Methods used in organisations in South Africa for managing multicultural Information Systems project teams: Evidence from a Delphi study

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Abstract

The work-in-progress study reports on established the methods used by Information Systems (IS) project managers, and other managers associated with the IS profession, in the Johannesburg area of the developing country of South Africa, to manage multicultural IS project teams. A three phase Delphi study was used to collect and rank the methods used to manage cultural diversity in IS project teams. Some of the projects undertaken by these IS project teams relate to e-Commerce. From these work in progress results, the authors present some useful pointers towards further research dealing with multicultural IS projects teams in organisations in South Africa.

Keywords
Cultural diversity, Information Systems project teams, multicultural

Introduction

Managing cultural diversity is one of the challenges in the multicultural society of the developing country of South Africa. Cultural diversity in Information Systems (IS) project teams in South Africa at present and in the future is a reality that is shaped by the transformation of South African society. IS team composition is showing a steady trend away from groups which were historically predominantly racially white, to teams of a mixed culture, matching the university graduation rate of people in their early twenties from tertiary institutions (Addison 2005). Although societal transformation is taking place in

South Africa (boosted largely by broad based black economic empowerment initiatives) management of multicultural teams in organisations still consists of somewhat older predominantly white staff members. Organisations in South Africa that developed prior to the advent of democracy in 1994, modelled their businesses on those in the United Kingdom and in the United States of America, and the style of management was usually of a ‘Western’ nature. This still prevails to some extent in several medium-sized and larger organisations in South Africa. Nowadays there is growing diversity in organisations’ workforces in South Africa.

Given the changing landscape of the South African society landscape post-1994, there is evidence of significant racial transformation within organisations. Within such organisations, mixed culture teams have emerged. Multicultural projects are becoming the norm (Anbari, Khilkhanova, Romanova and Umpleby 2003). Some of the projects undertaken by these IS project teams relate to electronic Commerce (e-Commerce). Within organisations, employees now need to be able to work in teams which have members from various backgrounds (Tung cited in Granrose and Oskamp 1997). Multicultural teams need to be effectively managed so that project success and organisational goals can be achieved. Should appropriate methods not be used to effectively project manage such multicultural teams, this may cause the project life cycle to be a potential risk. According to Anbari et al. (2003), cultural differences in team members can interfere with successful project completion. These researchers indicate that in order to “achieve project goals and avoid potential risks, project managers should be culturally sensitive” in organisations. In medium sized and larger commercial organisations in South Africa many work teams and groups are found which are culturally diverse. Culture is broadly defined “as characteristic ways of thinking, feeling and behaving shared among members of an identifiable group” (Gibson and Gibbs 2006). The focus of this paper is on multicultural Information Systems (IS) project teams in organisations. We take a prescriptive research perspective – one that focuses on the ‘how to’ of managing multicultural IS project teams in organisations in South Africa.

Zander (1982) advises that there are various techniques and methods managers can use to strengthen the desire of the team’s members for the team to succeed. IS project managers therefore need appropriate methods to ensure that their IS project teams avoid potential risks and achieve project success. Management techniques and methods that can be applied to an IS project team fall into both proactive and reactive categories. Reactive categories will be event-driven and all events will require interpretation of prior action (Smith, Peterson and Schwartz 2002). Furthermore some methods may be IS project manager initiated and other methods organisation initiated (e.g. organisational policies and staff training courses).

Objectives

Traditional projects, such as IS projects, may be affected by personality conflicts. Cultural differences among (IS) project team members may create additional misunderstanding throughout the project life cycle (Anbari et al. 2003).
The objectives of this research are twofold:

1. to identify methods used in organisations in South Africa for managing multicultural IS project teams; and
2. from these work-in-progress results of methods identified, to provide a future research landscape for managing multicultural IS project teams.

**Methodology**

The Delphi technique was selected as the most appropriate technique for undertaking this study, as it has rigorous processes (phases) of discovery, paring and ranking. In addition it has been successfully used previously by the first author in empirical work (Addison 2003) and in theoretical contributions (Addison and Allan 2002). It is used extensively in IS research to identify and rank key issues for management attention (Delbecq, Van de Ven and Gustafson 1975). Various researchers have used the technique to conduct research into IS management issues – see, for example, Branchueau, Janz and Wetherbe (1996) and Keil, Cule, Lyytinen and Schmidt (1998).

The method consists of knowledgeable and expert contributors individually submitting information, opinions or results to a central co-ordinator (in this case the first author). The co-ordinator processes the contributions, looking for central and extreme tendencies and associated rationales. The results are then ‘fed back’ to the respondent group, which are asked to resubmit their views, assisted by the ‘new’ input provided by the co-ordinator. A significant difference between the Delphi technique and other methods of joint decision making is that respondents do not communicate directly with one another (Delbecq et al. 1975). There is therefore no risk that participants’ opinions being suppressed by others by virtue of their individual rank/status or personality. There is also a high degree of anonymity (participants are known only to the co-ordinator), participants do not have to travel, and within a given time limit, participants are able to respond at their most convenient time. The most up-to-date knowledge of experts can be obtained by researchers more efficiently than, for example, referring to scientific and other academic journals, as there is a considerable delay in articles being published in journals, and thus in the accessibility of new knowledge (Delbecq et al. 1975).

**The Delphi technique for research in IS**

Delbecq (1975) point out that whereas practitioners of the Delphi technique are in general agreement regarding objectives (of Delphi studies), there are variations among practitioners regarding design - for example in the number of iterations.

Schmidt (1997) argues that there are three distinct phases in data collection. The first phase is to discover the issues, the second phase is to determine the most important issues, and the third phase is to rank the issues. The method suggested by Schmidt (1997), was used in surveys conducted by Keil et al. (1998) and by Addison (2003).

In the first phase (discovery phase by gathering the methods), participants are asked to list and describe their views of the six most important issues. Descriptions are necessary because different respondents may use different terminologies for the same issue.
In the second phase, a consolidated list (in random order), is issued to the participants, who will be asked to select the top ten per cent of the issues from a consolidated list. The co-ordinator eliminates all issues that were not selected by a simple majority of the respondents. If necessary (ie. if more than twenty items have still not been eliminated), a second round of this phase can be conducted by using a condensed list.

In the third phase, the final list is sent to the respondents. Respondents are asked to rank the items on this list. Controlled feedback is given to respondents after each phase. With respect to determining an optimum number of respondents for survey purposes, Delbecq (1975) suggest that few new ideas are generated within a homogeneous group once the size exceeds thirty well-chosen participants, for decision making purposes.

This study was conducted during 2008/9 in the Johannesburg area, province of Gauteng, South Africa. Gauteng is the economic hub of South Africa and has the largest number of commercial organisations and IS professionals.

**Technology Description**

The literature suggests a strong correlation between IS project performance and the performance of an IS project team. An IS project team is usually composed of people who work together or have mutual goals. The people composing such IS teams often have different genders, races, religions, nationalities, ages and departmental affiliations and this leads to cultural diversity in such teams. This cultural diversity requires effective management by the IS project team manager so that the project team’s goals are achieved and project success is attained. IS project team members should be involved in the performance of common activities and individually contribute to the cohesion of the IS project team (Katzenbach and Smith 1993). Cohesion is rooted in the feelings IS team members have for one another as well as a common goal – becoming ‘We’ instead of ‘Me’.

Within IS project teams, essentially no homogenous groups exist as some or other diversity exists in all teams. This may lead to an IS project team’s goals to be perceived to differ among the team members. With different cultures in IS project teams, there is thus a need to better understand and effectively manage the associated cultural diversity so that the IS project team’s cohesion may achieve successful project completion so that organisational goals are achieved.

Burlea (2009) defines an IS project team as a group of people who have complementary skills and share the responsibility of success (or failure) of an IS project. Frame (1995) recognised the importance of cultural aspects of project management. IS project teams in organisations are often multicultural and such teams require effective project management. The management of cultural differences throughout a project life cycle is an important consideration in organisations. Cultural differences among project members may create additional misunderstandings throughout the project life cycle (Anbari et al. 2003). Members of an IS project team are frequently engaged in complex IS and information technology (IT) processes in an organisation.
Developments

Technology allows one to move beyond one’s existing (and sometimes) confining cultures. With the advent of new technologies such as the Internet and cellphones in post-1994 South Africa, traditional cultural diversity is undergoing rapid change not only in South African society but also with organisations and in IS project teams within organisations in South Africa. Shore, Chung-Herrera, Dean, Ehrhart, Jung, Randel and Singh (2009) note that “we still have a very rudimentary understanding of diversity ... in a work setting”. There is therefore a need for a better understanding of diversity in organisations in South Africa.

Survey and results

First phase of the Delphi technique (gathering the methods)

A pilot questionnaire was sent by the first author to senior students registered for the first year of the Masters in Commerce (Information Systems) degree at the University of the Witwatersrand, Johannesburg, South Africa. The pilot questionnaire contained such statements as ‘What techniques/practices do you use (or plan to use) to facilitate the managing of multicultural IS project teams? Please provide a maximum of six such procedures/methods, and a brief rationale for each’. Responses received from the students enabled a refinement of the initial questionnaire.

The revised questionnaire was then sent to an address book containing 208 entries. This consisted of the first researcher’s own contacts (including past students on the Masters and Chief Information Officer programmes) and known IS business contacts. Seventy-eight responses were received but of these, twenty respondents stated they were too busy to help. Some replies were unusable (vague responses or statements like ‘just focusing on goals’. Discarding these unusable responses, forty-one useful replies were thus received with seventy suggested methods.

Two responses suggested that the issues had all previously been dealt with and no longer applied. Other responses which were discarded included (1) listing values instead of methods; (2) statements such as ‘treat staff equally’; and (3) vague comments such as ‘agree rules of engagement’.

This was followed by a confirmation stage in which a series of personalised questions were sent to individual respondents in order to ensure that first phase responses had been correctly interpreted. Methods (worded differently) which seemed to be the same, from different respondents, were re-worded and the relevant respondents were contacted by the co-ordinator to confirm the re-wording. The methods were grouped subjectively by the co-ordinator into appropriate sub-headings. As a result of the confirmation process, minor changes were incorporated by the co-ordinator. This resulted in seventy respondent identified methods being available (see Annexure 1). These identified methods served as input for the next (second) phase of the Delphi technique process.
Second phase of the Delphi technique (determining the most important methods)

The second phase commenced with a pilot study. The objectives of this pilot study were to:

- compact the Annexure 1 list by identifying duplications. There was also a need to eliminate from this list any methods which were not only for multicultural team management, but for the management of any IS project team; and
- test the written instructions for complying with the second phase.

The pilot test was replied to by five (of six) respondents. Where a majority of these respondents concurred, some methods were deleted or combined with others. Consideration was given to removing another twenty items that were identified as general (not only multicultural) IS project team management. After reflection by the co-ordinator, these methods were retained as it was realised that respondents in the first phase of the Delphi technique regarded these methods as important issues. They were re-worded by the co-ordinator so that, for example, ‘prepare a detailed project plan’ was re-worded to read ‘give additional emphasis to preparing a detailed project plan’. Thereafter renewed requests for participation among the existing respondents followed.

Sixty-two ‘retained’ methods were presented to respondents, who were asked to nominate fifteen methods they believed to be the most important. When thirty-three valid responses had been received from respondents, and the co-ordinator subjectively assessed that additional responses would not alter the top grouping of methods and the ‘top group’ ranking of fifteen methods had stabilised. The top twenty methods identified by respondents surveyed are reflected in Table 1. It should be noted that Table 1 is not a ‘true’ ranking as the table entries are based on reported occurrences and not necessarily importance.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Revised method number</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>Accommodate cultural/religious festivals, holidays, preferences, prayer times and diets in timeliness and activities</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>Place increased emphasis on encouraging contribution from all team members in problem solving</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>Place increased emphasis on goals, objectives, boundaries and tasks</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Appoint project manager or team leaders who are aware of cultural diversity issues</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>Enable all team members to demonstrate their skills.</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
<td>Provide a climate encouraging open-mindedness and humour</td>
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<td>7</td>
<td>46</td>
<td>Use English for all communication including documentation</td>
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<tr>
<td>8</td>
<td>61</td>
<td>Review policies to ensure they are culture-free and culture-fair</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>Place increased emphasis on thoroughly checking that all requirements, instructions and methods are completely understood by everyone</td>
</tr>
<tr>
<td>10</td>
<td>58</td>
<td>Vary the types of social functions</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>Propagate attitude of patience and tolerance</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>Place increased emphasis on focusing on a standard methodology which is used by all team members</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>Always greet all</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td>Place increased emphasis on conducting true, unbiased diagnoses about effectiveness of project tasks/processes</td>
</tr>
<tr>
<td>15</td>
<td>32</td>
<td>Place increased emphasis on providing a climate to encourage issues to be discussed</td>
</tr>
<tr>
<td>16</td>
<td>37</td>
<td>Ensure all team members are exposed to / attend diversity training courses</td>
</tr>
<tr>
<td>17</td>
<td>59</td>
<td>Implement climate surveys</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>Avoid references to race</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>Develop interest in cultural matters affecting all team members</td>
</tr>
<tr>
<td>20</td>
<td>33</td>
<td>Provide a climate for individuals to talk easily about their culture</td>
</tr>
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</table>
Third phase of the Delphi technique
(ranking the most important methods)

From Table 1, the top fifteen methods were presented to the respondent list. The respondents were asked to rank the methods in order of importance. Respondents used a ‘1’ to ‘15’ allocation, where a ranking of ‘1’ was the most important method and a ranking of ‘15’ the least important method. Forty-three previous respondents were contacted, and thirty-nine respondents replied. From the thirty-nine responses, their allocations were then aggregated: the method with the lowest aggregation became the most important and the method with the largest aggregate total became the method with the least importance of the 15 methods presented. As the responses were being received, the top five (as well as the 10th to 15th) rank positions stabilised relatively early. This stability was checked several times as replies were received ie. after the 33rd, 35th and 39th replies has been received.

The 6th and 7th rank positions as well as the 8th and 9th rank positions were sensitive (ie. ranks interchanged as responses were received by the co-ordinator). Four panel members who had not previously responded in the third phase were contacted personally, and asked to act as ‘tiebreakers’ to complete the ranking of the 6th, 7th, 8th and 9th most important methods. This was accomplished by requesting them to rank a smaller list, and replies were received from three of these four panel members. The ‘tiebreaking’ process did not result in any rankings being changed. The final fifteen ranked methods with their associated revised method numbers are reflected in Table 2.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Revised method number</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Appoint project manager or team leaders who are aware of cultural diversity issues</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>Place increased emphasis on goals, objectives, boundaries and tasks</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Place increased emphasis on thoroughly checking that all requirements, instructions and methods are completely understood by everyone</td>
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<tr>
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<td>17</td>
<td>Enable all team members to demonstrate their skills</td>
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<tr>
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<td>Place increased emphasis on focusing on a standard methodology which is used by all team members</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>Place increased emphasis on providing a climate to encourage issues to be discussed</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>Provide a climate encouraging open-mindedness and humour</td>
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<td>25</td>
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<td>14</td>
<td>Propagate attitude of patience and tolerance</td>
</tr>
<tr>
<td>11</td>
<td>61</td>
<td>Review policies to ensure they are culture-free and culture-fair</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Accommodate cultural/religious festivals, holidays, preferences, prayer times and diets in timelines and activities</td>
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<tr>
<td>13</td>
<td>46</td>
<td>Use English for all communication including documentation</td>
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<td>37</td>
<td>Ensure all team members are exposed to/attend diversity training courses</td>
</tr>
<tr>
<td>15</td>
<td>58</td>
<td>Vary the types of social functions</td>
</tr>
</tbody>
</table>

From Table 2, the finally ranked methods include a blend of both formal and informal items:

- formal methods comprise revised methods numbered 17, 32, 34, 25, 14 and 58; and
- informal methods comprise revised methods numbered 1, 11, 13, 6, 21, 61, 12, 46 and 37.
From Table 2, it can be deduced that most of the methods can be labelled as proactive - only revised methods numbered 25 and 21 can be labelled as reactive. Furthermore most of the methods should be IS project manager-initiated (with the exception of revised methods numbered 61 and 37 which are deemed organisation-initiated methods).

Some respondents amplified their responses by providing rationale for inclusion or support of a selected method. A selection of some of these responses is now given:

- ‘avoid reference to race’ was interpreted by a respondent as inviting IS project team members to find other ways of describing the same thing (race);
- the presence of a method to avoid sending some IS project team staff to certain business client organisations to mitigate against the ‘fit’ of a client’s organisational culture;
- a respondent raised that ‘in the pursuit of overcoming differences, it is necessary to emphasise differences’. Other respondents suggested, however, that ‘recognise’ may be more appropriate than ‘emphasise’ and ‘overcoming’. Another respondent pointed out that the (same) method had a connotation of organisational culture whereas most of the other methods had a national culture connotation; and
- the use of a common (English) language to improve communication, was not ranked as an important issue. This is not necessarily respondents' opinion of its importance, as this represents an item that nowadays may be interpreted as a ‘given’. The acceptance of imperfect English skills is sometimes taken for granted as South Africa moves towards an expanded acceptance of cultural diversity.

**Business benefits**

The goal of managing cultural diversity is maximising the ability of all staff (including those in IS project teams) to contribute to organisational goals. As noted by Cox (1994), the goal of managing cultural diversity is maximising the ability to contribute to organisational goals and to achieve their full potential unhindered by group identities such as gender, race, religion, nationality, age and departmental affiliation. Given the cultural diversity found in IS project teams in organisations, this needs to be managed so that an IS project team can reach its potential and team cohesion is spawned. Thomas (1992) states that while there are many different perspectives of diversity management, diversity management is necessary to full enable a diverse team to reach its full potential.

The management styles of IS project managers when managing a diverse team is an important risk factor for consideration. Potential project failures and risks can be mitigated if IS project managers are culturally sensitive. Anbari et al. (2003) assert that many risks can be avoided and projects can succeed if project managers are culturally sensitive. It is argued that such IS projects include those related to e-Commerce. One suggestion in this regard is to implement awareness programmes and appropriate training at all levels in an organisation. Another suggestion is if a cultural group within an IS project team has a predominant culture, the ‘majority’ of the team members need to be attuned to the perspectives and perspectives of the ‘minority’ team members. The key determinant is that appropriate management practices must used to manage cultural diversity as found in IS project teams. The methods used may be proactive, reactive, IS project manager-initiated and organisation-initiated. By doing so, this will serve to promote enhanced performance among culturally diverse groups in IS project teams. Potential IS project risks may then be mitigated.
Conclusions

Maier (2002) suggests that the academic world has not met the demands of managers in commerce and industry for adequate research on how to lead diverse groups of people. This may be difficult given that when we think of cultural diversity nowadays, we also need to think of the diversity that is developing with IT advancement. In terms of IS project teams, cultural diversity is no longer funneled primarily on gender, race and religion but instead cultural diversity is rather re-engineering itself towards individual talent and the new requirements of new emergent and advanced ITs.

While at this stage this research and work-in-progress does not fill this vacuum, the evidence from this survey nevertheless presents some useful pointers towards further research dealing with multicultural IS projects teams in organisations in South Africa. In this regard three suggestions are made:

- the findings can be divided into various other perspectives to gauge whether, for example, formal or informal methods have preference or whether IS project manager initiated methods or organisation initiated methods have greater success;
- inspecting and exploring ‘lower’ ranked methods to gauge whether their ranking is caused by contextual (or other) factors; and
- expanding the study to the other major cities in South Africa to ascertain whether there are different rankings (and even methods) plausible in different provinces in South Africa.

Such research approaches may encourage the development of new perspectives and insights for future methods to be used in organisations in South Africa when managing multicultural IS project teams.

References


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First phase of Delphi technique:  
Respondent-identified methods being available (after confirmation by co-ordinator)

Team selection and composition

1. Encourage cultural diversity when recruiting or selecting a team
2. Appoint project manager or team leaders who are aware of cultural diversity issues
3. Interview individuals at project initiation
4. Attempt to give junior team members less threatening projects
5. Select team members who will fit the client's culture
6. Ensure no absolute minorities

Use of methodology

7. Ensure a standard methodology is used by all in Information Systems
8. Place more emphasis on results than on methods used
9. Use ‘extreme’ programming (pairs of programmers)

Project definition

10. Prepare a very detailed project plan
11. Ensure the project assumptions are spelled out very clearly
12. Place a very strong emphasis on goals, objectives, boundaries and tasks
13. Accommodate cultural/religious festivals in project timelines

Project Manager behaviour

14. Thoroughly check that all requirements, instructions and methods are completely understood by everyone
15. Propagate attitude of patience and tolerance
16. Recognise and confront stereotyping
17. Always greet all
18. Enable all team members to demonstrate their skills
19. Avoid references to race
20. Allow absence or leave for cultural reasons or funeral attendance
21. Establish (life) goals of the team members
22. Develop interest in cultural matters affecting all team members
23. Conduct true, unbiased diagnoses about effectiveness of project tasks/processes

Processes and agenda of team review meetings

24. Hold regular meetings (more [regular than] teams without cultural diversity)
25. Set shorter term goals set for less proactive team members
26. Provide diagrammatic explanations when possible
27. Encourage contribution from all team members in problem solving
28. Use brainstorming in initial stages
29. Avoid scheduling meetings during prayer periods
30. Broaden agenda to include dialogue about diversity
31. Declare frequently that team success is dependent on complete understanding of requirements and declarations by members when requirements are not understood

Individual appraisal

32. Request team members with limited experience to continuously record (write-up) what they have learned
33. Document performance review criteria and performance scales in advance, to ensure tendency to favour 'sameness' is excluded

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Individual needs

34 (For contracting organisations) - avoid sending staff to certain industries
35 Provide a climate to encourage issues to be discussed
36 Provide a climate for individuals to talk easily about their culture
37 Provide a climate encouraging open-mindedness and humour
38 Encourage team members with problems to obtain guidance from person of same culture

Mentoring

39 Emphasise development (and de-emphasise sponsorship) in mentorship activities

Training and workshops

40 Ensure all team members are exposed to/attend diversity training courses
41 Ensure the major emphasis is on ethnicity in diversity training/workshops
42 Expose all team members to a programme to understand the history of South Africa
43 Design team training so that it identifies and tackles blockages

Additional activities

44 Send team members on ‘immersion’ programmes (township environment)
45 Encourage talks by/with individuals about their own cultures
46 Run a ‘game’ asking participants to share experiences they believe may be unique to their culture
47 Conduct / run Team Building exercises
48 Accommodate cultural/religious festivals e.g. fasting, when plan social activities
49 Institutionalise non-hierarchical forums for ongoing dialogue on diversity
50 Engage specialists to observe team interactions

Language and communication

51 Use English for all communication including documentation
52 Allow members to communicate with each other in a home language
53 Allow selected project support activities (e.g. mentoring) to be in second or third languages
54 Allow use of eMail if low risk of misinterpretation
55 Set up Translation Services Centres
56 Ensure all communications are put in writing, with minutes if a meeting
57 Accept imperfect English skills
58 Encourage staff to learn a different language
59 Coach English second language members on the job
60 Allocate a team member who speaks the client’s language

Religion

61 Observe all religious holidays
62 Allow time off for prayers/religious traditions
63 Encourage informal (lunchtime) discussion about religious customs

Socialising

64 Allow (do not discourage) any social sub-groups
65 Vary the types of social functions
66 Accommodate dietary requirements when planning social activities

Policies and systems supporting diversity

67 Implement climate surveys
68 Reward/penalise culturally sensitive/insensitive managers (and others)
69 Review policies to ensure they are culture-free and culture-fair

Mechanisms for anonymous complaints

70 Install a management issues/suggestions box