. Surprisingly, the results have demonstrated that two out of

the three students who said that conflicts occur very frequently were Croatian students and this was an interesting and rather unexpected outcome (Appendix C, Figure 3). Interestingly, more male students felt like cultural differences are causing conflicts while working in groups, since 60% of the male participants stated that conflicts are existent, while only 45% of female stated the same (Appendix c, Figure 4). The majority of the surveyed students agreed that the professors and peers rarely enquire about their culture of origin or even want to know that about their culture. Furthermore, students are rarely asked to share their cultural perspectives during class time, which means that various international perspectives are only occasionally incorporated to the lectures. When participants were asked about their preferences in taking part of multicultural group projects the results show a major discrepancy visible between the year levels. More than half of the freshman students (55%) were involved in class activities in multicultural groups, while the percentages of sophomore and junior students are significantly lower (only 20%, and 33% respectively). Surprisingly enough, by senior year the engagement of students in class activities in multicultural groups was again at a higher level (60%) (Appendix c, Figure 5). Based on the data received, most freshmen felt like they were learning better when they were engaged in multicultural groups (58%), while, following the previous trend, the agreement was declining with sophomore and junior students, and it raises again for senior students (48%) (Appendix C, Figure 6). Most students agreed (67%) that working in groups for professional courses was easier, when it was done in multicultural groups, while for general elective courses, only 42% of them thought so (Figure 7 and 8). Many students believed that their culture is recognized, and they rarely feel neglected due to their roots and the fact where they come from, but there is a small group of foreign students that feel otherwise. Only 20% of the non-Croatian participants claimed that they feel neglected due to their culture, and 23% of them expressed concern that their culture is not recognized by others. These students were mostly from the neighboring countries, such as Albania, Montenegro, and Serbia. Only few of the participants, both Croatian and foreign, felt the need to express themselves in open-ended comments at the end of the survey. One Croatian student said that Americans never ask students of other cultures anything about their culture, while another one suggested that asking people about their culture is only worth if they knew it would be funny. Lastly one student pointed out in comments that the differences make us unique and that we should all learn from each other. On the other hand, one international student suggested that people should get to know each other better before judging.

3.2. OBSERVATION RESULTS

The participant observation was done by taking part of two different groups, which included Bosnian, Croatian and USA students. According to the observation conducted, students who participated prefer to use their native language while working in groups outside class, and they only use English if one of the participants does not understand Croatian. The preference is that everyone does their own part separately at home, after it was divided equally amongst them. Students do not like to take on responsibility: they prefer being told exactly what their responsibility is, what they must do and what to include. Evidently, the team leader has the responsibility to assign the responsibilities/tasks of the team members, and later put the entire project together. In most cases, local students were more likely to submit their part the night before the due date, causing more stress to other

students. According to the comments, conflicts were thankfully avoided, because the minority students would be just pretending not to be bothered by the last-minute submission. Related to the quality of work, most students were aware that the team leader should revise the project before putting it together, so they would feel more comfortable and relaxed when they did their part, not over-working, while others were honestly trying to make the most out of their work. Thankfully, no other major conflicts were identified during the work in these group projects have occurred during the weeks of the projects. No problems in communication have been identified between students of different nationalities and cultures who participated in group projects, and sharing ideas was more challenging primarily due to the lack of creativity of the group leader, not due to existent cultural differences.

3.3. *Limitation*

It must be mentioned that the survey was done in class, thus the results obtained are not completely reliable, because the participants had limited time to complete the survey and, furthermore, the sample size of the participants was chosen randomly including anyone who was present on that lecture when the survey was distributed. Also, observation method could bring more relevant data if more students were involved.

4. Discussion

Higher education provides ideal environments for the development of teamwork skills since universities and colleges provide different possibilities to hone these skills in many ways: in formal instruction, curriculum design, and/or in other non-formal forms of teaching. From the formal perspective, institutions of higher education can promote the organization and the implementation of teamwork training programs. On the other hand, faculty members can include these skills more in the design of their courses and their curricula. There are specific innovative teaching techniques that can be used in the classroom that emphasize the implementation of these skills in the classroom such as the micro flip teaching model, project-based learning, or experiential activities (De Prada et.al., 2022).

It is evident that in an international institution of higher education that offers education in English the student body could show notable cultural differences. The research aimed to investigate the students' awareness of these cultural differences, especially among students enrolled in International Hospitality and Service Management at RIT Croatia in Dubrovnik. Some of these differences are not visible, since most of the students seem not recognize cultural diversities nor do they register them as a possible problem in student activities or in overall student communication. In the same way, students do not seem to understand how to address these differences in teamwork assignments. Since most students belong to the host nation, they already seem to possess certain expectations from incoming students, based on their presumptions and, sometimes, prejudices. Nevertheless, the results also show that among the student body there are many students who realize the importance of the intercultural awareness, and the possible impact of the existence of different cultures on the overall success of teamwork. These students also believe that the institution itself should also recognize this problem and help student students address it to learn to collaborate better and to understand each other better. The

results of the survey also show that there is a need to improve the management of class group projects even among local students. Interestingly, local students acknowledged several times throughout the survey that their specific needs related to their culture were neglected or that they witnessed various conflicts arising from certain intercultural differences. Since group projects are most of the times not supervised directly by professors, but are managed and organized by the students themselves, and, currently, there is no one who monitors the process. Based on the findings of the survey, in order to create a better learning environment and to make group projects more effective, faculty members should motivate students to choose groups that are more multicultural. In such a case, students can learn better from each other due to their diversities.

Another recommendation that comes from the findings which would create a better learning environment for both international students and locals, helping them face and embrace the existing cross-cultural differences, is that faculty members should be more involved in the group management. It deems to be necessary that teamwork is more supervised or monitored by the faculty members with at least one or two follow-up meetings. These suggestions would avoid last-minute stress and would help the group members divide the work responsibilities in a fair way.

On the other hand, students, both locals and foreign, should be more flexible and open minded in understanding the other culture(s). The research has shown that local student body fails to completely understand how relevant this issue is in a multi-national learning environment such as RIT Croatia. The results show even a lack of interest to learn and understand how potentially challenging a group work could be if intercultural differences were not taken into consideration. It seems obvious that the change in their behavior would make foreign students more open to adapt to the new culture and fit in better. It must be mentioned that not every cross-cultural difference should cause a conflict. Judging by the experience of the author of this paper, conflicts are more likely to be caused by the behavior of the individual person and the consequent clashes with their personalities. Some students simply find it easier to accept the things and conditions as they are, and stay quiet, while others will immediately react to the smallest thing. Those kinds of reactions have little to do with culture, and cultural diversity, but are primarily the result certain problems that some students have that are mostly related to either their upbringing or their unwillingness to adapt to changes.

It seems obvious that cross-cultural differences and problems that can potentially rise from them can only be solved if both parties are willing to change and be more open-minded. Everything starts with the mutual respect between people, as well as from their being familiar with their own culture. One cannot be mindful of other people's culture if one is not familiar with his or her own culture first.

Thankfully, RIT Croatia has made several attempts to "cross the bridge", for example with the *English please* sign, which helped many foreign students not to feel left out of the conversation, which they could not be a part of due to language barriers. There are certainly other ways to improve, by incorporating more international perspectives into the lecture and class discussions, encouraging foreign students to embrace their culture and share it proudly with the rest of the classroom. That would help both parties to mutually respect each other and explore more about other culture or their own. In many courses this is

already incorporated, but based on the survey results, some students do not find it sufficient.

Managing cross cultural differences has become an arising issue in the past years, thus it is still rather a new topic that deserves a lot of attention. In this case, further research is needed to gain a more in-depth view of what exactly is happening and what should be done to prevent possible misunderstandings and create better working (or academic) and personal relationships. Differences make any community unique, and those should be accepted without questions or judgments since this is the only approach that will improve the overall intercultural understanding and communication. As limitations of this study, it must be mentioned that since the survey was conducted during class time, the results obtained cannot be perceived as completely reliable, because the students had limited time to complete the survey and respond to the questions. Another possible limitation is the fact that the sample size of the participants was chosen randomly, and it included only those students present at the particular class when the survey was delivered. In order to obtain more relevant and complete information, all RIT Croatia students, on both campuses should be involved in the research as further research is needed to gain a more in-depth view of what exactly is happening and what should be done to prevent possible misunderstandings and create better working (or academic) and personal relationships. More involvement from the faculty in group management could also be beneficial, since students respect their authority and their experience and trust their judgements.

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5. Appendices

5.1. APPENDIX A

Managing Cross-Cultural Differences Survey

While at RIT Croatia, how often have you experienced the following situations? Please circle the one that applies the best!

never = 1 rarely = 2 occasionally = 3 frequently = 4 very frequently = 5

1. Croatian students asked me about my culture.

1 2 3 4 5

2. Professors asked me about my culture.

1 2 3 4 5

3. Various international perspectives were integrated into the class.

1 2 3 4 5

4. Croatian students tried to learn more about my culture and me.

1 2 3 4 5

5. I took part of a multicultural group projects in various courses.

1 2 3 4 5

6. I participated in the organization of a cultural event, which helped me share some facts about my culture. (Ex.: Community Service Day, International Dinner)

1 2 3 4 5

7. I was asked to share some cultural perspectives during class time.

1 2 3 4 5

8. I worked in a group project where cultural differences caused problem.

1 2 3 4 5

Please mark your level of agreement to the following statements!

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

1. Once my peers got to know me better, they became interested to learn about my culture and my language.

1 2 3 4 5

2. I think I learn better when I am part of a multicultural group when doing group projects.

1 2 3 4 5

3. Working in multicultural groups helps me improve my English language skills.

1 2 3 4 5

4. I find it harder to work in multicultural groups in Core (professional) courses. (e.g., core courses taught by professors Agušaj, Walker, or Kužnin)

1 2 3 4 5

5. I find it easier to work in multicultural group projects for General Education courses. (e.g., Gen Ed courses by professors Bazdan, Božinovic, Charry, or Friganović Sain)

1 2 3 4 5

6. Students didn't recognize my culture, nor had any particular interest in it.

1 2 3 4 5

7. I have been in a situation where I felt neglected due to my culture.

1 2 3 4 5

8. Please add your own comment or share your experience if you wish!

Gender: Male Female

Year Level: Freshman Sophomore Junior Senior

Nationality / Ethnic Group: _____

Country of origin / Legal citizenship: _____

5.2. APPENDIX B

Observation Plan: the following items and categories were observed related to group work dynamics and communication between the team members.

| Group | dynamics |
|--|--------------------|
| What is the preferred language | (English/Croatian) |
| - Face-to-face meetings or online meetings to discuss issues related to teamwork | |
| - How often do they meet | |
| - Where do they meet | |
| - How long do they meet | |
| - Do they take notes during the meetings | |

How they work together?

Do they do the project together or divide it and delegate responsibilities?

Do they usually decide on their own what to do or they need to be told what to do?

Do they do things last minute or on time - Are they engaged in discussions or just when asked to do their part?

How do they value the quality of their work?

- Do they come up with any ideas?
- Do they feel they belong to the group and fit well?
- Who usually takes responsibility: students who speak better English or take more initiative?

Groups problem solving ability

- Who is making the decisions, who is the leader – how are his/her actions viewed?
- Do they follow the leader’s recommendations, does the group have a common ground on what they all agree?
- Is everyone involved in problem solving?- How are conflicts solved?

Negative aspects

- Who dominates in the group work?
- Are there always team members who show little interest or commitment to the group assignment?
- How many members do not “pulling their weight” or meet deadlines?
- Do you often disagree on task allocation or on the quality of the work produced?

5.3. APPENDIX C

Figure 1

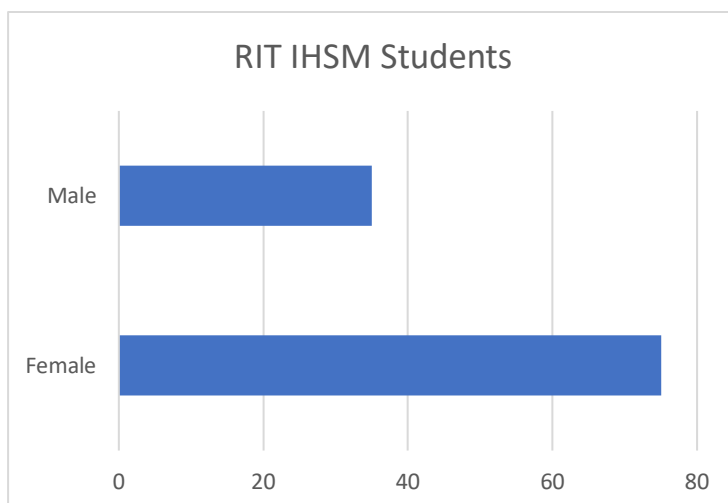


Figure 2

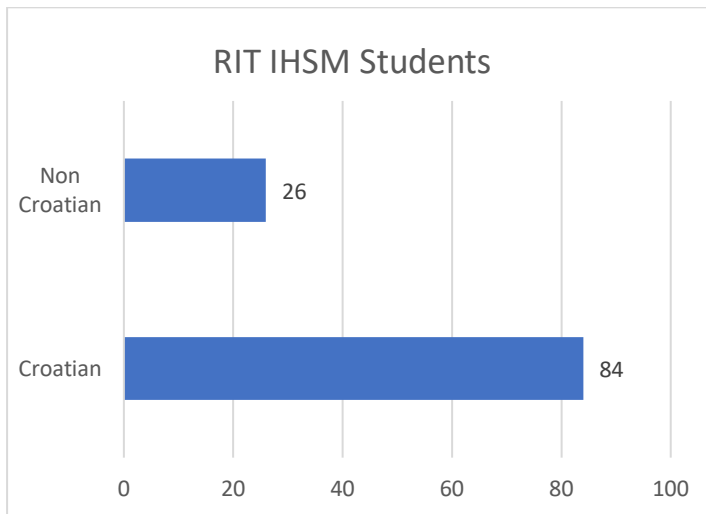


Figure 3

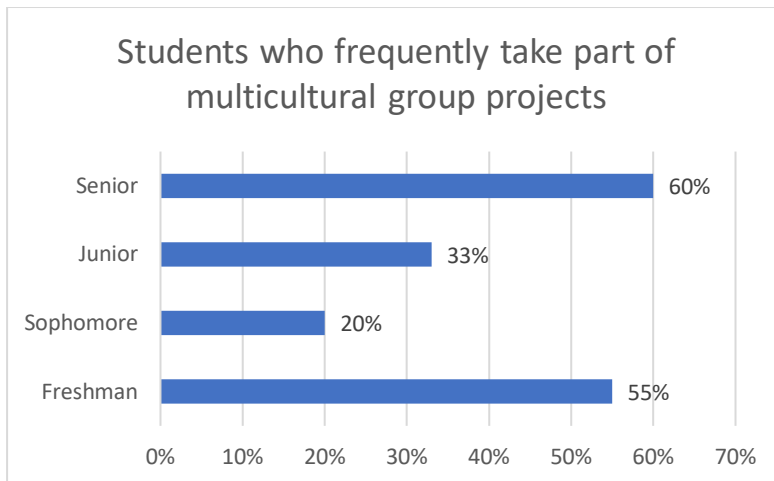


Figure 4

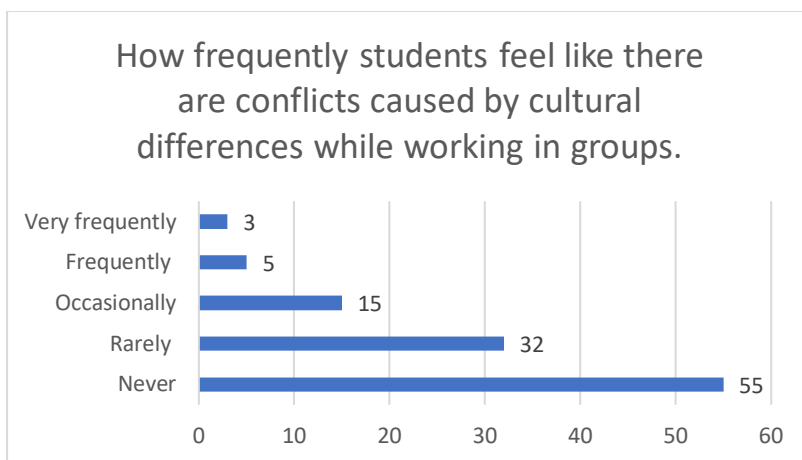


Figure 5

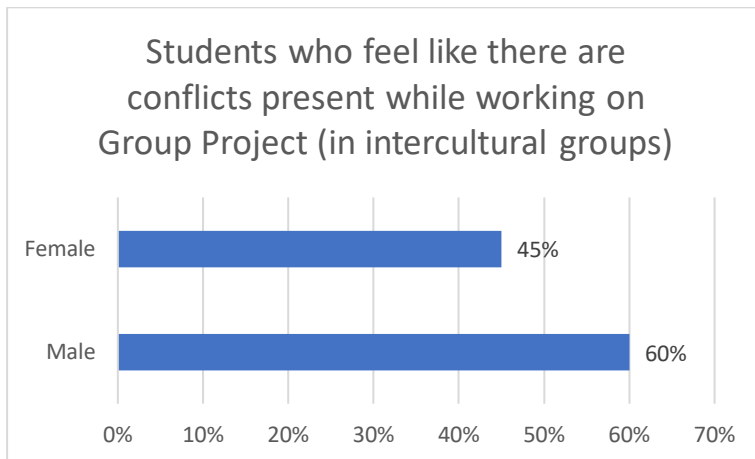


Figure 6

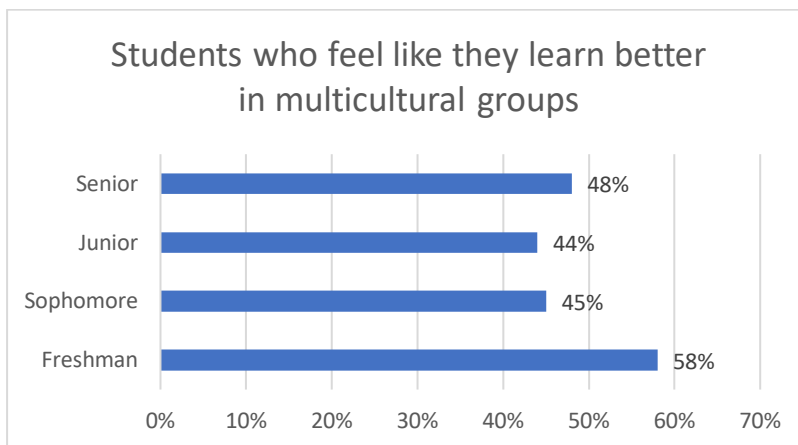


Figure 7

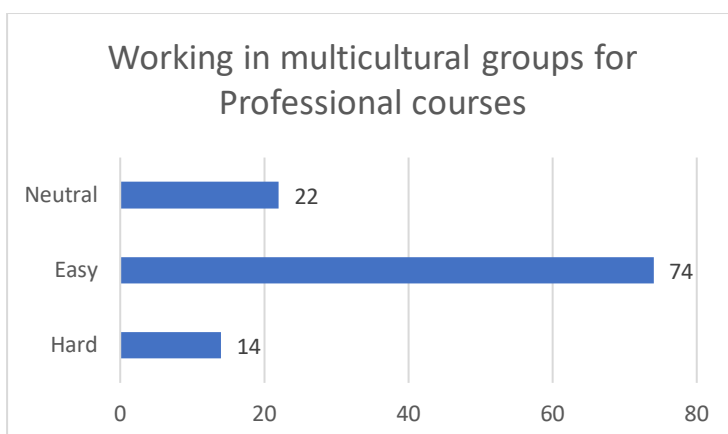


Figure 8