

Drivers and barriers of innovation workshops for an intercultural participant group

Elaboration of a workshop design

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Abstract

This master thesis investigates drivers and barriers of innovation workshops for an intercultural participant group. Actively dealing with innovation management is considered vital for companies which are acting on competing markets. An innovation workshop is a useful tool in order to foster innovation ability, develop innovative ideas and drive innovation forward. Intercultural participant groups are not only a common challenge in today's business world but also entail several benefits as they incorporate diverse knowledge bases and perspectives and hence contribute to the ideation and innovation process.

Within the master thesis a broad variety of barriers and drivers are evaluated. Main barriers of innovation workshops for an intercultural participant group are high conflict potential, miscommunication, language barriers, a lack of management support, no agreement on workshop objectives as well as poor workshop preparation, organization and facilitation. Main drivers of innovation workshops for an intercultural participant group are a heterogeneous group composition, intercultural competence of the facilitator, the opening up of mindset silos, an intensive workshop preparation and empathetic facilitation.

These drivers and barriers build the basis for the determination of success factors and recommendations for action for organizers and facilitators of an innovation workshop for an intercultural participant group. In the further course of the paper an exemplary workshop design will be presented as a guideline and framework for managerial practice.

Key words: innovation workshop, creativity workshop, ideation workshop, workshop facilitation, workshop framework, workshop principles, intercultural competence, intercultural diversity, intercultural groups, intercultural collaboration

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List of Abbreviations and Symbols

e.g.	exempli gratia: for example
et al.	et alii: and others
etc.	et cetera: and so forth, and other similar things
i.e	id est: this means
SME	small and medium-sized enterprise
CAQDAS	computer-aided qualitative data analysis software

1. Introduction

1.1 Innovation workshops to foster the innovation ability of companies

„In the last 10 years the number of google searches for the term innovate doubled.“¹ Why is this the case? Why are people so interested in the field of innovation?

Private individuals benefit from innovation by improving the user experience, increasing service quality, simplifying processes, or providing some other advantage. However, there is also the other side of the coin, namely the fear of innovation, which might be the reason for the increased number of google searches. Fear of innovation entails the fear of the unknown and the unpredictable consequences of change, like job loss due to technology. However, Lotter reasons that the fear of innovation is unfounded as “the number of human needs is unlimited, and thus there are no limits to the need for innovation. Innovation creates innovation.“²

Apart from private individuals, companies are highly interested in the broad field of innovation. According to the results of the Innovation Excellence Study by the Management Consulting company Arthur D. Little, “improving the innovation capability is the most important lever for increasing profitability and growth across all industries.”³ Gassmann and Granig concretize that “innovation must be addressed in good time, while a company is still doing well.”⁴ If companies fail to innovate, they will be forced out of the market. Therefore, there is a wide range of literature focused on that topic. Nevertheless, the majority of companies allegedly do not give the issue the importance it deserves. For the study „Erfolgsfaktor Innovationskultur – das Innovationsmanagement der Zukunft“ in 2011, nearly 200 innovation managers from 13 industries were interviewed. Only one in five companies proactively drives innovation.⁵ Most companies only react to what the market dictates.⁶ This obviously leaves out a great potential. One reason could be that innovation is a risky business.⁷ According to Shellshear, 90% of all entrepreneurs fail, only 7% of all innovators successfully commercialize their inventions and barely 4% of innovation initiatives achieve their internally defined success criteria.⁸

In summary, there is a great societal interest as well as an enormous economic relevance for the field of innovation, however the operational realization by companies is inadequate in many cases. This leads to the question: How could companies be supported in acting more proactively in order to foster their innovation ability?

In 2021, I got the opportunity to design and facilitate an ideation and innovation workshop for a small German tech company. Diving into that field of subject and researching on the internet, I recognized soon that conducting innovation workshops is a great way to foster

¹ Shellshear 2016, p. 219.

² Lotter 2018, p. 79 (translation by the author).

³ Arthur D. Little 2004, p. 1 (translation by the author).

⁴ Gassmann; Granig 2013, p. 1.

⁵ Cf. Meyer 2016, p. 10.

⁶ Cf. Meyer 2016, p. 10.

⁷ Cf. Koulopoulos 2010, p. 33.

⁸ Cf. Shellshear 2016, p. 11–12, 219.

the innovation ability, as evidently many innovations begin with an idea – excluding innovations that arise by accident or unintentionally. Innovation workshops not only improve idea generation, but also facilitate the assessment, evaluation, selection, development, and implementation of ideas and thus the realization of an innovation. However, little is known about the planning and execution of such workshops within companies.⁹ Also, the authors Birkenmeier and Brodbeck state that ideation and innovation workshops are lacking in professionalism.¹⁰ Furthermore, what is currently largely missing in literature is the consideration of an intercultural participant group in an innovation workshop. With globalization and internationalization, the existence of intercultural teams and workforce is commonplace nowadays. With that, the knowledge about cultural differences and the required adaptation are critical success factors which may not be neglected.

This thesis intends to investigate the drivers and barriers and how innovation workshops for an intercultural group of participants are optimally designed within a company. The master thesis is thus covering the basic concept of innovation and innovation workshops. Benefits, limitations, and workshop principles will also be explored. An emphasis will be placed on the intercultural group setting, intercultural concepts and the value of diversity. Finally, practical managerial recommendations will be given by elaborating an ideal workshop design for an innovation workshop for an intercultural participant group.

An intercultural group of participants is defined as a group of people who do not belong to the same culture. The participants may come from different countries, speak a different language and have a different cultural background.

1.2 Research objective

Based on the proposition that there are workshop and facilitation principles that will work best for innovation workshops when dealing with an intercultural participant group, the following research question is underlying this master thesis:

What are the drivers and barriers of innovation workshops for an intercultural participant group?

Associated sub-research questions are:

- What are the success factors for organizing and facilitating innovation workshops for an intercultural participant group?
- How is an ideal workshop design for an innovation workshop for an intercultural participant group composed?

The master thesis aims to examine the main drivers and barriers for innovation workshops for an intercultural participant group and based on this derive success factors and practical recommendations for organizers and facilitators of such workshops. For a better understanding and implementation of recommendations for action an ideal workshop design for a practical case is elaborated.

⁹ Cf. Brem 2019, p. 1.

¹⁰ Cf. Birkenmeier; Brodbeck 2010, p. 115.

1.3 Methodology

The research questions are first elaborated theoretically by a thorough literature research. On this basis, an empirical study in the form of expert interviews has been conducted to answer the research questions posed. As a conclusion, success factors are derived and presented. Finally, an exemplary ideal workshop design has been elaborated to facilitate the understanding and transfer to practical realization.

1.4 Relevance

As stated in the introduction part, successful innovation management is a key success factor for competitive advantage. Therefore, the topic of this master thesis is regarded as interesting for various companies, regardless of the company size or the industry sector, which want to foster innovation management in their corporation by planning to execute an innovation workshop for an intercultural participant group.

1.5 Structure of the master thesis

The present master thesis is structured in ten main chapters. Following this introduction, chapters two and three are dedicated to the basic concepts of innovation and innovation workshops as well as intercultural diversity and competence. Chapter four contains findings regarding the beneficial and adverse effects of diversity on innovation workshops. Chapter five is dedicated to qualitative research followed by a presentation of the research findings in chapter six. Chapter seven contains the discussion and interpretation of the research findings. In chapter eight, a case study is presented including an exemplary design of an innovation workshop for an intercultural participant group. Chapter nine contains a verification of the workshop design through expert interviews. The master thesis ends with chapter ten with the conclusion, statement of recommendations, limitations, and suggestions for further fields of research.

1.6 Delimitation

This master thesis deals with innovation workshops in an early stage of the innovation process. The focus is on idea collection, generation, development, and evaluation. This master thesis does not examine success factors for later stages of the innovation process such as idea implementation, economic commercialization of an innovation or successful innovation management in general. Furthermore, it is not the aim of this master thesis to compare innovation workshops for a monocultural versus multicultural participant group. In order to avoid exceeding the limits of this master thesis, the following topics may be mentioned but not described in greater detail: corporate innovation management, organizational development, change management, business model innovation, workshop pricing, leadership.

2. Basic concepts in the field of innovation workshops

2.1 The basic concept of innovation

The term innovation is a basic component of this paper. In literature there is no universally valid definition available, but rather a multitude of different concepts and understandings. Some of the prevailing definitions are presented in the following as well as a term description used within this master thesis. This chapter also addresses different types of innovation, the purpose of innovation and the measurement of innovation and innovation success.

2.1.1 Definition of innovation

According to Gassmann and Granig, the concept of innovation may be split in two parts: creativity and discipline.¹¹ This means creativity is evidently part of the innovation process, but so is structure and perseverance. Bassett-Jones agrees that „creativity is a necessary precondition for successful innovation“¹². However, there is a common understanding in literature that “more than creativity is needed in making innovations happen”¹³ as Bikfalvi states.

According to Koulopoulos, out of 10.000 ideas about 30 end up in innovations. Consequently, the ratio amounts to one innovation versus 333 ideas.¹⁴ The mere idea is not enough, a whole process is required from creation, collection, evaluation, construction, financing, and implementation.¹⁵ This corresponds with the concept of discipline by Gassmann and Granig. And further, Frans Johansson, the author of the best-seller “The Medici Effect” agrees with Koulopoulos by saying: “Coming up with great ideas does not guarantee an innovation. You must make those ideas happen.”¹⁶

Evidently, creativity and innovation are closely connected but must be clearly differentiated. Rustler defines creativity as the ability to produce something new that brings benefits.¹⁷ Whereas, innovation is the introduction of something new that brings benefits to a market, an organization, or a society.¹⁸ The differentiation seems marginal, however it clearly emphasizes a process of development and launching as well as the linkage to human beings.

Bikfalvi opens up a new perspective on innovation by stating: “Creativity is a characteristic of an individual, whereas innovation is a process, often within an organization.”¹⁹

¹¹ Cf. Gassmann; Granig 2013, p. 22.

¹² Bassett-Jones 2005, p. 171.

¹³ Bikfalvi et al. 2010, p. 367.

¹⁴ Cf. Koulopoulos 2010, p. 51.

¹⁵ Cf. Koulopoulos 2010, p. 51.

¹⁶ Johansson 2006, p. 114.

¹⁷ Cf. Rustler 2021, p. 18.

¹⁸ Cf. Rustler 2021, p. 19.

¹⁹ Bikfalvi et al. 2010, p. 369.

Yaganeh, Nielsen and Rasmussen go even further and explain: "Research on innovation has brought new understanding of innovation: it is perceived as a social phenomenon, a team effort."²⁰

For Birkenmeier and Brodbeck, innovation is not only a mere idea, but it must be translated into action, into implementation. The innovation itself does not have to be new to the world, but it is often inspired by other areas. The point is it must be perceived by customers as new and useful.²¹

The author Lotter explains the concept of innovation from yet another angle. He describes innovation as difference, as distinction. "Innovation is the other, the individual, which resists the norm and the mass, the routine and the rule, until it itself falls prey to the norm and the mass and itself becomes routine and rule."²² Further, Lotter explains: "The task of the innovative is system disruption, not system destruction. The purpose of disruption is to point out existing deficits and defects."²³

This brings up the question: Is there a difference between invention and innovation? Both concepts entail the main characteristics of novelty, difference, and system disruption according to Lotter's definition. Koulopoulos explains it by saying "innovation is about creating value - invention not necessarily so."²⁴ This supports the definition by Rustler by bringing in the aspect of economic or societal benefit.

The present master thesis builds up on the definition of innovation and the distinction from the terms creativity and ideas according to Brem and Brem:

Creativity is subsumed as a thought process that helps to generate ideas.

Innovation is the practical application of the ideas to achieve the goals of the company. Innovation is understood as the first economic implementation of a new idea. It is about the economic optimization of knowledge exploitation and economic success.²⁵

As this paper concentrates on a specific application field of innovation, i.e. innovation workshops, the understanding and statements of Bikfalvi as well as Yaganeh, Nielsen and Rasmussen that innovation is a group and social process are supported and underpinned by this master thesis.

²⁰ Yaganeh; Nielsen; Rasmussen 2013, p. 192.

²¹ Cf. Birkenmeier; Brodbeck 2010, p. 15 et seq.

²² Lotter 2018, p. 32 (translation by the author).

²³ Lotter 2018, p. 41 (translation by the author).

²⁴ Koulopoulos 2010, p. 41 et seq. (translation by the author).

²⁵ Cf. Brem; Brem 2013, p. 1.

2.1.2 Types of innovation

Various classifications can be found in literature on how to differentiate different types of innovation.

Birkenmeier and Brodbeck differentiate innovation in:

- Market performance
- business model
- organization.²⁶

Rustler uses a two-fold classification. Firstly, he differentiates the levels of innovation:

- products or services
- processes
- business model.²⁷

He then further classifies types of innovation:

- social
- technical
- economic innovation.²⁸

He also distinguishes between:

- radical
- incremental
- semi-radical innovations.²⁹

Also Birkenmeier and Brodbeck distinguish radical and incremental innovations:

- „Incremental innovations are optimizations through small innovation steps. Added value is achieved through additional features, an improvement in existing properties or a reduction in production costs. Typically, product optimizations fall into this category.“³⁰
- „Radical innovations, also called breakthrough innovations, are completely new and highly economical solutions that often represent a paradigm shift for the customer. Radical innovations allow the innovating company to continuously differentiate itself from the competition and promise an attractive volume potential.“³¹

Meyer gives another indication for the distinction between incremental and radical innovations:

- Incremental innovation has a short-term horizon, e.g. until the next product version or model

²⁶ Cf. Birkenmeier; Brodbeck 2010, p. 16 et seq.

²⁷ Cf. Rustler 2021, p. 32.

²⁸ Cf. Rustler 2021, p. 35–39.

²⁹ Cf. Rustler 2021, p. 35–39.

³⁰ Birkenmeier; Brodbeck 2010, p. 18 (translation by author).

³¹ Birkenmeier; Brodbeck 2010, p. 18 (translation by author).

- Radical innovation is long-term³²

Johansson in his book 'The Medici Effect' makes use of another nomenclature, but with a very similar meaning. He differentiates ideas into directional versus intersectional ideas:

- "Directional innovation improves a product in fairly predictable steps, along a well-defined dimension.
- Intersectional innovations change the world in leaps along new directions. Do not need as much expertise as directional innovation. Are radical. Are surprising. Open up entirely new fields. Generate followers. Provide a source of directional innovation for years or decades."³³

The differentiation regarding radical and incremental or directional and intersectional innovation is of certain importance for innovation workshops, particularly regarding the expectations and success definition. This topic will be addressed in the further course of the paper.

2.1.3 Measurement of innovation success

In literature, there is a broad conception on how success of innovation may be defined and measured. Authors like Mayer, Warr and Zhao regard "new product announcements, patents, and patent citations as measures of corporate innovation."³⁴

There exist also more imprecise definitions, such as the conception of Schwarz et al: "A successful innovation is one in which a problem, a customer need, a search for opportunities, or even just a spontaneous idea leads to the initiation and realization of something new, which is then used and accepted for its intended purpose."³⁵

For the author Shellshear the definition of successful innovation simply means benefit for the innovator and the society.³⁶ Additionally, the author states that there is always an element of luck involved and some parts are simply out of control.³⁷

Gassmann and Granig provide a different view by stating "each innovation must serve the overall corporate strategy."³⁸ This means the innovation strategy must be derived from the company's corporate strategy. In turn, it could be concluded that an innovation may be regarded as successful if it contributes to the corporate objectives.

Innovation capability may be evaluated by the number of new products and patents, as described above. However, this does not reflect the success of the innovation itself which should be the main point of interest. As innovations may emerge from practically all areas of life, it is not sufficient to focus only on the obvious hard facts, but also soft facts may be included in the evaluation of an innovation, e.g. improvement of well-being, self-esteem, joy

³² Cf. Meyer 2016, p. 45+48 (translation by the author).

³³ Johansson 2006, p. 18.

³⁴ Mayer; Warr; Zhao 2018, p. 2.

³⁵ Schwarz et al. 2006, p. 13.

³⁶ Cf. Shellshear 2016, p. 10 et seq.

³⁷ Cf. Shellshear 2016, p. 19.

³⁸ Gassmann; Granig 2013, p. 11 (translation by the author).

of life, etc. The present master thesis therefore builds on a combination of the definitions from Schwarz et al. and Shellshear, i.e.:

A successful innovation is the realization of something new, which is accepted and used for its intended purpose by the target group and offers benefits both for the target group as well as for the innovator.

2.1.4 Enablers and barriers of innovation

This chapter presents findings from literature regarding facilitating and constraining factors for innovation. There is no claim to completeness of the factors, as this would exceed the scope of this master thesis. The intention is to present a selection of the most common enablers and barriers of innovation as it is regarded as an important knowledge base for the following chapters of the master thesis.

Johnsson differentiates the factors into three main categories:

- the organizational context,
- the team itself,
- the individuals within the innovation team.³⁹

Organizational context:

The authors Mayer, Warr and Zhao conclude in their research that “corporate policies that promote more pro-diversity cultures, specifically treatment of women and minorities, enhance future innovative efficiency.”⁴⁰ Additionally, they found out that this positive effect is even stronger during economic downturns.⁴¹

Also other authors agree that corporate culture and innovation culture are decisive factors for success. This includes the strategic orientation, the company values, and structures as well as the leadership style and environmental factors.⁴²

Meyer also regards the innovation network including suppliers, customers, employees of other companies etc. as a major enabling factor for innovation.⁴³

Also Gassmann and Granig advocate building and fostering an innovation culture through leadership.⁴⁴ Rustler calls this a creative climate.⁴⁵

According to the results of the Innovation Excellence Study by the Management Consulting company Arthur D. Little “a lack of internal resources is the biggest barrier to innovation - the most important barriers to innovation can be removed through active management.”⁴⁶

As a solution Koulopoulos recommends setting up a so-called innovation zone: “a protected space within a company where ideas are identified, reviewed, nurtured, and developed to

³⁹ Cf. Johnsson 2017, p. 75.

⁴⁰ Mayer; Warr; Zhao 2018, p. 2.

⁴¹ Cf. Mayer; Warr; Zhao 2018, p. 2.

⁴² Cf. Meyer 2016, p. 74 et seq.

⁴³ Cf. Meyer 2016, p. 125 et seq.

⁴⁴ Cf. Gassmann; Granig 2013, p. 31.

⁴⁵ Cf. Rustler 2021, p. 53.

⁴⁶ Arthur D. Little 2004, p. 1.

create value. A place where free thinking is encouraged, where the status quo is challenged and redefined.”⁴⁷ Similarly, Meyer advocates an internal start-up as a protected space, because according to him, “the biggest barrier for radical innovation is the quotidian routine as the daily operational business always has priority.”⁴⁸ Within that protected space additional time may be granted for musing, ideation or experiments as some innovations arise from coincidences like the development of Penicillin.⁴⁹

Concluding, Gassmann and Granig identified typical mistakes in managing innovation processes as there is to name “extensive documentation of the innovation process, no free space for innovative activities, innovation processes only in R&D but not across divisions, lack of training, etc.”⁵⁰

Team:

Koulopoulos clearly states that innovation does not work single-handedly but collaboration within a team is essential.⁵¹

According to Johnsson’s study, “twenty innovation enablers related to innovation teams were identified: awareness, capabilities, climate, collaboration, culture, dedication, economy, education, empowerment, entre- / intrapreneurship, human resources, incentives, knowledge, knowledge management, management, mind-set, need, processes, strategy, and time.”⁵² Analyzing that list of enabling factors, it can be concluded that the factors may either be assigned to the organizational context or the individual factors. This is because the team on the one hand consists of individual persons and on the other hand is incorporated in a company and the organizational context. Therefore, the category “team” may be neglected, and the focus is put on organizational as well as individual related factors which are presented in the following.

Individuals:

The ‘innovation competence model’ of Daria Podmetina includes 26 key competences which teams and individuals should develop. These include “collaboration skills (e.g. networking, building trust) and explorative skills (e.g. flexibility, fault tolerance) as well as so-called exploitative skills (management of intellectual property rights, negotiation skills).”⁵³

According to Bikfalvi, important characteristics and competencies of creative and innovative people as enabling factors are diverse personal and social competences such as self-awareness, self-regulation, motivation, particularly intrinsic task motivation, expertise, creative thinking, empathy, and relationship management.⁵⁴

⁴⁷ Koulopoulos 2010, p. 49 (translation by the author).

⁴⁸ Meyer 2016, p. 206 (translation by the author).

⁴⁹ Cf. Meyer 2016, p. 51.

⁵⁰ Gassmann; Granig 2013, p. 25 (translation by the author).

⁵¹ Cf. Koulopoulos 2010, p. 33.

⁵² Johnsson 2017, p. 75.

⁵³ Meyer 2020 (translation by the author).

⁵⁴ Cf. Bikfalvi et al. 2010, p. 367.

2.2 Basic concept of innovation workshops

For the development and realization of an innovation a key task is to come up with ideas. To increase the probability of getting a groundbreaking idea, it is fundamental to generate a wide range of different ideas. For this purpose, a selection of suitable creativity techniques within the structured approach of an innovation workshop is a very useful tool.

In literature there is no universally valid definition of innovation workshops, instead, several similar terms exist, some of which are even used synonymously. Therefore, this chapter begins with an explanation and clear definition of the term innovation workshop and a demarcation of similar terms. Furthermore, objectives of innovation workshops, the general structure of typical innovation workshops as well as general workshop principles and success factors will be addressed. Finally, this chapter concludes with a brief overview of the most popular creativity techniques which are useful for innovation workshops.

2.2.1 Definition of innovation workshop

Brem and Brem regard the terms idea workshop, innovation meeting and creative session as synonyms.⁵⁵ This is common practice in literature. The terms innovation workshop, ideation workshop, strategy workshop and creativity workshop are often found in literature in order to describe identical workshop concepts and are therefore used synonymously. For that reason, in some parts of this master thesis authors are cited that use a different terminology for the same concept. Apart from that, some principles of other workshop types, like strategy, ideation or creativity workshops also concern innovation workshops to the same extent. Nevertheless, there are slight or even major conceptual differences which will be presented in the following.

As early as 1988, the authors Rhodes and Thame dealt with the subject of innovation workshops and provided a relatively general definition: "An innovation workshop (IW) is an event which is specially engineered to produce results when this would not be possible under normal operating conditions (position, power, procedures and communication channels are barriers)."⁵⁶ For the purpose of this master thesis, this definition is extended by the general purpose of innovation workshops which is to generate ideas or further develop existing ideas in order to drive forward and realize an innovation.

Creativity workshops are, in comparison to innovation workshops, arranged at an earlier point in time and with a reduced effect size and impact scope. "A creativity workshop is a planned event to which invited participants come together for a fixed period of time with the purpose of jointly finding ideas for a defined problem."⁵⁷ However, this would be the definition of an ideation workshop. A creativity workshop does not have to be dedicated to finding ideas for a defined problem, but it is more of an artistic event.

Additionally, there is the concept of strategy workshops. A strategy workshop is an approach for strategic planning processes, especially for the development and formation of

⁵⁵ Cf. Brem; Brem 2013, p. 121.

⁵⁶ Rhodes; Thame 1988, p. 42.

⁵⁷ Brem; Brem 2013, p. 121.

a strategy. It is not about generating new ideas. Strategy workshops are often held as regular events and, in many cases, members of the top management are the predominant participants.⁵⁸ The research by Hodgkinson, based on a UK survey, highlights the role of strategy workshops as discussion forums. This means strategy workshops are “primarily forums for the socialising of strategy.”⁵⁹

It can be concluded that it is possible to differentiate the terms although they have many similarities. In the further course of the master thesis the extended definition of Rhodes and Thame will be used.

2.2.2 Objectives of innovation workshops

As already stated, according to Birkenmeier and Brodbeck, ideation and innovation workshops are lacking in professionalism.⁶⁰ In connection with this, few references to clearly defined goals of innovation workshops could be found in the literature.

Brem and Brem do not address possible objectives of innovation workshops, however they state that it is impossible to predict the results as each creative workshop is unique.⁶¹ This makes a performance review and success control almost impossible as the uncontrollable is regarded as a characteristic of the workshop itself.

Rhodes and Thame thematize the structured approach of workshops and conclude that “the object of the structuring is to maximize the generation of ideas, the relevance and adequacy of information and the quality of judgement.”⁶²

Saidani et al. regard the innovation workshop as the initializing step for developing ideas and concepts and ultimately launching an innovation.⁶³

A further investigation of objectives of innovation workshops is done in course of the qualitative research and selected expert interviews in chapter 6.1.5 Objectives of innovation workshops and measurement of success.

⁵⁸ Cf. Hodgkinson et al. 2006, p. 488.

⁵⁹ Hodgkinson et al. 2006, p. 489.

⁶⁰ Cf. Birkenmeier; Brodbeck 2010, p. 115.

⁶¹ Brem; Brem 2013, p. 121.

⁶² Rhodes; Thame 1988, p. 42.

⁶³ Cf. Saidani et al. 2016, p. 3.

2.2.3 Structure of innovation workshops

Each innovation workshop is unique and may differ in various parameters like objective, duration, participant group size and group composition etc. Nevertheless, there are certain structural elements which are included in the basic setup of most innovation workshop designs.

Three different stages of workshop organization can be differentiated:

- Before
- During
- After the workshop

Beside the organization of the workshop, the workshop itself can also be structured into different phases. Brem defines five different workshop phases:

1. Idea collection
2. Idea generation
3. Idea consolidation
4. Idea evaluation and choice
5. Idea elaboration^{64,65}

This phase concept focuses heavily on the idea generation and elaboration. It is rather limited and abbreviated and consequently applies equally to ideation workshops.

In an earlier publication of Brem and Brem, the implementation of creativity workshops⁶⁶ is explained as follows:

Preparatory measures

- Posing of a question, agenda, invitation
- Duration and participants
- Premises and environment
- Warm-up phase and introduction
- Pre-event
- Idea collection, evaluation and selection

Procedure during the workshop

- Checking expectations
- Controlling the workshop atmosphere
- Allow ideas to develop
- Provide resources
- Protect ideas
- Moderation tasks

⁶⁴ Cf. Brem 2019, p. 2.

⁶⁵ Cf. Brem; Brem 2013, p. 125.

⁶⁶ synonym for innovation workshop according to the authors

Workshop follow-up

- Obtain feedback
- Ensure documentation
- Ensure follow-up of ideas⁶⁷

This set up not only includes the workshop phases but also organizational aspects and important considerations by the workshop facilitator.

Rhodes and Thame on the other hand include further steps in their phase concept. It illustrates the process from workshop start until implementation:

1. "Explain (...) the present situation and the issue
2. Generate ideas and scenarios for development
3. Generate and agree criteria for evaluation and for further development of ideas
4. Make rough plans for implementation to include estimates of costs, resources, time, etc.
5. Identify milestones and actions to protect the plan and assure results"⁶⁸

Since preparatory measures before the actual innovation workshop are missing in the phase concept, it is questionable why Rhodes and Thame included subsequent tasks which should not be part of the workshop anymore such as planning of implementation as described in step four and five. There is a risk that this may exceed the duration and scope of the innovation workshop or even entails negative side effects as ideas are rushed with implementation plans. Creativity requires time as well as the development of ideas with the potential for successful innovations. Nevertheless, it is important to include an agreement about further actions and ensure a follow-up to further develop the innovation ideas and concepts.

The following graphic is based on the phase model of Brem and Brem. It depicts the organizational aspects with important considerations as well as operational phases of an innovation workshop.

⁶⁷ Cf. Brem; Brem 2013, p. 144 et seq (translation by the author).

⁶⁸ Rhodes; Thame 1988, p. 42.

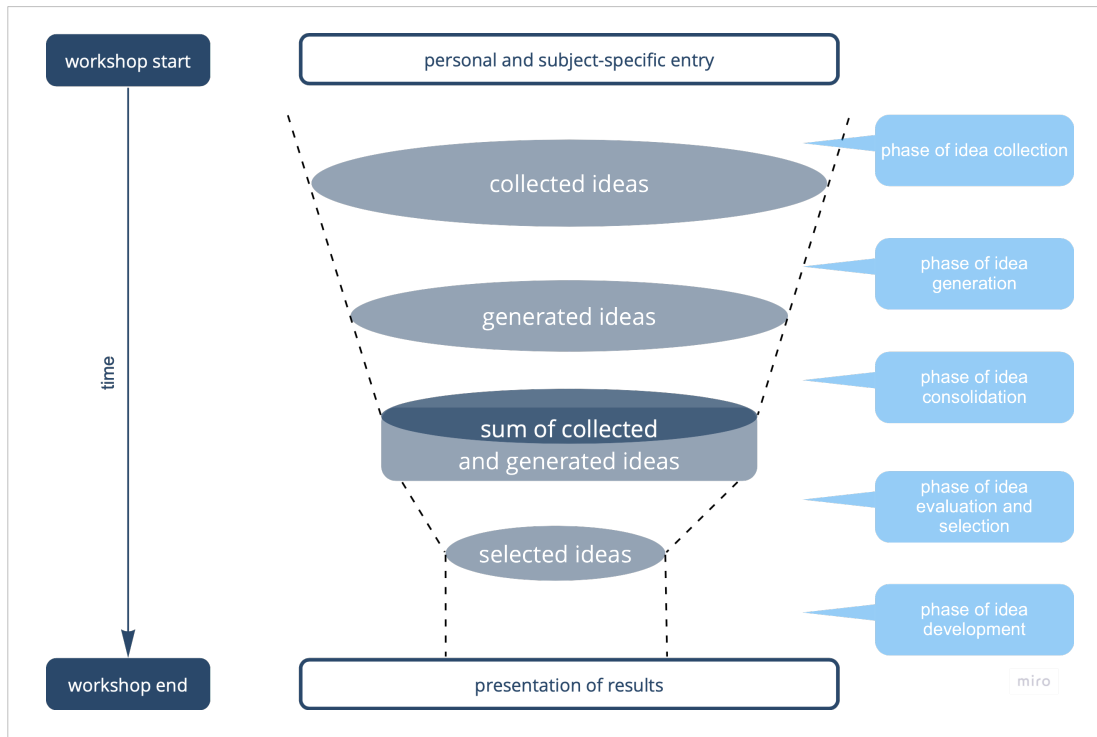


Figure 1: Typical structure and procedure of an innovation workshop⁶⁹

2.2.4 Core principles for innovation workshops

The empirical results of the research by Schulz et al. show that “the workshop design and facilitation is of even higher importance for promising outcomes than the choice of the toolkit.”⁷⁰ Therefore, the following chapter will deal with general core principles and recommendations for actions regarding workshop preparation, design, and facilitation.

2.2.4.1 Organizing an innovation workshop

There is a series of recommendations for action around the organization of an innovation workshop. In the literature, Brem and Brem elaborated the most detailed and extensive report for recommendations for action regarding innovation workshops.

Brem and Brem regard the problem and task definition as the initializing step and with it the definition of the objective of the innovation workshop.⁷¹ This is an important consideration as management practice often lacks a clear definition of the objective of a meeting or workshop.

As a second organizational step, the group composition must be determined. Brem suggests a group size of five to seven participants as ideal.⁷² This is a common and popular number of people which are collaborating in a team and therefore may also be advised for

⁶⁹ Cf. Brem; Brem 2013, p. 125–128.

⁷⁰ Schulz et al. 2015, p. 10.

⁷¹ Cf. Brem; Brem 2013, p. 128 et seq.

⁷² Cf. Brem 2019, p. 3.

innovation workshops. Also, in a previous published book Brem and Brem suggested five to seven participants as an ideal size. The authors further recommend an interdisciplinary composition with a homogeneous and heterogeneous setup simultaneously. This means the workshop group consists of people with different backgrounds, but still with some commonalities.⁷³ Functional heterogeneity provides a broader knowledge base whereas a social homogenous composition facilitates good cooperation. People must get along with each other, as the authors call it.⁷⁴ According to the authors Hodgkinson et al. “strategy workshops are predominantly top management events led by top management. The broader participation of middle and line managers, as well as other stakeholders, would enrich the discussion by bringing a wider range of strategic issues to the fore and enabling a greater diversity of views.”⁷⁵ For innovation workshops this would refer to the heterogeneous setup which provides a broader knowledge base and therefore nourishes the idea generation. The recommendation for strategy workshops is therefore in line with the recommendations for innovation workshops by Brem and Brem as stated before.

In addition, another important consideration of the authors Brem and Brem regarding group composition is that there should be no pressure from authorities and superiors.⁷⁶

Beside the group composition also the duration is an important variable in the workshop organization. Rhodes and Thame state that “the optimum duration is close to but not more than four days.”⁷⁷ In comparison, Brem suggests that the minimum time is two to four hours, and the maximum is usually two days.⁷⁸ A middle ground between too much and too little is required, however in every case a buffer of 25% should be included.⁷⁹

When selecting a location, priority should be given to an unknown, external environment^{80,81}, as “the workshop should be away from day-to-day job distraction.”⁸² Additionally, an unknown environment may stimulate creativity and reduces the risk of mental barriers due to associations with previous experience in that location.

With the location also working materials for visualization and documentation as well as additional resources should be organized and provided.⁸³ This includes working papers and pens, catering and even a workshop moderator.⁸⁴

The authors Hodgkinson et al. state that “it may be beneficial to employ external facilitators to neutralise political pressures and conflicts and to prevent an over-reliance on such experience-based knowledge, which otherwise might limit the range of strategic issues discussed and the perspectives considered.”⁸⁵ The authors refer to strategy workshops, however the statements are regarded as similarly valid for innovation workshops.

⁷³ Cf. Brem 2019, p. 3.

⁷⁴ Cf. Brem; Brem 2013, p. 128 et seq.

⁷⁵ Hodgkinson et al. 2006, p. 490.

⁷⁶ Cf. Brem; Brem 2013, p. 128 et seq.

⁷⁷ Rhodes; Thame 1988, p. 42.

⁷⁸ Cf. Brem 2019, p. 3.

⁷⁹ Cf. Brem; Brem 2013, p. 128 et seq.

⁸⁰ Cf. Brem 2019, p. 3.

⁸¹ Cf. Brem; Brem 2013, p. 128 et seq.

⁸² Rhodes; Thame 1988, p. 42.

⁸³ Cf. Brem 2019, p. 3.

⁸⁴ Cf. Brem; Brem 2013, p. 128 et seq.

⁸⁵ Hodgkinson et al. 2006, p. 490.

Finally, regarding the organization of an innovation workshop, an agenda must be set up and the idea generation, evaluation and selection must be planned and prepared. For that purpose, the possibilities for an extensive documentation must be considered and planned.⁸⁶

According to Brem and Brem, a professional preparation accounts for at least 50% of the workshop success.⁸⁷ The remaining variables for a successful innovation workshop concern the conducting of an innovation workshop and are presented in the following sub chapter.

2.2.4.2 Conducting an innovation workshop

During the workshop, i.e. while conducting an innovation workshop Brem and Brem also defined several workshop rules. It starts with creating a characteristic opening with creative elements, a warm-up phase, a round of introductions and an introduction to the content as well as an explanation of the basic rules of brainstorming.⁸⁸ Further, Brem and Brem state that it's important to establish realistic expectations by querying participants' expectations and goals and match them at the end.⁸⁹

During the whole workshop, it is elementary to pay attention to a good mood and atmosphere.⁹⁰ Or as Rhodes and Thame call it: "some sort of micro-climate has to be created."⁹¹ Pregmark and Berggren even go further and declare trust as enabler. Creating a climate of trust allows participants to express their ideas and opinion freely and without hesitation. Consequently, a wider participation is possible with an honest exchange of thoughts and ideas.⁹² This in turn enhances the quality of discussion as well as the assessment and development of ideas. Finally, with that the development of an innovation is favored.

Brem and Brem further note that new ideas must be protected, either from killer arguments (see rules for brainstorming) or regarding legal protection. A silence agreement that must be signed by the participants may be a solution.⁹³

Another important point to consider is to visualize the ideas⁹⁴ as already named in the previous sub chapter. Enough flipcharts, whiteboards etc. as well as colored pens should be provided so that ideas can be depicted quickly and be seen by the rest of the group. Participants are often restrained in drawing or sketching in front of other people. The challenge for the facilitator is therefore to actively encourage the participants throughout the workshop. A brief drawing game to loosen up at the beginning of the workshop may be beneficial for the rest of the workshop.

Finally, Brem and Brem state that the further use of the results must be ensured including a follow-up of ideas and the final implementation.⁹⁵ "Participants will only be motivated to

⁸⁶ Cf. Brem; Brem 2013, p. 128 et seq.

⁸⁷ Cf. Brem; Brem 2013, p. 128 et seq.

⁸⁸ Cf. Brem; Brem 2013, p. 128 et seq.

⁸⁹ Cf. Brem; Brem 2013, p. 128 et seq.

⁹⁰ Cf. Brem; Brem 2013, p. 128 et seq.

⁹¹ Rhodes; Thame 1988, p. 41.

⁹² Cf. Pregmark; Berggren 2021, p. 1 et seq.

⁹³ Cf. Brem; Brem 2013, p. 128 et seq.

⁹⁴ Cf. Brem; Brem 2013, p. 128 et seq.

⁹⁵ Cf. Brem; Brem 2013, p. 128 et seq.

contribute again, if their ideas are actually put into practice.”⁹⁶ It is not only extremely inefficient not to further work with the elaborated ideas, but also the perceived appreciation of the participants and their work is low. Additionally, this will have a negative effect on future innovation workshops within the company in terms of motivation, participation, and engagement.

Furthermore, communication is a quite general but crucial success factor for innovation workshops. According to Rhodes and Thame, “effective communication (...) needs (...) a language for thinking and problem-solving which is simple and common to all concerned!”⁹⁷ This is generally valid but receives special importance when it comes to an intercultural target group.

Looking at further findings in literature, Birkenmeier and Brodbeck boiled down the recommendations for action to three golden rules for innovation workshops:

- No criticism
- No hierarchy
- Quantity before quality⁹⁸

2.2.5 Creativity techniques

A central issue of innovation management is the integration of creativity into the design and development process.⁹⁹

According to Birkenmeier and Brodbeck, everyone is creative and creativity techniques help to reveal and promote creativity and the generation of ideas.¹⁰⁰ Nevertheless, according to Birkenmeier and Brodbeck only one out of 100 ideas is generated by creativity techniques. The authors argue that the reason is not because of a lack of performance of creativity techniques but because such techniques are hardly used in innovation practice.¹⁰¹

Schulz et al. define ideation as “not only an exchange of knowledge, opinions and ideas but also [as] an intuitive and playful development process inspired by mutual exchange.”¹⁰² The authors argue that “methods fostering creativity and ideation need to combine intuitive, playful action and tools to be handled without specific skills.”¹⁰³ Furthermore, the authors argue, that creativity methods, particularly representational toolkits, are considered as “a powerful method to actively integrate different stakeholders in an innovation process.”¹⁰⁴

Creativity techniques may be defined as “rules for finding ideas or solving problems”¹⁰⁵. This definition by Brem and Brem is rather broad and imprecise. This may be due to the fact that there exist a huge number of different creativity techniques for various application cases.

⁹⁶ Brem 2019, p. 3.

⁹⁷ Rhodes; Thame 1988, p. 41.

⁹⁸ Cf. Birkenmeier; Brodbeck 2010, p. 144.

⁹⁹ Cf. Schulz et al. 2015, p. 15.

¹⁰⁰ Cf. Birkenmeier; Brodbeck 2010, p. 114.

¹⁰¹ Cf. Birkenmeier; Brodbeck 2010, p. 114.

¹⁰² Schulz et al. 2015, p. 15.

¹⁰³ Schulz et al. 2015, p. 15.

¹⁰⁴ Schulz et al. 2015, p. 15.

¹⁰⁵ Brem; Brem 2013, p. 23 (translation by the author).

Brem provides an overview and classification of the most popular creativity techniques:

- Free association: Brainstorming and mind-mapping
- Structured association: Walt-Disney-Method and Six-Thinking-Hats
- Configuration techniques: Morphological Box and Attribute Listing
- Confrontation techniques: Buzzword Analysis and Picture Card Brainwriting
- Imagination techniques: Accompanied Fantasy Journey¹⁰⁶

The basis of a vast number of creativity techniques is the concept of Brainstorming. Therefore, in his book "The Medici Effect", Frans Johansson has established four key rules for the issue of brainstorming:

1. "Produce as many ideas as possible
2. Produce ideas as wild as possible
3. Build upon each other's ideas
4. Avoid passing judgment on ideas"¹⁰⁷

In course of the exemplary workshop design in chapter 8, some relevant creativity techniques will be explained more in detail.

¹⁰⁶ Cf. Brem 2019, p. 2.

¹⁰⁷ Johansson 2006, p. 107.

3. Basic concept of intercultural diversity and competence

Intercultural knowledge and competence are a crucial resource when dealing with people from around the world. It will help to minimize miscommunication, misunderstandings and frustration and increases efficiency and good collaboration. The first step towards intercultural competence is to understand the own culture, and the own cultural lens in order to be able to recognize and learn about the differences in other cultures.¹⁰⁸

Culture can be defined as “‘the programming of the human mind by which one group of people distinguishes itself from another group’. It is always a shared, collective phenomenon, that is learned from your environment.”¹⁰⁹ Culture consists of various layers as depicted in the following graphic.

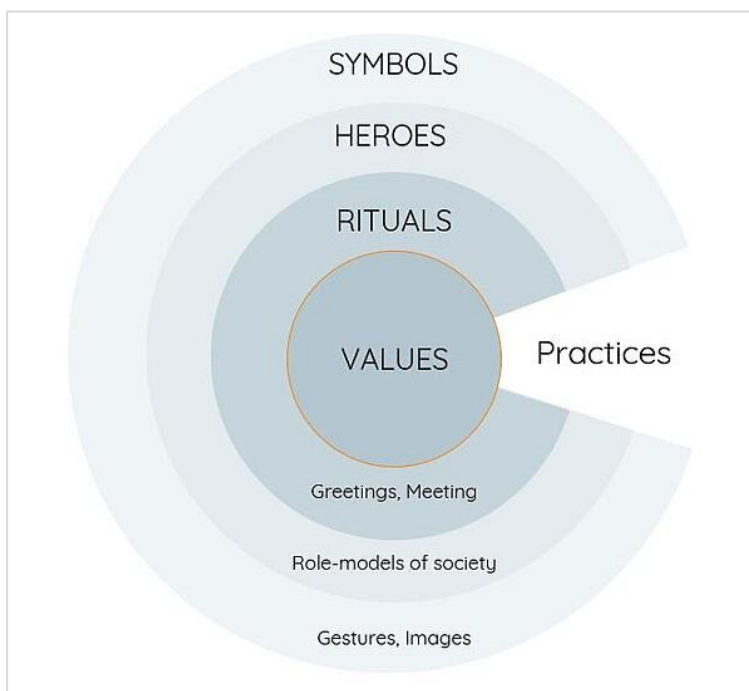


Figure 2: Definition of culture¹¹⁰

“As culture is a group phenomenon, we use it to *analyse* the behaviour of groups and make an *assessment* of the likelihood of groups of people acting in a certain way. That is to say, one person does not represent a whole culture and the culture does not represent the person. However, a group of people from one culture are more likely to act in a way that is appropriate for that culture. Subsequently, people from the same culture tend to act in a similar way, especially when they are together. From a business point of view, this makes culture an additional tool of management, with regards to groups of people.”¹¹¹

¹⁰⁸ Cf. Meyer 2015, p. 251.

¹⁰⁹ Hofstede Insights 2020.

¹¹⁰ Hofstede Insights 2020.

¹¹¹ Hofstede Insights 2020.

There are different forms of culture, such as national culture and organizational culture. This chapter will focus mainly on concepts regarding national culture. For that reason, two of the most popular intercultural concepts, namely of Geert Hofstede and Erin Meyer, are presented in this chapter. The chapter will finish with a short explanation on organizational culture as it is also considered as a relevant aspect for innovation workshops, however, does not represent the focus point of this master thesis.

3.1 National culture model by Hofstede

The Hofstede model of national culture consists of six dimensions.



Figure 3: Hofstede's Cultural Dimensions¹¹²

3.1.1 Power distance

"This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people.

People in societies exhibiting a large degree of Power Distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with

¹¹² Cf. de Bruin 2017.

low Power Distance, people strive to equalise the distribution of power and demand justification for inequalities of power.”¹¹³

3.1.2 Individualism versus collectivism

“The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families.

Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular ingroup to look after them in exchange for unquestioning loyalty. A society’s position on this dimension is reflected in whether people’s self-image is defined in terms of ‘I’ or ‘we’.”¹¹⁴

3.1.3 Masculinity versus femininity

“The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness, and material rewards for success. Society at large is more competitive. Its opposite, Femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

In the business context Masculinity versus Femininity is sometimes also related to as ‘tough versus tender’ cultures.”¹¹⁵

3.1.4 Uncertainty avoidance

“The Uncertainty Avoidance (UAI) dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

Countries exhibiting strong UAI maintain rigid codes of belief and behaviour, and are intolerant of unorthodox behaviour and ideas. Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.”¹¹⁶

3.1.5 Long term orientation versus short term normative orientation

“Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently.

Societies who score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion.

¹¹³ Hofstede Insights 2022b.

¹¹⁴ Hofstede Insights 2022b.

¹¹⁵ Hofstede Insights 2022b.

¹¹⁶ Hofstede Insights 2022b.

Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

In the business context, this dimension is referred to as '(short-term) normative versus (long-term) pragmatic' (PRA). In the academic environment, the terminology Monumentalism versus Flexhumility is sometimes also used."¹¹⁷

3.1.6 Indulgence versus restraint

"Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms."¹¹⁸

¹¹⁷ Hofstede Insights 2022b.

¹¹⁸ Hofstede Insights 2022b.

3.2 National culture model by Meyer

Erin Meyer has developed the so-called Culture Map, with eight scales in order to illustrate the cultural differences between countries. According to Meyer, it is not enough to judge people as individuals without the cultural context. This would lead to misinterpretations as people would judge based on the own cultural references. Additionally, the knowledge of the cultural background and differences is essential.¹¹⁹

By analyzing the positioning of one culture to another, the scales will enable to decode cultural differences and how culture influences behavior and international collaboration.¹²⁰

„What matters is not so much the absolute positioning of a person’s culture on a particular scale, but rather their relative positioning in comparison to you.“¹²¹

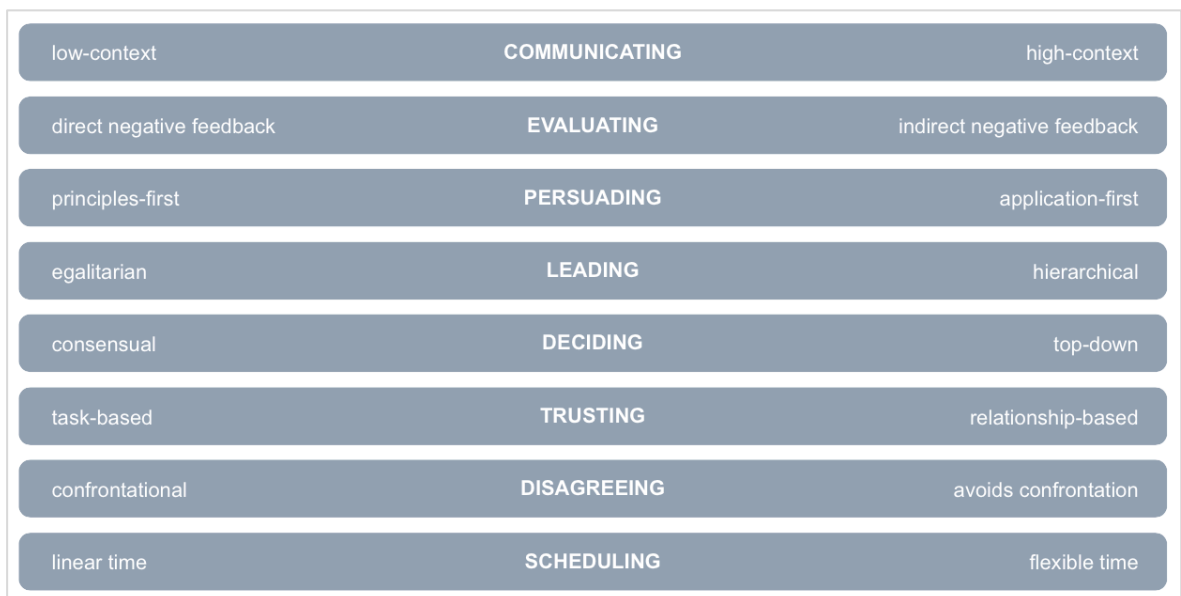


Figure 4: Meyer's Culture Map¹²²

¹¹⁹ Cf. Meyer 2015, p. 25.

¹²⁰ Cf. Meyer 2015, p. 27.

¹²¹ Meyer 2015, p. 58.

¹²² Cf. Meyer 2015, p. 27.

3.2.1 Communicating

Low-context countries communicate precisely and in a simple and clean way. In comparison, good communication in high-context countries “is sophisticated, nuanced and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.”¹²³ High-context cultures usually are “relationship-oriented societies where networks of connections are passed on from generation to generation.”¹²⁴



Figure 5: Culture Map - Communicating scale¹²⁵

Strategies for working with people from other cultures: “being an agile communicator, able to move adroitly in either direction, is a valuable skill for anyone in business. When considering strategies for improving your effectiveness, one crucial principle to remember is that communicating is not just about speaking but also listening”¹²⁶ and try to understand what is said between the lines. Meyer’s recommendation is to ask open-ended questions for verification rather than asking directly for a yes-or-no answer.¹²⁷ According to Meyer, most of the misunderstandings between intercultural teams is in case two high-context cultures with entirely different roots communicate with each other. This is because they communicate implicitly and indirect and refer to a different cultural context.¹²⁸ The strategy to solve that issue is to rely on low-context processes and to make use of oral verifications as well as written summaries.¹²⁹ This will reduce confusion and save time however it is crucial that the reasons behind this procedure explained to the team.¹³⁰

¹²³ Meyer 2015, p. 53.

¹²⁴ Meyer 2015, p. 53.

¹²⁵ Meyer 2015, p. 53.

¹²⁶ Meyer 2015, p. 63.

¹²⁷ Cf. Meyer 2015, p. 64.

¹²⁸ Cf. Meyer 2015, p. 68.

¹²⁹ Cf. Meyer 2015, p. 69.

¹³⁰ Cf. Meyer 2015, p. 72.

3.2.2 Evaluating

The evaluating scale is about appraisals and feedback and which behavior is seen as constructive in the different parts of the world. "The Evaluating scale (...) provides a bird's-eye view of just how direct people in different cultures are with negative criticism."¹³¹



Figure 6: Culture Map - Evaluating scale¹³²

Countries which are assigned to the direct negative feedback scale, provide negative feedback frankly, bluntly, and honestly. "Negative messages stand alone, not softened by positive ones. Absolute descriptions are often used (totally inappropriate, completely unprofessional) when criticizing. Criticism may be given to an individual in front of a group."¹³³

In comparison, countries which are assigned to the indirect negative feedback scale, provide negative feedback softly, subtly and diplomatically. "Positive messages are used to wrap negative ones. Qualifying descriptions are often used (sort of inappropriate, slightly unprofessional) when criticizing. Criticism is given only in private."¹³⁴

3.2.3 Persuading

Beside the communicating scale, also the persuading scale is highly important and interesting regarding conducting innovation workshops. "Without the ability to persuade others to support your ideas, you won't be able to attract the support you need to turn those ideas into realities. (...) Far from being universal, then, the art of persuasion is one that is profoundly culture-based."¹³⁵

„Principles-first reasoning (sometimes referred to as deductive reasoning) derives conclusions or facts from general principles or concepts."¹³⁶ „On the other hand, with applications-first reasoning (sometimes called inductive reasoning), general conclusions are reached based on a pattern of factual observations from the real world."¹³⁷

¹³¹ Meyer 2015, p. 82.

¹³² Meyer 2015, p. 83.

¹³³ Meyer 2015, p. 83.

¹³⁴ Meyer 2015, p. 83.

¹³⁵ Meyer 2015, p. 102.

¹³⁶ Meyer 2015, p. 106.

¹³⁷ Meyer 2015, p. 106.



Figure 7: Culture Map - Persuading scale¹³⁸

„In business (...) people from principles-first cultures generally want to understand the why behind their boss’s request before they move to action. Meanwhile, applications-first learners tend to focus less on the why and more on the how.“¹³⁹

3.2.4 Leading

For countries with an egalitarian manifestation “the ideal distance between a boss and a subordinate is low. The best boss is a facilitator among equals. Organizational structures are flat. Communication often skips hierarchical lines.”¹⁴⁰

For countries with a hierarchical manifestation “the ideal distance between a boss and a subordinate is high. The best boss is a strong director who leads from the front. Status is important. Organizational structures are multilayered and fixed. Communication follows set hierarchical lines.”¹⁴¹

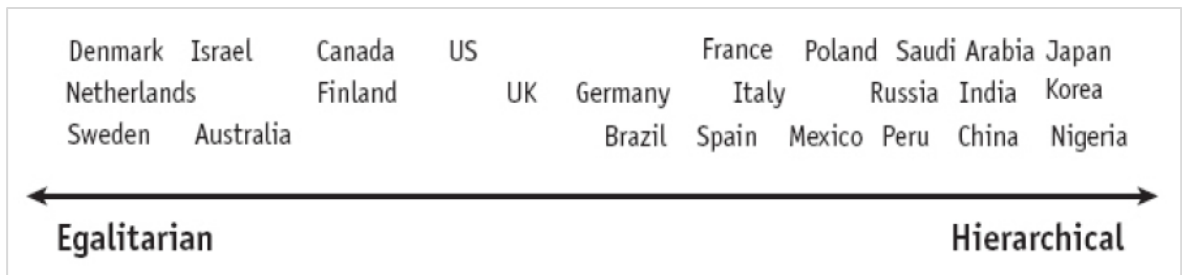


Figure 8: Culture Map - Leading scale¹⁴²

¹³⁸ Meyer 2015, p. 109.

¹³⁹ Meyer 2015, p. 108.

¹⁴⁰ Meyer 2015, p. 138.

¹⁴¹ Meyer 2015, p. 138.

¹⁴² Meyer 2015, p. 138.

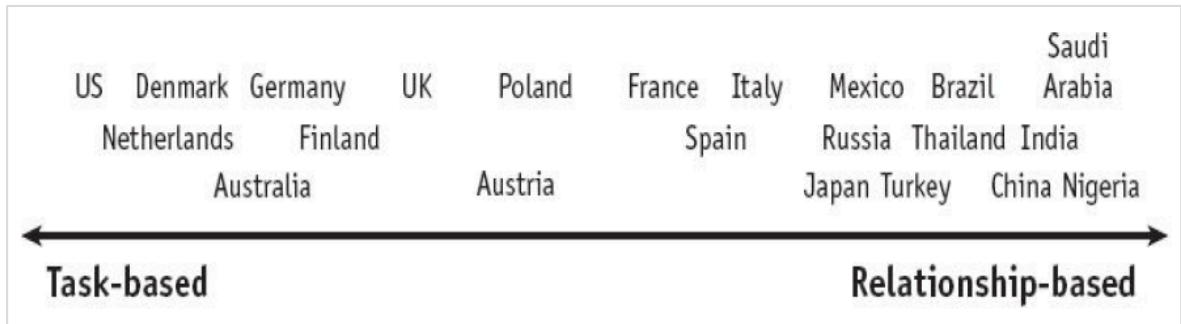


Figure 10: Culture Map - Trusting scale¹⁴⁹

Meyer recommends that regardless of the positioning on the scale, it is valuable to invest extra time in developing a relationship-based approach when working with people from other cultures. Among other things, this will not only facilitate collaboration but also forgiveness in case of cultural errors.¹⁵⁰

3.2.7 Disagreeing

Countries on the confrontational axis regard disagreement and debate as positive for the team or organization. “Open confrontation is appropriate and will not negatively impact the relationship.”¹⁵¹

Countries on the confrontation avoiding side of the scale regard disagreement and debate as negative for the team or organization. “Open confrontation is inappropriate and will break group harmony or negatively impact the relationship.”¹⁵²



Figure 11: Culture Map - Disagreeing scale¹⁵³

¹⁴⁹ Meyer 2015, p. 182.

¹⁵⁰ Cf. Meyer 2015, p. 189.

¹⁵¹ Meyer 2015, p. 211.

¹⁵² Meyer 2015, p. 211.

¹⁵³ Meyer 2015, p. 211.

Depending on the respective culture, Meyer recommends beside other things, that the boss does not attend the meeting to encourage the participants to express their opinion freely¹⁵⁴, to clearly separate ideas from people when expressing disagreement¹⁵⁵ and to make use of downgrading expressions¹⁵⁶.

3.2.8 Scheduling

Countries on the linear-time side of the scale approach projects in a sequential, linear fashion with little multitasking and no interruptions. “The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.”¹⁵⁷

Countries on the flexible-time side of the scale approach projects in a flexible manner with changing and overlapping tasks and interruptions. “The focus is on adaptability, and flexibility is valued over organization.”¹⁵⁸

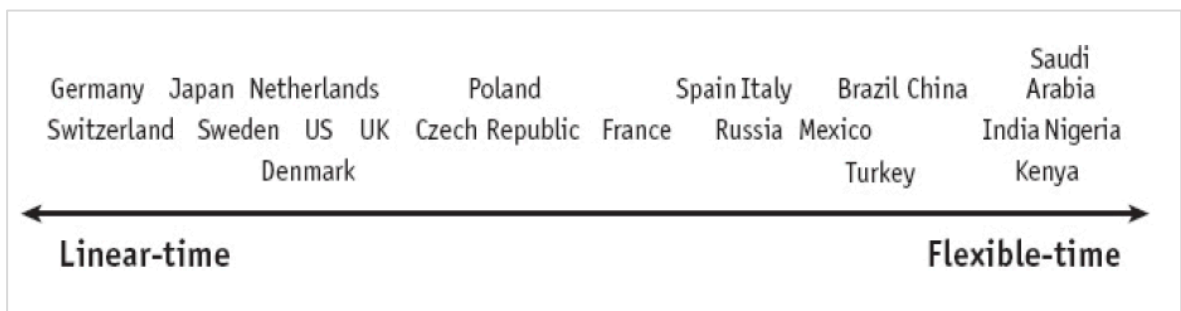


Figure 12: Culture Map - Scheduling scale¹⁵⁹

Meyer recommends style switching according to the respective culture, however a proper understanding of the cultural nuances is essential and also challenging.¹⁶⁰

¹⁵⁴ Cf. Meyer 2015, p. 219.
¹⁵⁵ Cf. Meyer 2015, p. 221.
¹⁵⁶ Cf. Meyer 2015, p. 223.
¹⁵⁷ Meyer 2015, p. 236.
¹⁵⁸ Meyer 2015, p. 236.
¹⁵⁹ Meyer 2015, p. 236.
¹⁶⁰ Cf. Meyer 2015, p. 243.

3.3 Organisational culture

Beside national culture there exist also a specific culture in organizations.

“Organisational Culture tends to be more straightforward and precise to measure than National Culture. This is because, unlike nations, most organisations have clear objectives and requirements. Most of the activities within the organisation are designed to meet those objectives and requirements.

While differences between National Cultures are most apparent in the values (...), differences between organisations within the same nation can most clearly be seen in the practices of the organisations. This is also why Organisational Culture, unlike National Culture, can be changed by changing those practices.”¹⁶¹

¹⁶¹ Hofstede Insights 2020.

4. Value of Diversity in the context of innovation workshops

“Even after quite a number of studies have now been published on whether cultural diversity helps to boost innovation, the evidence remains mixed.”¹⁶² According to Bassett-Jones „the term ‘diversity’ encompasses a range of differences in ethnicity/ nationality, gender, function, ability, language, religion, lifestyle or tenure.”¹⁶³

Although this master thesis focuses on an intercultural participant group, and therefore the focus lies on cultural diversity, this chapter deals with diversity in various manifestations in order to investigate the value of diversity including beneficial as well as adverse consequences for innovation through a diverse participant group.

4.1 Beneficial consequences through diversity

According to Meyer, working with multidisciplinary teams has become the norm in innovation management.¹⁶⁴ The reason is that employee diversity not only creates a broader knowledge base¹⁶⁵ but also provides a “recognizable source of creativity and innovation that can provide a basis for competitive advantage.”¹⁶⁶ Similarly, Bassett-Jones states that diversity promotes creativity and contributes in suppressing the vulnerability to group thinking.¹⁶⁷ The author also states that even if diversity can trigger conflicts, “when it is effectively channeled, it can lead to improved creative problem-solving and decision-making, because the diversity of perspective generates more alternatives and greater critical evaluation.”¹⁶⁸

Furthermore, the study of Østergaard, Timmermans and Kristinsson in 2011 reveals a positive relation between diversity in education and gender on the likelihood of introducing an innovation. Additionally, they claim a positive relationship between an open culture towards diversity and innovative performance. However, there is no significant effect of ethnicity on the firm’s likelihood to innovate. They conclude in their analysis, that there is no support of any curvilinear relation between diversity and innovation.¹⁶⁹

The authors Bolli, Renold and Wörter examined in their study the effect of vertical educational diversity on innovation where vertical educational diversity refers to diversity in formal education degrees. They could demonstrate that „there is a significant relationship between vertical educational diversity and innovation performance during different stages of the innovation process.”¹⁷⁰ They state that different education levels have a favorable effect on the generation of new knowledge as they provide different types of expertise. This in turn improves the firm’s performance in the invention phase of new products.¹⁷¹

¹⁶² Ozgen; Nijkamp; Poot 2017, p. 2.

¹⁶³ Bassett-Jones 2005, p. 169 et seq.

¹⁶⁴ Cf. Meyer 2016, p. 62.

¹⁶⁵ Cf. Østergaard; Timmermans; Kristinsson 2011, p. 500.

¹⁶⁶ Bassett-Jones 2005, p. 169.

¹⁶⁷ Cf. Bassett-Jones 2005, p. 172.

¹⁶⁸ Bassett-Jones 2005, p. 172.

¹⁶⁹ Cf. Østergaard; Timmermans; Kristinsson 2011, p. 500.

¹⁷⁰ Bolli; Renold; Wörter 2018, p. 20.

¹⁷¹ Cf. Bolli; Renold; Wörter 2018, p. 20 et seq.

Regarding the functional diversity, Meyer states that particularly for radical innovation, it requires “outsiders, perspectives from outside the industry, and additional expertise.”¹⁷²

Díaz-García, González-Moreno and Sáez-Martínez focus on gender diversity. They state that “gender diversity within R&D teams generates certain dynamics that foster novel solutions leading to radical innovation.”¹⁷³ This means gender diversity is positively related to radical innovation. “However, it does not promote incremental innovation in the same way. The positive relation occurs under particular conditions of the task (a higher degree of novelty), as the two types of innovation might require different skills for their effective performance.”¹⁷⁴ As explained in chapter 2.1.2 Types of innovation, innovations can be differentiated into radicals and incremental ones, or, as Johansson names it, directional and intersectional innovations.¹⁷⁵ These different types of innovations have different requirements and objectives and therefore the correlation between diversity and innovation performance may differ.

The authors Mayer, Warr and Zhao conclude in their research that “corporate policies that promote more pro-diversity cultures, specifically treatment of women and minorities, enhance future innovative efficiency.”¹⁷⁶

According to the organization Hofstede Insights, the beneficial consequences through cultural diversity clearly outweigh the downsides: „The consensus, for the most part, is that diversity does bring benefits. Whether those benefits are increased innovation, more profitability, teams with better problem solving skills, something else or *all* of these depends on the context, but few would argue that diversity brings no benefits.“¹⁷⁷

4.2 Adverse consequences through diversity

Despite the positive impact of diversity on innovation, it can also have negative consequences.

In the above-named study of Østergaard, Timmermans and Kristinsson, a downside of diversity is that it strengthens the need for interaction and communication within the firm and might lead to conflict and distrust.¹⁷⁸ Further, they could demonstrate a negative effect between diversity in age and the likelihood to introduce an innovation. “This finding is in line with Zajac et al. (1991) who argues that diversity in age causes disagreements that lead to lower innovative performance.”¹⁷⁹ Also the authors Brem and Brem agree with that perception as they argue for social homogeneity to improve cooperation as explained in chapter 2.2.4.1 Organizing an innovation workshop.

¹⁷² Meyer 2016, p. 62 (translation by the author).

¹⁷³ Díaz-García; González-Moreno; Sáez-Martínez 2013, p. 149.

¹⁷⁴ Díaz-García; González-Moreno; Sáez-Martínez 2013, p. 149.

¹⁷⁵ Cf. Johansson 2006, p. 18.

¹⁷⁶ Mayer; Warr; Zhao 2018, p. 2.

¹⁷⁷ Hofstede Insights 2022c.

¹⁷⁸ Cf. Østergaard; Timmermans; Kristinsson 2011, p. 500.

¹⁷⁹ Østergaard; Timmermans; Kristinsson 2011, p. 507.

Further, the authors Ozgen, Nijkamp and Poot have analyzed in their study how the employment of immigrants affects innovation. They could not find robust evidence for any particular dimension of diversity being positively associated with firm innovation. They state that “innovation is predominantly driven by firm scale, performance, external conditions and institutions”¹⁸⁰ but also by the greater skills and youthfulness of workers. Furthermore, they state several downsides of diversity as “heterogeneity in norms and values may lead to distrust or even outright conflict”¹⁸¹ and “decision-making in a diverse workplace may be more time consuming and therefore more costly.”¹⁸² Furthermore, according to the authors, “cultural diversity of staff may also trigger discrimination of minority groups, which in turn lowers the performance of the firm.”¹⁸³

According to Bassett-Jones, “there is conflicting evidence as to the extent to which diversity can deliver competitive advantage.”¹⁸⁴ On the downside of diversity there is to name that it “damages cohesiveness, reduces communication and produces in-groups and out-groups. This results in discord, distrust, poor quality and lack of customer focus and market orientation.”¹⁸⁵ Bassett-Jones sees in diversity a “cause for misunderstanding, suspicion and conflict in the workplace that can result in absenteeism, poor quality, low morale and loss of competitiveness.”¹⁸⁶ Bassett-Jones concludes that “embracing diversity management is a risky business.”¹⁸⁷

The organization Hofstede Insights explains the reason for misunderstandings between people from different cultures by stating: „What makes managing diversity even more challenging is the fact that it is in our nature to assume others see things the same way we do. This is, of course, not true and, therefore, can lead to misunderstandings when dealing with people from different cultures and with different values.”¹⁸⁸ Further, they agree with the perception of Bassett-Jones, that diversity decreases the level of trust, as people generally tend to trust people that are similar – diversity contradicts this assumption.¹⁸⁹

Furthermore, Meyer states that cultural differences can be fraught with challenges, in particular intercultural collaboration “can take more time than monocultural collaboration and often needs to be managed more closely.”¹⁹⁰

¹⁸⁰ Ozgen; Nijkamp; Poot 2017, p. 19.

¹⁸¹ Ozgen; Nijkamp; Poot 2017, p. 3.

¹⁸² Ozgen; Nijkamp; Poot 2017, p. 3.

¹⁸³ Ozgen; Nijkamp; Poot 2017, p. 3.

¹⁸⁴ Bassett-Jones 2005, p. 171.

¹⁸⁵ Bassett-Jones 2005, p. 171.

¹⁸⁶ Bassett-Jones 2005, p. 169.

¹⁸⁷ Bassett-Jones 2005, p. 173.

¹⁸⁸ Hofstede Insights 2022c.

¹⁸⁹ Cf. Hofstede Insights 2022c.

¹⁹⁰ Meyer 2015, p. 127.

5. Qualitative Research

The objective of this empiric study is to investigate drivers and barriers, hence success factors, of innovation workshops for an intercultural participant group. This chapter explains how the research was conducted. First, the choice of qualitative research will be discussed, followed by an explanation how the data was collected and analyzed in order to answer the research questions. This builds the basis for drawing up practical recommendations for organizing and facilitating innovation workshops for an intercultural participant group in the following chapters.

5.1 Research Design

Qualitative research can be described as a data collection technique or data analysis procedure that generates or uses non-standardized and non-numerical data.¹⁹¹ In this master thesis qualitative data is full textual data. “Qualitative research utilizes an open and flexible design” and “makes the researcher as much a part of the research process as the participants and the data they provide.”¹⁹²

Quantitative data	Qualitative data
Based on meanings derived from numbers	Based on meanings expressed through words (spoken and textual) and images
Collection results in numerical and standardized data	Collection results in non-standardized data requiring classification into categories
Analysis conducted through the use of diagrams and statistics	Analysis conducted through the use of conceptualization

Table 1: Distinction between quantitative and qualitative data¹⁹³

The researcher is in charge of establishing trust and participation. He needs to understand, interpret, and make sense of words, opinions and subjective experiences about the phenomenon being studied and with that provide access to meanings and in-depth understanding.¹⁹⁴

This master thesis aims to reach a better understanding of the success factors of innovation workshops for an intercultural participant group and how those workshops need to be organized and facilitated in order to be assessed as successful. The literature about innovation management is vast but not sufficient regarding the organization and facilitation of innovation workshops. This leads to a low level of professionalism when it comes to the practical implementation of innovation workshops. The literature regarding intercultural

¹⁹¹ Cf. Saunders; Lewis; Thornhill 2015, p. 165.

¹⁹² Corbin; Strauss 2015, p. 4.

¹⁹³ Saunders; Lewis; Thornhill 2015, p. 569.

¹⁹⁴ Cf. Saunders; Lewis; Thornhill 2015, p. 168.

competence is very broad as well. However, the combination of both fields, meaning innovation workshops for an intercultural participant group, has not been sufficiently investigated yet. Therefore, the study may be classified as an exploratory study since the aim is to gain insights about a topic of interest and reach a better understanding.¹⁹⁵

The qualitative approach in this paper follows a deductive perspective. This means the research commences from a theoretical perspective. This includes certain advantages as it links the qualitative research into the existing body of knowledge and consequently provides an initial analytical framework.¹⁹⁶

5.2 Data Collection

The data and knowledge base for this master thesis stem from primary and secondary data. First, a literature review was conducted in order to collect secondary data. This builds the basis for the theoretical concepts about innovation, innovation workshops, intercultural competence and value of diversity presented in earlier chapters. Sources used are mainly academic publications in the form of online journal articles as well as published books from the inventory of the FHV library as well as diverse online sources. However, still the combination of the subjects innovation workshop and intercultural participant group left some knowledge gaps open. This requires the collection of primary data in form of empirical qualitative research.

5.2.1 Semi-structured Expert Interviews

The primary data was gathered through semi-structured expert interviews. It is expected that most valuable insights regarding the posed research questions will derive from experts. "They are integrated into the study not as a single case but as representing a group."¹⁹⁷ Experts can be labeled as persons "who are particularly competent as authorities on a certain matter of facts."¹⁹⁸

The data collection method semi-structured interview was selected since this method provides guidance and flexibility to the same extent and therefore combines the advantages of the unstructured and structured interviews. Semi-structured interviews enable researchers to maintain consistency across the conducted interviews as some topics and questions are chosen and defined in advance. This makes sure that the same topics are covered in each interview. However, when and how the topics are presented is not structured and is up to the assessment of the researcher to allow a pleasant and logical flow of conversation during the interview. Additionally, this form of interview allows the researcher to ask further open questions to clarify certain points, to delve further into a topic or even to discover new insights and perspectives.¹⁹⁹

¹⁹⁵ Cf. Saunders; Lewis; Thornhill 2015, p. 175.

¹⁹⁶ Cf. Saunders; Lewis; Thornhill 2015, p. 570.

¹⁹⁷ Flick 2009, p. 165.

¹⁹⁸ Flick 2009, p. 165.

¹⁹⁹ Cf. Corbin; Strauss 2015, p. 39.

5.2.2 Interview Participants

Persons are declared as experts if they are particularly competent in the field of organizing and facilitating innovation workshops and have experience in dealing with an intercultural group of participants in workshops or meetings. Consequently, the interviewees were screened and selected to fulfill the following criteria:

- Having experience in organizing or facilitating innovation workshops
- Having experience in dealing with an intercultural group of participants in workshops or meetings

The industry sector or area of business was disregarded as this was not considered as a decisive or changing factor.

The expert interviews were conducted one-to-one virtually via a video conference software. This was due to the geographical distance between the researcher and the experts. With the use of video functionality, it was ensured that the most possible range of communication can be used, and the interview quality did not suffer from the online mode and the interview experience is similar to a live interview.

The duration of the interviews varied between 22 and 65 minutes.

Expert	Gender	Profession and experience	Interview date + duration
E1: Claudia Schmitz	Female	<ul style="list-style-type: none"> - facilitator, independent entrepreneur and founder of Cenandu, an organization that creates learning scenarios for understanding business - partner of Celemi: inventor of Medici, a simulation and learning game for business innovation - approx. 20 years of experience with innovation workshops for intercultural groups 	06.05.22 / 52 min.
E2: Michael Gieser	Male	<ul style="list-style-type: none"> - luxembourg citizen with swedish origin - consultant, facilitator, multilingual business coach, independent entrepreneur and founder of Dreamteam SA, a business consulting company, specialized on learning and development in interactive, hands-on business simulation games - partner of Celemi: inventor of Medici, a simulation and learning game for business innovation - approx. 26 years of experience with innovation workshops for intercultural groups - clients in 36 countries 	06.05.22 / 65 min.
E3: Wolfgang Karrlein	Male	<ul style="list-style-type: none"> - facilitator, independent entrepreneur and founder of Canmas GmbH, a company specialized on change management, organizational development and process innovation 	09.05.22 / 47 min.

		<ul style="list-style-type: none"> - partner of Celemi: inventor of Medici, a simulation and learning game for business innovation - experience of approx. 100 workshops 	
E4: Eva Zingerle	Female	<ul style="list-style-type: none"> - senior innovation consultant and Head of Corporate Innovation at WhatAVenture GmbH, a global innovation company based in Vienna, Austria - experience from innovation workshops with various international customers every week - previous work experience in the field of business model and process innovation 	09.05.22 / 22 min.
E5: Laura Höfling	Female	<ul style="list-style-type: none"> - Innovation Consultant in the Corporate Research & Development department at Dachser SE, a global logistics company - Planning and execution of international innovation and ideation workshops with subsidiaries worldwide - Experience of three years in this position with several workshops per month 	24.06.22 / 24 min.

Table 2: Expert interview participants

5.2.3 Interview Guideline

The semi-structured interviews were based on a uniform pre-defined interview guideline. This was elaborated based on the findings of the literature review and with the aim to receive further insights in order to answer the research questions posed. The interview guideline was not sent beforehand, as this might have influenced the interview flow and outcomes.

The interview was structured in four parts and eleven main questions.

1. Introduction

- a. Greeting and acknowledgement
- b. Short introduction to the master thesis topic
- c. Explanation of interview procedure
- d. Data protection and confidentiality
- e. Brief explanation of the terms 'innovation workshop' and 'intercultural participant group'

2. Interview Questions

The interview questions were designed to several objectives:

- Compare findings of literature research
- Gather new findings, formulate success factors and develop practical recommendations
- seek to explain why negative cases occur to move towards the development of valid and well-grounded conclusions.

No.	Question
Q1	<p>What is your profession and for how long are you doing this?</p> <p>Which experience do you have with innovation workshops for an intercultural participant group?</p> <p>a) How many innovation workshops have you already facilitated?</p> <p>b) How many innovation workshops have you participated at?</p> <p>c) What is your experience regarding an intercultural participant group?</p>
Q3	What are the objectives of an innovation workshop in your opinion?
Q4	How do you assess whether an innovation workshop was successful or not?
Q5	What are the benefits of a culturally diverse participant group?
Q6	What are the downsides of a culturally diverse participant group?
Q7	<p>What are success factors and recommendations for action for innovation workshops ...</p> <p>a) ... in general?</p> <p>b) ... for an intercultural participant group?</p>
Q8	<p>What are challenges or barriers for innovation workshops ...</p> <p>a) ... in general?</p> <p>b) ... for an intercultural participant group?</p>
Q9	<p>What do you need to change and adapt for an intercultural (versus monocultural) participant group ...</p> <p>a) ... regarding the preparation of an innovation workshop?</p> <p>b) ... regarding the facilitation of an innovation workshop?</p>
Q10	Can you tell me a challenging experience where an innovation workshop did not work well? What went wrong? What were the learnings?
Q11	Can you tell me a success story where the workshop was successful in your opinion? Why was it successful and in what way?

Table 3: Expert interview question guideline

3. Review

- a. Short summary of answers to assure proper understanding (during the course of the interview)
- b. Acknowledgement

4. Outlook

- a. Information about outcome of the master thesis
- b. Farewell

5.3 Data Analysis

Qualitative data needs to be prepared for manual or computer-aided analysis. This involves the transcription of the spoken word into written text. For this master thesis, computer-aided transcriptions of the audio-recorded interviews were created with the help of the software *descript*. In addition, manual corrections were made. In course of the transcription a desirable data reduction and intended loss of information was carried out. This included the removal of filler words (e.g. um, uh, ah, yeah) to facilitate a smooth reading flow of the transcript.

For a professional and thorough qualitative data analysis of the transcriptions the CAQDAS software MAXQDA was used. "CAQDAS (...) refers to programs containing a range of tools to facilitate the analysis of qualitative data. The use of CAQDAS offers a number of advantages in relation to the analytical procedures (...). In particular, when used systematically, it can aid continuity and increase both transparency and methodological rigour."²⁰⁰

There are several different approaches to analyze qualitative data, e.g. Thematic Analysis, Template Analysis, Explanation Building and Testing, Grounded Theory Method, Narrative Analysis, Discourse Analysis, Content Analysis and Data Display.²⁰¹

For this master thesis the data analysis follows the approach of Thematic Analysis according to Saunders, Lewis and Thornhill since this approach offers a systematic yet flexible and accessible approach to analyze qualitative data.²⁰²

"The essential purpose of this approach is to search for themes, or patterns, that occur across a data set (such as a series of interviews, observations, documents or websites being analysed). Thematic Analysis involves a researcher coding her or his qualitative data to identify themes or patterns for further analysis, related to his or her research question."²⁰³

²⁰⁰ Saunders; Lewis; Thornhill 2015, p. 615.

²⁰¹ Cf. Saunders; Lewis; Thornhill 2015, p. 619.

²⁰² Cf. Saunders; Lewis; Thornhill 2015, p. 579.

²⁰³ Saunders; Lewis; Thornhill 2015, p. 579.

The procedure of Thematic Analysis is described as following:

1. Becoming familiar with the data
2. Coding the data
3. Searching for themes and recognizing relationships
4. Refining themes
5. Testing propositions²⁰⁴

Becoming familiar with the data occurred during the intense process of transcribing the audio-recorded interviews into written and analyzable text and reading through the interview transcripts carefully.

„Coding is used to categorise data with similar meanings. Coding involves labelling each unit of data within a data item (such as a transcript or document) with a code that symbolises or summarises that extract’s meaning.”²⁰⁵

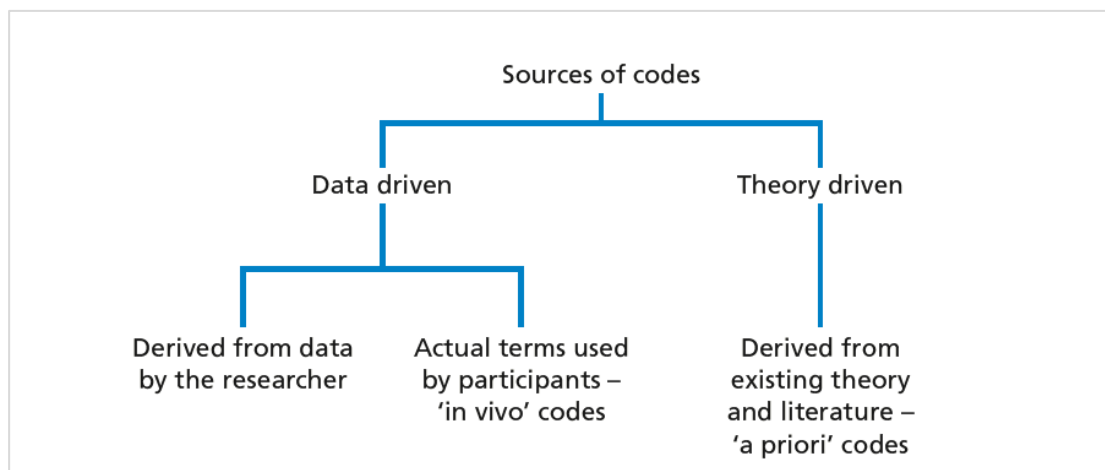


Figure 13: Sources and types of codes²⁰⁶

The codes used for analyzing the transcribed interviews within this master thesis were both theory driven, meaning “a priori” codes, as well as data driven and defined by the researcher.²⁰⁷

The following “a priori” codes were pre-defined and searched in the data:

- definition-innovation
- other-forms-of-diversity
- innovation drivers + benefits-InterculDiv
- innovation barriers + downsides-InterculDiv
- objectives-of-IW
- Measurement-of-success
- intercultural-competence

²⁰⁴ Cf. Saunders; Lewis; Thornhill 2015, p. 580.

²⁰⁵ Saunders; Lewis; Thornhill 2015, p. 580.

²⁰⁶ Saunders; Lewis; Thornhill 2015, p. 583.

²⁰⁷ Cf. Saunders; Lewis; Thornhill 2015, p. 583.

- workshop-preparation
- workshop-organization
- workshop-facilitation
- workshop-follow-up

These pre-defined codes are based on the research questions, the literature research and the interview guideline beforehand. Additionally, further codes were defined during the process of data analysis and coding. Several codes were grouped to code-sets, so called categories to structure the codes and gain a better overview. Finally, in total 28 codes were defined within the code system.

The following table presents the final code system with all used codes for the data analysis:

Codes	frequency
expert-profile	9
definition-innovation	5
other-forms-of-diversity	9
innovation drivers + benefits-InterculDiv	10
innovation barriers + downsides-InterculDiv	12
objectives-of-IW	20
examples-InterculDiv	1
positive-story-experience	4
negative-story-experience	6
Measurement-of-success	6
success factors	1
atmosphere	2
management-support	6
group composition	2
language	2
flexibility	2
intercultural-competence	8
trust	2
workshop-content	4
characteristics-of-facilitator	5

workshop-preparation	13
number-of-facilitators	2
serious-game	7
workshop-organization	13
openup-mindset-silos	6
introduction	5
awareness-InterculDiv	5
discussion moderation	17
workshop-followup	3

Code system	187
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Table 4: Overview of code system

After coding the data, the search for themes took place to make sense of and draw meaning from the data.²⁰⁸

The following 12 themes have been devised to organize the coded data and to answer the posed research questions:

- Definition of innovation and innovation workshops
- Forms of diversity
- Drivers of innovation and benefits of diverse participant groups
- Barriers of innovation and downsides of intercultural participant groups
- Objectives of innovation workshops and measurement of success
- Success Factor: Management support
- Success Factor: Workshop organization
- Success Factor: Workshop preparation
- Success Factor: Workshop content and execution
- Success Factor: Workshop facilitation
- Success Factor: Intercultural Competence
- Success Factor: Workshop follow up

These 12 themes will be discussed more in detail in chapter 6. Research findings.

²⁰⁸ Cf. Saunders; Lewis; Thornhill 2015, p. 584.

5.4 Quality criteria of qualitative research

As qualitative research involves a certain degree of individuality and subjectivity, there are a variety of different quality requirements and criteria in literature. In order to meet the attributes of good qualitative research this master thesis builds on the total quality framework of Margaret R. Roller.

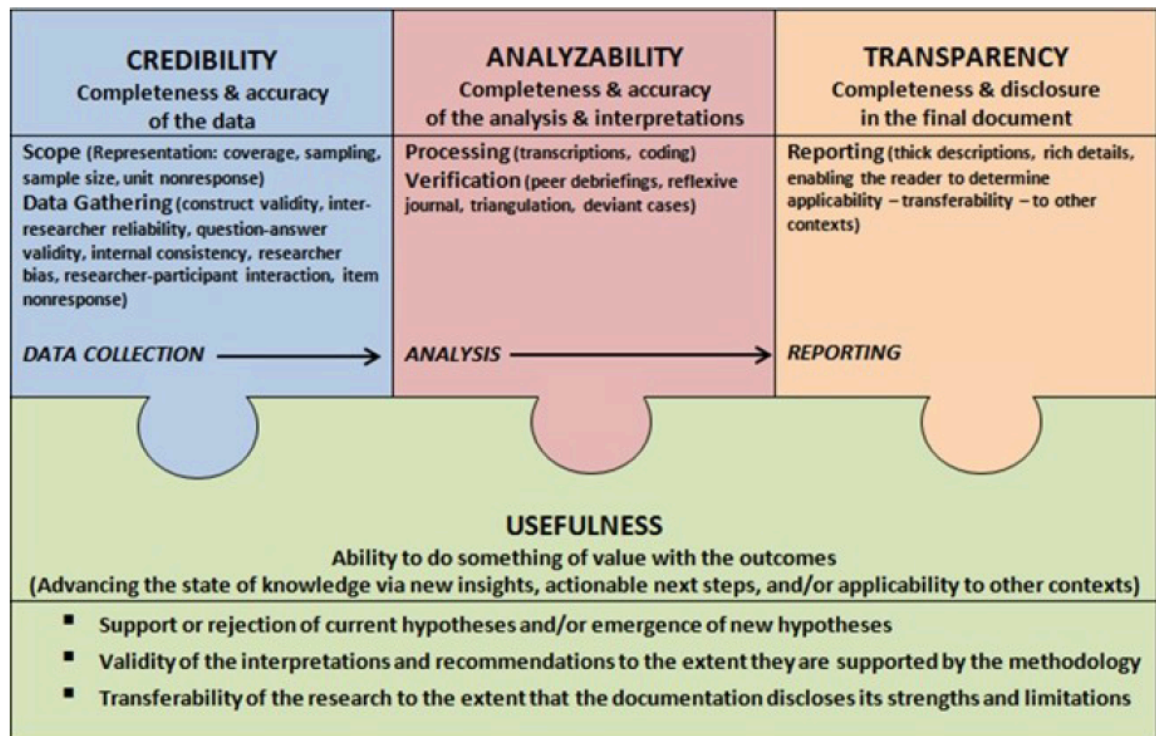


Figure 14: Total Quality Framework (TQF)²⁰⁹

Roller defined quality criteria according to the main phases and steps of research:

1. data collection
2. analysis
3. reporting

For each of the phases she established a key word for quality assurance:

1. Credibility

The credibility in the phase of data collection refers to the scope and the data gathering. “The researcher must carefully define the target population of study, the method by which elements of the population will be sampled, and the techniques the researcher will use to maximize the inclusion of sample members in order to mitigate potential bias.”²¹⁰ Concerning data gathering the coding process as well as the transcription process are crucial for good quality. “Researcher inconsistency (...) and bias are potential threats to data quality.”²¹¹

²⁰⁹ Roller 2019, p. 8.

²¹⁰ Roller 2019, p. 8.

²¹¹ Roller 2019, p. 10.

2. Analyzability

For the analysis it is required to identify categories for groups of codes, to interpret and to verify the data. There exist four main forms of verification, namely peer debriefings, triangulation, deviant cases, and the reflexive journal.²¹²

3. Transparency

The researcher is obliged to make the whole research process transparent and open to scrutiny in order to allow other persons to arrive at similar conclusions.²¹³

Roller defined 'usefulness' as a process-overall valid quality criteria. The ultimate objective of any research project is to allow users of the research to do something of value with the findings.²¹⁴

²¹² Cf. Roller 2019, p. 12 et seq.

²¹³ Cf. Roller 2019, p. 15 et seq.

²¹⁴ Cf. Roller 2019, p. 16 et seq.

6. Research findings

The expert interviews in course of the qualitative research had two major objectives:

- Comparison and validation with findings from the literature research and enhancement with new findings and practical expert knowledge
- Identification of success factors for the organization and facilitation of innovation workshops for an intercultural participant group and contribution of additional knowledge to existing literature

The following sub chapters are structured according to this definition of objectives. The statements and quotations of the interviews are sorted in chronological order.

6.1 Comparison and validation of research findings with literature

The following subjects from the literature research have been discussed in the expert interviews and the corresponding findings are listed in the subsequent sub chapters and tables:

- Definition of innovation and innovation workshops
- Objectives of innovation workshops
- Barriers for innovation
- Measurement of success of innovation workshops
- Forms of diversity
- Benefits of intercultural diversity
- Downsides of intercultural diversity

6.1.1 Definition of innovation and innovation workshops

The following table lists the most interesting and relevant statements of the interviews regarding the definition of innovation and innovation workshops.

Expert	Citation	Paragraph
E1	some people think about innovation also in things of change. So they just would like to be more efficient, cost effective, that they, come smarter and quicker to a solution. This is a kind of steered innovation. This kind of innovations where you're sitting there and it's all of a sudden you get the big blobb and this is a new super stuff, it's very difficult to get and, it is you can train that, and it has a lot to do with the individuals, with the teams, because most innovations recently are not the ones of one genius, but of collaborating teams and it has a lot to do with the company culture. So, the question is what is innovation for the company? And I think most of the people understand that it has to do with the teams, the space they can work in the methodology they use. And, so, it is trainable in the way that you create, you know, teams they'd like to work together, but the big issue is, if you like innovation, and you would like to change something, the big issue is how diverse is the group	7

E1	So, you know, to manage something is to do the right steps, but to innovate, it's really getting something new. And this is also sometimes there are people in, in these groups who have been good managers, do the things right. How we did it, but they do not the right things. So the big question is how can we get out of this following the trap.	24
E3	Well, the manager's dream is to have a smooth running organization which produces quality, but also produces new ideas. And this is a contradiction in itself because usually organization are stabilizing kind of engine. Because they are built to repetitively perform processes, be it in the, in the consulting as well as in a production environment. And innovation is always, be it in a process innovation, be it an organizational innovation, but also be it in a product oriented innovation. this disturbs the DNA of the organization, because it is. What will be the outcome of that? So power plays and I don't mean that negatively. let, let's call it fights for influence influential areas immediately are connected with any kind of innovation, thoughts, and ideas, and they have to be considered before even starting, the workshop itself. Because, you will have this under underlife. So to say, which you have to cope with, if you want to have any effect. So it's basically, the core issue is can you facilitate our process?	5
E3	So whatever they call it, change process and things like that	7
E3	for those who want to actually drive that and want to get something out of it, there would be a series, I wouldn't call it a regularly. This doesn't go on for, for two or three years. usually not in that kind of innovation or change workshops, it's it can be a series, which may last maybe for a half a year, usually up to a year. but either then it has changed something that is now being more or less accepted within the organization.	9

Table 5: Definition of innovation and innovation workshops

The interviewed experts are in agreement that innovation has to do with generating something new. Innovation involves change and change processes and the usual way of working must be altered. One expert uses innovation workshop and change workshop synonymously.

Furthermore, the experts agree that the mindset is crucial for generating and developing innovation as well as that innovation is the result of collaboration. The innovation workshop is therefore designed in order to bring people together and to facilitate a change process and to train a different mindset and way of doing things. Ideally, it is not an one-time workshop but rather an ongoing process in forms of workshop series.

The experts differentiate between different forms of innovation, i.e. steered / radical innovation as well as process / organizational / product innovation.

6.1.2 Forms of diversity

The following table lists the most interesting and relevant statements of the interviews regarding different forms of diversity.

Expert	Citation	Paragraph
E1	it's not always culture. It's sometimes experience, the age issue, whatever	7
E1	Diversity could also be that we have technical experts and we have nurses, it could be that people just come from very different fields	15
E2	The heavier, the industry, the more you're living it. Take bread. If you put your hands into an oven, you take out that bread. Smell this bread.	28
E2	So the heavier the industry, the more they are grounded and the more they can smell and give it to you.	28
E2	Okay, so the culture is also already what kind of industry you're in.	28
E2	I would like to say that you have different intercultural groups like that also in a company, you can have different hierarchies. You have the R and D center or the salespeople let's say, who do like lots of talking and chatting with the clients promising. And you have those who are producing, the engineers under the machine, engineers and everything. Also two different cultures, right?	28
E3	Well, if I bring in also the idea of intercultural, but you can also say if only german people meet it would be the same, one important issue is that people understand that different perspectives. if I mingle into that also international participants, you do not only have different perspective because the world of a financial guy looks completely different. I think it's on LinkedIn that you are working with marketing. If I'm right. So you're spending a lot of money with marketing and I don't know what comes out of that. So you'll always have to justify why you need your budget. So, but nevertheless, your perspective looks different from the head of production, from the head of finance, from a quality engineer. So leaving outside of the international component, even within a company due to the split of work, you get so-called local rationalities this is a sociological term, meaning everybody has a different perspective of what is right and wrong. and if you think about that, people are steered with incentives, with bonuses to fulfill their jobs. Then you can easily think that, head of production and head of IT do not have to be friends on a subject level because they have different interests. And when you bring in also international people, maybe from China, maybe from the Arabic, or maybe from America, or even Indian, well you have an additional complexity factor in it.	13
E4	I think sometimes it's also harder for a moderator if you have a homogenous group, because for example, if you have a group of 50 year old men sitting there, they have all the time done just waterfall projects and just R and D projects. And they know how they did it for the last 20 years. And then I come in, no matter if I'm a man, or a woman, and I want to tell them a new approach on how to do things. I wouldn't have a chance. No way.	31

E4	<p>So the client was different to the ones that we are used to.</p> <p>It was a little more basic in terms of how they're working normally. And we were coming with our speed, with our English words, with everything, and they were firstly impressed, so wow they are super cool and whatever, and then we were going in. (...)</p> <p>But in the end, the cultural difference was between us and the client. And we were not able to bridge the gap. And the client was super slow and super careful, and didn't want to make change. And we have been hired to digitalize the whole company. It was a newspaper company. We were there to digitalize everything, to set up a new pricing model, so to change everything. And the people there were not, they didn't want to, and didn't understand how it should work and there we failed. (...)</p> <p>This was a small company, about 15 people in south Tyrol and yes, that's maybe also a cultural thing, to be honest. Although I am from south Tyrol, I have a little bit another mindset, open, fast, whatever, and they're from their town and yes, this is also kind of a culture difference.</p>	35
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Table 6: Forms of diversity

In all expert interviews different types of diversity were mentioned like experience, age, gender, profession / job (e.g. Research and Development vs. Sales), industry (e.g. consulting vs. handcraft), position hierarchy, business culture and mindset due to ethnic diversity. The different types of diversity play an important role regarding the innovation ability and the success of an innovation workshop. The interrelation is discussed in the following sub chapters.

6.1.3 Drivers of innovation and benefits of intercultural participant groups

The following table lists the most interesting and relevant statements of the interviews regarding the drivers of innovation and benefits of intercultural participant groups.

Expert	Citation	Paragraph
E1	<p>This kind of innovations where you're sitting there and it's all of a sudden you get the big blobb and this is a new super stuff, it's very difficult to get and, it is you can train that, and it has a lot to do with the individuals, with the teams, because most innovations recently are not the ones of one genius, but of collaborating teams and it has a lot to do with the company culture.</p>	7
E1	<p>There are different viewpoints.</p>	7
E1	<p>the more diverse the group, the more is the potential. And. It's something you have to learn that it is. Yes, it takes longer, but it is also much more interesting</p>	7
E1	<p>If you are diverse and you have different, and diversity is not about, we have people from all of the world. Diversity could also be that we have technical experts and we have nurses, it could be that people just come from very different fields. So, if you put in, You know, the one is not blinded by the others.</p> <p>So then some people just ask these stupid questions or they just get, they see paddles of some issues, which couldn't can only be seen because both have the same experience and bring it up, it</p>	15

	<p>is, Yeah, it is the experiences of different fields from cultures, different mindsets, which come together and they find that there are similarities.</p> <p>And then you can see what could we learn from each side? and this is also the whole concept of, if, if there is somebody from the outside, even if it is, a very young person, they might ask really interesting questions, but the, the recipient, the group must be open to listen to it.</p>	
E2	the benefits outweigh for sure	38
E2	<p>First of all, we live in an intercultural world, connected world. The businesses needs to be thinking outside of the box (...). So our challenge is to be able to integrate differences. If we have war in Europe, it's because they are not able to understand that there's the other person, the other one. War is the most dramatic situation, but the conflict is always arising.</p> <p>So the first way to innovate, the first way to move on, to create a better world. Hello, Mrs. World. But it's necessary. It's not an option. It's not an option anymore. in our modern societies, every business, every interaction is global. So we need to learn to communicating and working together. I've crossed the boundaries and it's the mission of all the organizations, all the companies tend to use. Secondly, so it's a necessity. Second. It's fun. It's much more fun to work with people who have different backgrounds and food, things, and curiosity. We're all curious. Humans are curious, even those who say, I never want to change anything in my life, you know, the extreme right. But you give them something a closed box and say, what is inside? Hello? Somewhere we're always curious. We want to know, and curiosity can live and, life is based on, we want to discover new things and we will watch some programs on animal behavior and all it's new.</p> <p>If you go to a shop in Germany, you watch a "Jetzt neu". It's like, yeah. It's like, it works always the basic marketing word, Neu, you know, when the other one that the culture is new, it's different that we need. And then it brings us humanity as well. Right? So it's curiosity, humanity, it's a necessity. And, it speeds up the learning as well. If we have different points of view, different backgrounds, different business cultures, different national cultures, it goes faster.</p> <p>First. I said that we need to take a lot of time, to gain time.</p>	44
E4	And from cultural wise, I see more the angles where they come from, from profession. Then they're pushing them up a lot because they have differences and, they profit from each other. They are experts on same level, but on different topics and the they're enriching each other.	25
E4	<p>E: I think sometimes it's also harder for a moderator if you have a homogenous group, because for example, if you have a group of 50 year old men sitting there, they have all the time done just waterfall projects and just R and D projects. And they know how they did it for the last 20 years.</p> <p>And then I come in, no matter if I'm a man, or a woman, and I want to tell them a new approach on how to do things. I wouldn't have a chance. No way.</p> <p>I: So can I say the diversity opens up the mindset?</p> <p>E: Totally.</p>	31
E5	So I think of course the different perspectives because yeah the different people have another mindset. Maybe you'll have also different experiences. So this is I think the the biggest benefit of having a diverse group. Because when it's just germans sitting in one room or discussing about things they don't have those different perspectives. Like also having someone from Asia participating and yeah I think this is the biggest benefit. Then of course also maybe also the language because of course when it's	11

	intercultural you need to speak in English and yeah I think sometimes that's also a benefit for having those workshops already in English.	
E5	we received a lot of feedback that our central contact persons really liked it because they can practice English. So in this regard it is a benefit	13

Table 7: Drivers of innovation and benefits of intercultural participant groups

The experts agree that the benefits outweigh the downsides of diversity within a participant group and team collaboration is regarded as a major driver for innovation. Also, the culture of a company or the participants' mindset have a strong influence on the innovation ability as it can have a twofold effect, either positive or negative. A diverse participant group is more likely to adopt different viewpoints as there are more diverse sources of knowledge and experience. This lowers the risk of silo thinking or a predetermined direction of thinking. With a diverse participant group questions from outsiders are posed which may open up new perspectives and new ways of thinking. This fosters the mutual learning. Diverse participants inspire and enrich each other. It opens up the mindset and this in turn facilitates the generation of ideas. Another positive effect is that diversity makes the collaboration more interesting and also comprises much more fun for the participants to work with people with different backgrounds. Also, the international component and English as common language have a motivating stimulus. An expert assigns this argument to the reason that humans are curious from nature. Furthermore, because of the different points of view, different backgrounds, different business cultures, different national cultures, diversity speeds up the learning and innovation power.

6.1.4 Barriers of innovation and downsides of intercultural participant groups

The following table lists the most interesting and relevant statements of the interviews regarding the barriers of innovation and downsides of intercultural participant groups.

Expert	Citation	Paragraph
E1	The more diverse your team is, there are much more, issues coming in. There are different viewpoints. There are, obstacles, there are hindernis and, but sometimes it takes much longer. And the understanding of each other, the forming of a consensus mindset takes much longer. Depending on the intercultural issues or the different, it's not always culture. It's sometimes experience, the age issue, whatever. And, of course it's takes more time and it's more complicated and, you have to overcome, then it is difficult in order to find the richness of the growing potential.	7
E1	So it's, this is what you saw sometimes the problem that, the one who has the potential to change or to bring in the new perspective is, cut down because this is not the way we work here.	15
E2	if you're on the same cultural background, you have the same, how do you say that, cultural references. That means there's not the cultural misunderstandings, so you can have a joke and saying, oh, you have a Schröder. You're still with the Russians, you know, everybody understands	30

	<p>you. Do you say that in France or in India? They don't know what you mean. Exactly. And if you want to explain, you have a Schröder who was actually the chancellor of Germany, then he did the north stream two and then Putin and the war and they say what and it is not funny anymore.</p> <p>Right. So you need more time. So you have to redirect what you say. So the downside is that you cannot make shortcuts on small jokes or the same cultural background. That's the lighter problem. A bigger one is, what was called the intercultural errors.</p>	
E2	<p>the downside is if you have a majority of one kind of logic. That was now Saudi. I take two example of downsides where this happened to me, that means that the group is the intercultural one and I am the only outsider.</p>	34
E3	<p>Well, the manager's dream is to have a smooth running organization which produces quality, but also produces new ideas. And this is a contradiction in itself because usually organization are stabilizing kind of engine. Because they are built to repetitively perform processes, be it in the, in the consulting as well as in a production environment.</p> <p>And innovation is always, be it in a process innovation, be it an organizational innovation, but also be it in a product oriented innovation. this disturbs the DNA of the organization, because it is. What will be the outcome of that? So power plays and I don't mean that negatively. let, let's call it fights for influence influential areas immediately are connected with any kind of innovation, thoughts, and ideas, and they have to be considered before even starting, the workshop itself. Because, you will have this under underlife. So to say, which you have to cope with, if you want to have any effect. So it's basically, the core issue is can you facilitate our process?</p> <p>Well, the more clever organizations that they all are, people usually have the knowledge and expertise, and I fully agree with that. the barriers usually are in bringing people together in, well, let me call it, lowering the silos. This is what mostly is at the core of that.</p>	5
E3	<p>It depends on what the company actually is willing to allow in its organization because every organization has a kind of immune system, which you raise, if you want to change something. So if there's a kind of a stabilizing internal force that is aimed towards stabilizing the current structures and things.</p> <p>What they're doing. And if you provide, or if you want to, to change something in the products or the processes, usually that somehow correlated, first brings forward some well influencing people who want to keep the status quo rather than going into a land of unknown, because the unknown means to where had still the influence to have still the power or I'm one of the losers.</p> <p>And this can also bring a kind of innovation process to its end.</p>	7
E3	<p>And when you bring in also international people, maybe from China, maybe from the Arabic, or maybe from America, or even Indian, well you have an additional complexity factor in it.</p>	13
E3	<p>well, the disadvantage would be, especially if you want to be fast, because if you really mean it, to involve the people and to provide the kind of environment where they can exchange. Different ideas, different perspectives. well, neither one is right or wrong because they are different perspectives.</p> <p>This is definitely a contradiction to being fast. And so it depends on what is your intention? If you want to have something just a one off to say, okay guys, we meet for two days, somewhere or even three days. So we have nice evenings. and, and we do things. And if you expect out of that, something new, you probably would be disappointed.</p> <p>Because these are, former management colleague of mine called that, kissing dolphins. this is the</p>	15

	<p>effect of, well it's nice. We had a good time. We had nice talks. We could be even, engaged. okay. And what next? So who decides, what is being done? Who continuous for implementing things or even dragging it further into we're more concrete ways to decide what actually would best fit. so I would say yeah, for a team building event, it's, it's fine. if you want to change a culture, forget it. If you're not open to change any kind of formal structure, so hierarchy structure and the hierarchy. People sitting in boxes in the org chart or pockets, bonuses and things. If you keep everything's the same, don't expect the people to adopt the new way of behaving. because behavior is always a reaction to formally decided, structures. And this has to be pre-thought before starting a process.</p>	
E4	<p>And mostly, sometimes it's also a language barrier. So if you have people that are 40 plus or 45, plus they're sometimes struggling with English and then it's harder to get people on the same page because they don't dare to talk a lot or they are not able to express themselves very well. Then you're running into issues sometimes.</p>	23
E4	<p>So I really I'm struggling with finding downsides to be honest, because I haven't had issues because of culture.</p>	25
E5	<p>when someone is not so good in English of course maybe this person is then left behind because he or she doesn't know how to participate.</p>	13
E5	<p>So of course depending on the culture and on the mindset there are people that really like to talk and to place themselves in the front. And then when there are some people where they are not so how do you say, yeah mutig, or they don't like to talk so much, of course those people may be left behind and have not so much space and time to bring up their perspectives and their opinion. So this is a big downside I think. And then of course sometimes it might also happen that maybe the participants don't understand themselves because of their different cultural background. So maybe in some cultures it's good to be very open and say oh I don't like your idea, you're talking bullshit or something like that. So in some cultures that's okay, and no one would be offended but in other cultures they're like, what, okay what are you saying? Now I won't talk a word to you anymore! So I think that's also a problem.</p>	15
E5	<p>I think since I started for Idea2Net we only did Digital workshops for intercultural groups but of course also because of COVID in the last years so of course different different locations, different times. So when we have Americas and APEC on board of course we need to have a look when to schedule those meetings.</p>	25

Table 8: Barriers of innovation and downsides of intercultural participant groups

Intercultural diversity brings in an additional complexity factor and the differences entail a certain conflict potential. Downsides of a culturally diverse participant group are that the understanding of each other and the cultural differences, the forming of a consensus mindset, of a good working and collaboration atmosphere, the building of trust, takes much longer. Further, a downside and barrier is the missing cultural reference. It is harder to let humor arise and additionally more explanations are required which takes much more time. So, the downside is that shortcuts on jokes or the same cultural background are not or harder possible.

Another downside of intercultural diversity is the potential risk of making intercultural errors. This could be insulting or shaming someone accidentally because of a lack of knowledge or due to wrong assumptions about the foreign culture or different behavioral habits. Especially, there is high risk potential in case there is a homogeneous group with only one person from another culture e.g. the facilitator is the only outsider.

During the innovation workshop, the challenge is in bringing the people together and lowering the mental silos. With an intercultural participant group the understanding by a commonly agreed language may also pose a barrier for innovation. A language barrier may also result in the discrimination or exclusion of persons with a lower language level. Consequently, a downside of an intercultural participant group with different mother tongues is that they may not express themselves easily and therefore don't dare to talk a lot and are not able to share their knowledge, opinions, questions, ideas accordingly.

A barrier for innovation within teams or workshops may be that people who want to bring in a new perspective or have a good idea are cut down because it is not the usual and familiar way for the group. Also, opinion and ideas of timid and introvert persons may be disregarded.

However, a barrier may also be given by the organizational culture, or the DNA or immune system of an organization as the expert calls it. There is the potential risk that affected employees may impede the innovation progress or change process due to the fear of change and risk of power loss. Furthermore, the organizational structures must allow an innovative spirit. It is a major burden for innovation in case the driving force for implementation is missing.

Finally, in case the workshop is taking place remotely, the scheduling could pose a barrier due to the different time zones of the participants.

6.1.5 Objectives of innovation workshops and measurement of success

The following table lists the most interesting and relevant statements of the interviews regarding the objectives of innovation workshops and the measurement of success.

Expert	Citation	Paragraph
E1	If a company pays me to do such a workshop, of course they are interested to stimulate their people in, the direction of innovation	7
E1	And because people don't like it, they usually like to work with likes and then it takes some time till you really experienced that the more diverse the group, the more is the potential. And. It's something you have to learn that it is. Yes, it takes longer, but it is also much more interesting. And, this is what my training goal is.	7
E1	I: often the objective of such an innovation workshop is to create a specific mindset that is open to new ideas? E: Yeah, well, essentially the, the workshops I have done, the, the people like something which has to do with innovation and they don't, really ask the question, what is in it. Yeah, they like, they see, oh, it's a simulation or they, they do it into, they're doing something gaming. It is, it is in English. We can do it internationally. But what it really means for, what is behind, the psychology behind it. This is not really on their mind or they, they don't ask for it. So this is some, they just want a good atmosphere. People like it, and that there's something starting and that the team building is starting and, they know it's not the methodology how to innovate. It's about the framing of the mind.	8
E1	they don't ask for anything, to achieve.	13
E1	They have to get the investor mindset. So like even an investor would come into your company. What would they see? And what would you like to change? So let's, it's more about, seeing something and change it.	17
E1	what I can do, I can inspire them. I can give them hints links, stories, so that they can go on and work on this and say, I take this as a reference. (...) There are stories and I give you, I just, what I can do in the seminar, I, I show you the different fields.	36
E1	So I have to help them to get out of, to do the things right. Trying to make things differently and fail. So this is their biggest fear that they make a mistake and they have to be clear what innovation really means. So it is a kind of setting up a mindset. It's not, we have an innovation workshop and at the end we have a new innovation, you know?	36
E1	We could use this workshop and this, this build up trust and relationship, but a lot of people think, it's a transfer of knowledge, which is not. (...) And then you have just to take what it is there and give the people a good room, a good high moment, got to working together and then they have to drive it themselves, which is what I would say which is what you can do as a facilitator.	55

E2	<p>You have to be innovative to be delivering something new before the other ones do it.</p> <p>So it's really being ahead of the game. And that would be a parallel to the businesses as well, because somehow if you want to recruit good people, you have to be an attractive company. And if you want to make money with a new product or services, you have to be better than the other ones. So it's to be ahead of the game, which is the request of innovation from my clients, because I'm not working with schools, I'm not working with NGOs in the area, but, it has often, competitive reasons. Okay. So that's the content of it. And that comes to format. My company is called dream team. So it's teamwork, but also then one, not only reaching your dreams, but also creating something which is, collaborative and, fun. We call that serious fun</p>	23
E2	<p>So two things in the innovation workshop they are looking for, the serious fun, and of course the business</p>	24
E2	<p>I have no clue about industrial engineering. Right. But what I do is that your people were there, they know it when they go out. What's important, that the professor knows it or that the participants know it?</p> <p>Innovation is that people, as you said, are being enabled to make things happening. (...) you create the ground (...)</p> <p>So as long as you give a first kind of setting, even when you saw the Medici, we call it creating the conditions for learning.</p>	24
E2	<p>You can include the innovative learning or business learning, anything. And anything which has to do is changing mindset. That's the third element. And that sort of, so the first thing was, it should be fun or serious fun, or the methods should be engaging. Right. But people work together. The second thing, it has to be oriented towards a goal. Right? And you have either strategic thinking, changing mindset, global picture, or you have the operational. So let's say that the clients are pulled between both. They definitely liked the discussion about global thinking, but they say, what can we do outside and more directly, what can we do at the end of this day?</p>	24
E2	<p>My clients where I go have a difficulty of dialogue, nobody talks to nobody, you call it silo thinking, right? So you innovation and why the clients are talking to me is they say, make it fun. You have the knowledge, but okay. Experience. But you break down the barriers, right? So people get again into dialogue based on something, a common understanding, and we're coming to more of the formulas later.</p> <p>All right. So clients have an objective of business at a format.</p>	24
E3	<p>Usually it's something that they want to improve in the organization and the processes and the way they work together. (...)</p> <p>Well, the manager's dream is to have a smooth running organization which produces quality, but also produces new ideas. (...)</p> <p>the barriers usually are in bringing people together in, well, let me call it, lowering the silos. This is what mostly is at the core of that.</p>	5
E4	<p>So some of them are very early stage and maybe have a new management in set and they say, okay, we want to do innovation, but we don't know how. And then they are doing, they're hiring us for setting up an innovation strategy. That is one part. But mostly they come to us and say, Hey, we have, um, seven topics. And we want to really do innovation there because we are lacking the skills in-house, we are lacking the time and we are lacking the working mode experience and please what-a-venture come and help us.</p>	5

	<p>And they also come to us because innovation is mostly a topic that is on top of the normal workload from people. And it's easier if you have an external moderator to bring that through, to push that forward instead of doing it from internal, because then everywhere will come the argument, yeah, I have no time, I have normal work to do and blah, blah, blah. And of course we have extremely huge experience in working with startups, finding good startups. And that's why they come to us.</p> <p>I: And to combine the start ups with the corporate.</p> <p>E: Yeah. So basically the corporate has, for example, a topic and they want to move forward in the process optimization, for example. And then they say, please find me startups that are working in doing test bots. So it's an easy example. And then we find them and bring them, and then they set up special use cases and work and develop that in an agile way and leaned way towards an implementation y initiative.</p>	
E4	<p>And also when people give the feedback to me that they understood the approach of working in a lean and agile way. So because usually corporates, they are working in the waterfall principle and it's not that easy to get them to the lean mode to say, okay, let's first try and concentrate on the problem and then validate it, blah, blah, blah. And. As soon as they say, okay, now I really concentrating on one thing and on one feature and on one little thing and find out if that is true then this is for me successful.</p>	15
E5	<p>most of those workshop had the target to generate a lot of ideas. But then of course we also had workshop where we focused more on one or two specific ideas and we were talking or thinking about how we can bring those ideas into life. So I think that those are two different parts, generating a lot of ideas and being very creative and maybe a little bit visionary also. But then on the other hand at some point you really need to bring it into practice and think about the realization.</p>	5
E5	<p>before we start the workshop or when we are preparing the workshop we are always thinking about the target. So what is the target of our workshop. And then depending on this target of course afterwards we see okay was this successful or not. But I think sometimes when the discussions came up and yeah I think sometimes it also goes into another direction than expected at the beginning but I think that's also not so bad because sometimes that's even more fruitful when you just, yeah, see where the discussion goes.</p>	9

Table 9: Objectives of innovation workshops and measurement of success

The objectives regarding innovation workshops can be separated and regarded from two different viewpoints:

- the workshop objectives of the customer
- the workshop objectives of the facilitator

Workshop objectives of the customer

In many cases the customer's objective of such an innovation workshop is to create a specific mindset that is open to new ideas and innovative solutions. Often there is not the expectation that a real innovation has to derive as result from the innovation, but customers rather expect from the workshop a team building action, and the mere opening of the mindset. It is about stimulating the people in the direction of innovation, fostering an innovative spirit, and encouraging in adapting an investor mindset.

Another expert perceives the customer objectives twofold. According to this expert, the customers need to innovate and offer something new before the competition does. Ultimately, the customer's objective with an innovation workshop is to secure its market position for economic and competitive reasons. Additionally, innovation helps to improve the company's image, and to present the company as an attractive employer for recruiting. On the other hand, the expert states, that the intention of the customers is also to have an event which is collaborative and fun. For that reason, customers are interested in serious fun in form of simulation games like the Medici game.

In case the clients are aware of the problem of silo thinking, often it is their objective to overcome this barrier by conducting an innovation workshop and make people get into dialogue. In course of the workshop customers want to improve processes in the organization and the way they work together. Customers are looking for improved stable processes but also an organizational form where the generation of new ideas is facilitated.

Another completely different objective setting is presented by expert E4, by stating that in most cases, the customer already has one or several ideas and commissions an innovation workshop in order to drive this idea forward. The customer is lacking the skills in-house, regarding facilitation, innovation management, an agile working mode experience. Additionally, the customer expects from doing the innovation workshops to get in contact with startups to implement their idea.

Customer objectives in course of an innovation workshop can also be classified in idea generation as a first step and idea implementation as a second step.

Summarized, four different objective areas can be determined:

- soft objectives: mindset, collaboration, teambuilding, fun
- hard objectives: economic, competitive reasons
- process optimization, organizational development
- support for idea generation and implementation, profit from facilitator's network to startups

Workshop objectives of the facilitator

It is not about personal objectives but about the expectations a facilitator has regarding its own workshops. One of the interviewed experts declared that his training goal is to make the participants aware and convince them that diversity offers great potential despite the drawbacks. Furthermore, the objective is to inspire the participants, to give them hints, links, stories, ideas, which serve as reference and inspiration. The objective is to encourage the participants to make things differently and reducing the fear of failure as this may be essential part of the innovation process. This means the participants need to be educated about the basic concepts of innovation. The main objective of the facilitator is to set up a mindset, to create a good atmosphere, and to build trusting relationships. It is not primarily about making sure that at the end there is a new innovation. It is not about a transfer of operational knowledge, which enables the participants to invent something, however, to set the mental basis to allow the participants to drive forward innovation themselves. An innovation workshop is not an operational training with the objective of transferring knowledge. It is a matter of creating the ground by giving a first kind of setting and creating

the conditions for learning and with that to enable the participants to develop ideas and work towards innovation. According to the experts, another objective of the facilitator is to train the participants to work in a lean and agile way and to drop the old habit of working in a classical waterfall principle as corporates usually are used to.

Measurement of success

In most cases, predefined targets are used to measure the success of the workshop. Nevertheless, even if the workshop developed in a different direction than expected, it may be regarded as successful. This is due to another measurement of success, namely to use the workshop participants' and the customer's feedback after the workshop. Additionally, the re-booking rate is regarded as a measure of success of the workshop.

Implementation occurs after the workshop therefore causation of the innovation can not be determined. This means the consultant is responsible for the implementation, not the workshop facilitator. Consequently, the measurement of success ends at the feedback from the customer or the next booking of the same customer.

6.2 Success factors for the organization and facilitation of innovation workshops for an intercultural participant group

Success factors for the organization and facilitation of innovation workshops for an intercultural participant group are insufficiently covered in literature. For that reason, expert interviews were conducted in order to contribute new insights from practical experience.

The following categories of success factors are listed as findings from the qualitative research in the subsequent sub chapters and tables:

Categories and Codes:

- Management support
- Workshop organization
- Workshop preparation
- Workshop content and execution
 - o Introduction
 - o Workshop content
 - o Serious games
 - o Group composition
 - o Open up mindset silos
 - o Trust
 - o Atmosphere
- Facilitation
 - o Number of facilitators
 - o Characteristics of the facilitator
 - o Discussion moderation
 - o Language
 - o Flexibility
- Workshop follow up

- Intercultural competence
 - o Intercultural competence
 - o Awareness for intercultural diversity

6.2.1 Success Factor: Management support

The following table lists the most interesting and relevant statements of the interviews regarding the support from management as a prerequisite.

Expert	Citation	Paragraph
E3	<p>I have no statistics for that, so it's, you can call it a kind of a gut feeling from some experience, is you have to have the top management and definitely depending on the depth of the organization levels and definitely the upper management on board. So I'm not sure if a bottom up process really would be successful because, from a organizational sociology point of view, if you're an employee, and I don't mean it again in a negative way, but at the lower levels, and you get the information well, participate, well, this is our program, 2030 and all that. and we want to include you because you are at the core, you know, the best, what is going on, what is working, what is not working. but nevertheless in the back of everybody's mind is, okay, how far can I go? When do I cross a kind of a red line that my boss takes me aside and say, well, you still can participate, but don't drive it too much. And by the way, you still have your normal work. (...)</p> <p>So in a way they need protection from their normal boss. (...)</p> <p>And one question was okay, Could you work or are there some barriers which hinders you from any kind of meeting, driving things forward? We also had a budget actually. so if they wanted something to try out, there was, I think definitely on a quarterly basis, a meeting with our CFO where they could present the idea and say, well, how much money would we need a budget? yeah, so it, there were some protecting structures spilled around.</p>	11
E3	<p>So the learning from that is if the top management is not aligned so far to say, we really want to have that and we are aware that we somehow had to protect those who are thinking in a new direction, I can spare their money and go on. (...)</p> <p>So the main difference was the mindset and the actual decisions from the top management. So hierarchy is definitely a very important role, if it comes to innovation. Without hierarchy, innovation, i'm not sure if that would work</p>	21
E4	<p>I: And what are the participants in those workshops? Is it mainly managers, top management, middle management, or participants from all hierarchical levels?</p> <p>E: From all hierarchical levels, but when it comes to generating output, the level is lower. So it depends. If you have to go to set a strategy or to take a decision, then of course the level is higher, but when it comes to expertise, developed something, getting to the ground, then we have operational people of course.</p>	12
E5	<p>I think when we're talking about innovations and also the importance of innovations for a company I think this is a very important success factor to have the management on board and the management as a sponsor. And our community also knows that.</p>	23

E5	the managing director was also there. And I think he had a very important impact on the group because he was also enthusiastic and made a short intro at the beginning that this is important that we're meeting and so on.	41
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Table 10: Success Factor: Management support

There are two ways of processes, either it is a bottom-up or a top-down approach. The interviewed experts share the same opinion that lower employee levels have the operational knowledge which is important for generating ideas and the implementation of an innovation. However, the support of higher levels, especially the top management is crucial for the active participation of the employees and for important decisions.

Managers may act as leaders and motivators who encourage and inspire their employees. It should be known in the company that management supports innovation management and related initiatives. Additionally, a certain budget must be provided by the management for successful innovation management.

6.2.2 Success Factor: Workshop organization

The following table lists the most interesting and relevant statements of the interviews regarding the workshop organization beforehand.

Expert	Citation	Paragraph
E1	it is very difficult for an innovator, to work inside the companies. This is why we have so many innovators who are start ups.	32
E1	I: how much time do you need to invest for a mono-cultural group? And in comparison, an intercultural group, how much more time do you need? E: I have not really compared to this, but, at least I should have one hour more.	33
E1	normally two days, two days, maximum. Yeah. They want it quick. This is how we work	36
E2	The medium is the message. So that's one of our keys. That means if you were to say, we need to make an innovation workshop, then do it as a workshop. We will work together on innovative ways to think. Don't say we have to think out of the box, give them the chance to think out of the box, right?	24
E3	for those who want to actually drive that and want to get something out of it, there would be a series, I wouldn't call it regularly. This doesn't go on for, for two or three years. usually not in that kind of innovation or change workshops, it can be a series, which may last maybe for a half a year, usually up to a year. (...) Usually it's more like a project with a start, obviously even with more or less fatigue end.	9
E3	over a time span of two years always with two and a half days, you create a network of informal contacts without deciding that, and this is definitely a value, it's hard to measure, but informalities and informal networks, they help solving problems, but they also can add, a significant, value in, well, minor in innovations about daily processes, things like that, but also if it comes to new one, because you can bring the people together for a very specific topic and they know each other from before.	21
E4	I: So normally you do work with those companies for a longer time, and it's not a single workshop you do organize for them, right? E: No, but we are working in workshop mode. So I'm really having with my clients then workshops in a rhythm of three or four weeks.	8
E4	I: And what are the participants in those workshops? Is it mainly managers, top management, middle management, or participants from all hierarchical levels? E: From all hierarchical levels, but when it comes to generating output, the level is lower. So it depends. If you have to go to set a strategy or to take a decision, then of course the level is higher, but when it comes to expertise, developed something, getting to the ground, then we have operational people of course.	12

E4	I: So just that I get it right. The groups, the participant groups are always the same. So it's not from one workshop to the other different participants, right? So, but it's a project team then. E: It's a project team. Yeah.	16
E5	such workshops are always like one hour to half a day and only for such a workshop it would not be so suitable to make them in person because everyone needs to travel and so on. (...). But when it's just for the innovation workshop, I think they will stay remote in most of the cases.	29
E5	No, it's always another participant round. So we, as a team, we try to organize workshops once a month, but we are addressing them for different participants rounds.	31
E5	I think, making such a workshop for one or two days, that would be great. But in our cases, yeah, our contact persons, they also have other jobs, so they're not there for innovations 100%, but they are assistances or HR managers or transit terminal managers. And they would not have time for more than half a day. But of course when you would have the time, I think, at least one day in total is quite good because we know at the beginning, it's a little bit harder to make things going. But then after one day everyone is used to each other and maybe then there are even better ideas.	33

Table 11: Success Factor: Workshop organization

The optimal duration for a single workshop varies widely, but most experts agree on one to two days. Customers often don't want to invest more time, so it can be less. Another concept suggested by the experts is to hold not just one workshop, but a series of workshops at a regular rhythm, e.g. every three to four weeks. It can also be like a project with a defined start and a duration, e.g. six to twelve months, for a specific change project or the implementation of process innovation. This entails another major benefit as the participants get to know each other over a longer time span. Informal networks are getting established, and trust is build. This involves many benefits for the collaboration and problem solving, not only during the innovation process but also in the daily work.

In terms of participants, it is recommended to form a kind of project team, essentially composed of the same participants each time, but always adapted to the specific objective of the workshop. This means that when important decisions are to be made, it is recommended that the respective managers be invited. When it comes to the generation of ideas or implementation, i.e. operational realization, the hierarchical level of those involved is lower. However, it is common to rotate participants to incorporate new ideas and perspectives with each new group of participants. This supports the experts' clear and unanimous recommendation to increase diversity in the group. Another suggestion made by the experts is to establish an in-house startup that deals with the generation and implementation of innovations.

There is also a recommendation for the medium or format of the workshop. It is important that the medium and format match the message and reflect the content and intent. In other words, the medium is the message. This means that a workshop must not only be workshop in nature, but more importantly, it should have innovative features. This can be achieved,

for example, by integrating a simulation learning game such as the Medici Game. With regard to the workshop medium, whether face-to-face or remote, there is no unanimous expert recommendation. It depends on the individual situation and the advantages and disadvantages must be weighed up.

6.2.3 Success Factor: Workshop preparation

The following table lists the most interesting and relevant statements of the interviews regarding the preparation of an innovation workshop.

Expert	Citation	Paragraph
E1	<p>you should always test before you send out this material for the invitation alone. How does your recipient react on it? (...) it is an intercultural issue and we should be clear that what I mean and is right for Europe is also right for them in Asia. So it starts already how you announce it. And sometimes this is a kind of test in a seminar I can't test it anymore. But if I get one in and we can talk about it and we can change things or wordings or winging up other topics, it's very helpful. So testing is very helpful. Don't go with your mindset and your creation of the workshop into intercultural training without testing it.</p>	44
E1	<p>Sometimes I do even interviews before. Sometimes I interview everyone who is there to really understand who is in my seminar. (...) I wanted to know who is there, what is their big problem. Perhaps they would even mention it to me, but they wouldn't mention it to their colleagues. So I had to neutralize it and bring it in. So you need to build trust that they show you that this is a problem, but I wouldn't mention their name. So all this is possible before the workshop, but you need a company who understands that this is a topic, because they also have to pay for it. (...) Yeah, the question is always, is it overloaded or how important is it and what is the result out of it? Some people even feel honored if they are interviewed. (...) But it is very, very helpful because Asians would speak up to me and timid people (...) It helps a lot if you know more, you should know the culture of the company, I read the whole webpage, really. I tried to understand how are they doing? Are they financially in a critical situation? Are they under stress or are they in a "we are the greatest". So all this is important, but we are all humans and time is limited.</p>	46
E1	<p>The question is, are they in research and development? Are there people who need to innovate? what is their approach? You know, sometimes they, they have already a feeling that you should go in this direction because there might be something, but the company tries to push them on something where they save more money.</p> <p>I: It's also to get the expectations from the participants, right? E: Yeah sure</p>	48
E1	<p>if you do interviews before, they are much more open than in the seminar.</p>	50
E2	<p>if you want to make a really good, serious, fun contact session, which goes to the point, you have to invest a lot of time to develop a business game, a simulation of workshop. So it's just not me talking.</p>	24

	We have to develop a day, pay royalties on that. They say that's expensive. I'd say that's no worries. Either we do it in one day to the point, or if you want to make two weeks talking, I'm giving you theory lessons. That's fine as well. I mean, how much time do you have? I can charge you a week if you want to do it.	
E2	So that's certainly the preparation part is very important. So I asked participant lists as which country they're coming from, as which functions they have, the countries and everything so that I know in advance. But if you want to prepare the groups in advance, it's very complex. (...) So the learning is take time, understand the group in advance. Don't have your assumptions. We have them, but don't take away your assumptions either. You should just keep them, being aware of them, that you'r going in as a Western, we call that it ethno-centricity.	38
E4	I: And for each workshop, you predefine the goals of that workshop together with the customer, right? E: Yes	18
E4	And to me, preparation is key so that you really have everything set. You have working tools, you have everything smooth and everyone of the participants knows what is gonna happen	21
E4	we made the failure to miscommunicate to the client our way of working and not to explain it very well.	35
E5	I think a clear target or a clear statement what this workshop is for. I think that's very important to define before and then also communicate to the participant, okay we are meeting today because we want to achieve this and that. So I think that's very important that everyone knows why we are here for.	21
E5	And then of course the different media. So you need to organize the technique that it's working. Sometimes there are connection problems, we all know this I think. And yeah so we are using Miro I think in all workshop because now our experts are quite used to it and they know how to fill in the notes and so on.	27

Table 12: Success Factor: Workshop preparation

In general, it is strongly recommended that the facilitator familiarizes himself with the company and its current situation and obtains information about the participants and their professional position. For intercultural workshops, it is also highly recommended to request lists of participants with the country in which they work. This allows the facilitator to gather information about the different cultures, their characteristics and differences, and prepare accordingly without relying solely on personal assumptions. This helps to avoid cultural mistakes and the facilitator can respond to the participants in an appropriate and respectful way. It is not recommended to prepare the groups in advance for the group work. This will be explained more in detail in chapter 6.2.4. Success Factor: Workshop content and execution.

Preparation also includes clarifying workshop objectives with the client and participants to ensure that expectations are met and workshop content is adjusted accordingly. The purpose of the meeting should be made clear to the participants. Also, the workshop

methods should be explained in order to make sure that the customer’s expectations and the facilitator’s aspirations correspond.

Another workshop principle is to send an agenda to the participants beforehand and to make sure that technical equipment, online tools, and software is working and running smoothly.

For some workshops, experts recommend conducting interviews with participants in advance to get to know them, their expectations and problems. This allows the facilitator to bring in these issues anonymously and encourages the participants to speak openly in a safe atmosphere. However, this effort must be balanced with the importance of the workshop and the need. It is likely that the customer will need to be convinced of the benefits in order to justify the effort and additional cost. An additional advantage of conducting interviews in advance is that the participants already know the facilitator, feel respected and appreciated, and can therefore be more open and participative in the actual workshop.

A clear expert recommendation for intercultural workshops is to always test written materials or the invitation before it is sent out. This is to ensure that no intercultural mistakes are made due to lack of intercultural knowledge or wrong assumptions.

The preparation of a professional innovation workshop requires the investment of a lot of time. The workshop should not be a lecture or a presentation by the facilitator but should include interaction and serious playful elements. The facilitator needs to contribute a lot of thoughts, knowledge, and ideas, which requires extensive preparation.

6.2.4 Success Factor: Workshop content and execution

The following table lists the most interesting and relevant statements of the interviews regarding the content and execution of innovation workshops. Since the content and execution of the workshop are closely related to the facilitation of the workshop, there is some overlap with the next subchapter 6.2.5. Success Factor: Workshop facilitation.

Expert	Citation	Paragraph
E1	And that is why online trainings are difficult for Asian people, because this is not that quick.	17
E1	the big problem is I don't know how much they know each other, if they have worked before together. So you have to start the introduction more carefully, who is who to value anybody.	22
E1	I can only talk about what I do in Medici, we bring in examples of where things came together, which had nothing to do with each other, like a heart specialist on how to correct, the flow of the blood in the heart to somebody who builds bridges and manage the water under the bridge. So all of a sudden they see it's still water running around something and they find similarities and they could learn from each other. And for some people it is just eye opening	32
E1	The working together is something of trust, of liking each other, of fooling around and finding some ideas, that's, it's not like I get the knowledge and, I can click. So, usually to build it up takes a little bit longer as I cannot do this in the workshop, what I can do, I can inspire them. I can give them	36

	<p>hints links, stories, so that they can go on and work on this and say, I take this as a reference, or can you give me this?</p> <p>Usually it is just, on the surface, it is more or less, I inspire them to see, That it is possible. There are stories and I give you, I just, what I can do in the seminar, I, I show you the different fields.</p> <p>What is impacting your thinking? Yeah. So what is what is usually happening, if we talk about innovation, these are these reactions. You are, the manager should work against that because that doesn't help you. So I have to help them to get out of, to do the things right. Trying to make things differently and fail. So this is their biggest fear that they make a mistake and they have to be clear what innovation really means. So it is a kind of setting up a mindset.</p> <p>It's not, we have an innovation workshop and at the end we have a new innovation, you know?</p>	
E1	<p>I sometimes try to show that they are, that we are monochrome. So I asked what, usually it is happens when we are in a, in a company where most of the people work in the head office and they all live in the same area. And from the dialect, you hear, they have already been ways in this area.</p> <p>Yeah. So, you can, I do, for example, I show, let's see how diverse we are. And then I say, okay, who is not from. Hm. Everybody's from Germany. Oh, okay. And then they say, oh, he said, finally, somebody from the north, if we are all from the south? No, we all, all from the south, you know, and then you can see that and then you can talk about it because the group has not been aware of this so much that this is, perhaps not so good for innovation. Yeah. If you are too monochrome, but they need to, first of all, to understand, oh, this is how we are in the group because they all are okay as they are as a person, but in a, in a collection of people who are come all from Bavaria is different. If you have a more diversity in it. Okay. So you can ask, who is married to somebody who is not from Europe or whatever you can do, but then you can just by asking these questions, you see that, well, why they might ask, why do you ask these strange questions? And I said, yeah, because I want to see how diverse we are. Oh, how much world is in here? Hmm. Okay.</p> <p>Okay. This is something I can do physically. I call it "Aufstellung". So sometimes I do this, it is a little bit, yeah, you can also do this, with, I use online, you can use a concept board or Miro or something like this.</p>	38
E1	<p>if you're in a bad, they just become foolish and just do crazy stuff because they want to do something different. So this can also happen, but usually putting them into a gaming experience, something they can talk about, you get them some scenarios and they have to discuss how they see it.</p>	38
E1	<p>You should try to make it an experience and not a teaching.</p>	42
E2	<p>either it's too fun or too complex.</p> <p>And that is very tricky. This is the very tricky part from our side, which is again, another question later, how do you find the right balance between complexity? That means, like illustrate that you're mentally challenged and that it's funny enough. (...)</p> <p>So you have to keep them engaged, but if it's getting too complex, (...) the people will never ask any questions again. That's for sure.</p>	24
E2	<p>My clients where I go have a difficulty of dialogue, nobody talks to nobody, you call it silo thinking, right? So you innovation and why the clients are talking to me is they say, make it fun. You have the knowledge, but okay. Experience. You break down the barriers, right?</p>	24
E2	<p>So the only answer to this issues is that you need to build trust and the trust can only be built face-to-face, the informal way. (...)</p>	34

	<p>we have some tools which we'll do digital, but then I make them in some groups of four or five people breakout rooms in teams or zoom, and they work together, but still they know each other, look at this they're from the same company. So they have a common cultural thing. So if they can link, hook it up to their own company, it's okay. But if not, they would need to meet face-to-face. Because we have assumptions that for instance, people work together when they are in the same team, it makes sense. And then if you give them a game, they're going to have fun.</p>	
E2	<p>Mix them as much as possible. If you have one company different, we put sales people with manufacturing, people together with engineers on the, if you have people from India and from Japan, you will mix them together. If from Israel and Syria, you mixed them together, always mixing as much as possible because then they have to speak slower to their neighbor. (...)</p> <p>And then something starts happening with the groups. The trust gets established and also even intercultural humor. (...)</p> <p>The Japanese never lose faces, it's like a stoned face. And you put the Filipinos with the Japanese, and then the Japanese started laughing. (...)</p> <p>So they lose up. It's great to see how people change behavior in that setting, by building that trust, putting them at ease. (...)</p> <p>they can do a game and then they forget where they come from. And then they do a common project. They can be building Lego blocks if you want.</p>	38
E2	<p>if you want to prepare the groups in advance, it's very complex. (...)</p> <p>So when they come in and say you table one, your table two, table three, just the random works very good randomly. It makes us just perfect. And I don't look guilty. You know, when you say you should not be working with another one, there's only two women in this group, so you should not be working together. Why? (...)</p> <p>I'm not a mathematician, but in 90% of the cases, the random mixing solves all these issues. So that would be the best practice. Don't think too much of it. You should be aware of the problem and you just mix randomly. And it turns out relatively well in 90% of the cases (...)</p> <p>I'm always prepared in advance. Okay. So my mindset is, I know the things, but I don't show that I know that. I mix them. Okay. Because if they say, why did you put me in that group? I say random. Yeah, because if say I put you in a group because you're Syrian, you get the point. That's like bad. You cannot say that, you know, you've got Arab and that's what it's like, you're a woman. That's why I put you there. What do you mean? Right. You always get resistance. That's not a good thing. So you have to be very cautious.</p>	38
E2	<p>Well you can also work without the trust and then you have the regular situation like everyday business as usual. If they call me in, it's probably to go to a business as unusual, right. And the unusual to make new, groundbreaking things, to go beyond a certain level, you need to trust the other person. The trust is based on many factors and many of them are irrational. (...)</p> <p>Anyway, but once you start doing a thing together, you start building trust. So the best way to build trust is to do a project, which is not your personality, your mind, but the common thing together, let's do it together. And then you see that one is actually, how do you call it? a counterpart, which helps you develop your weaker sites. (...)</p> <p>This is this kind of, I feel this person better. I can trust him. (...)</p> <p>We all behave in front of the screen, which is good. Right. But we don't say everything because 80% of communication is nonverbal. So yeah, building that trust, bring them together. (...)</p> <p>As long as there is no challenging moment. (...) We're going to solve it together, but genuinely not</p>	40

	<p>just words, which means we work over hours, we celebrate, we resolve the issues and these things need, we call it the bandwidth is trust. Without a trust at a certain moment, people will try to make something behind your back and blame you and then power game start again. It's tricky.</p>	
E3	<p>On a first phase, be it on day one, be it in the first meeting of several, this is get together and learn about different ways of behavior and perspectives. So they are a nice kind of plays for example, that he can play with the people, to experience maybe within one hour, what, what they are facing. But nobody is. Consciously aware of that. If we talk like most of us do, we rationalize and say, ah, well, people, even from Austria or Switzerland in a way they behave differently, maybe from somebody from Berlin or even Bavaria. so yes, we know about that, but people have to be more aware of that.</p> <p>And there are some, some nice plays where I can throw people into a kind of simulated situation. for example, I have a cart play where nobody is allowed to speak. Four tables. Everybody has rules, they have to learn it and play for themselves without speaking, for our while so that people get entrenched in how our rules are.</p> <p>Somebody changed us clockwise, for example, the table. And then they continue to play. And obviously the rules are a little bit different from each table, but because I do not allow the people to speak, they are confronted with different behaviors. And this is for example, a way to build up at least a day of learning together.</p> <p>Okay. What, what's the usual way of discussing in your culture? How do we address things and so forth?</p>	17
E3	<p>I'm not sure if it actually has a name, this is one of my, tool boxes so to say. Probably there is no copyright, but actually, I don't know the official name for that.</p> <p>The material you need, this is a description of the four rules, which are printed out, and in the set of four card decks. So I tell them what to do. then everybody shuts, stopped speaking, The important part is fair so far if they run into difficulties because the behavior that rules we have learned on table A is slightly different from table B.</p> <p>And somehow we have to find an agreement because we want to play cards and there is no right or wrong. I mean, three people sending them to the table and one coming from outside, the three people would say, well I'm right, But the one guy entering from outside would say, well, but back home, I'm also right.</p> <p>So what do we do? And there is no, no solution to that. It's how, how do we want to deal with such discrepancies if you experienced them in the photo process? So this is a way of becoming aware by experiencing. it wouldn't help if I have slides and tell them the different kind of cultures, that doesn't work and the same applies if you go into innovation.</p>	19
E3	<p>for example, I was one and a half year ago, with a company who wanted to well kind of innovation talks about the portfolio and it became aware for me that it is not allowed within the organization that I kind of attempt to talk about low price strategies. Taboos are things everybody knows, but it's not allowed to speak openly about it. And this does not only happen between people, but this is also true for organization. in sociological terms, it's called latencies, Latenzen, something that is hidden. and in the simulation we actually played, it is assimilated company and we are not talking about their actual company. We are talking within the game or the simulation about the simulation. I think one or two groups they've applied a low-cost strategy because in the simulation it is allowed. (...)</p> <p>So the thing is, maybe after 2, 3, 4 hours in a simulation, people open up and things can be at least,</p>	19

	well phrased that can be a little bit discussed. And this is preparing for the next wave where we do not play anymore simulation, but we go further into it, into depth talking about the real issue now.	
E4	working in a lean and agile way. So because usually corporates, they are working in the waterfall principle and it's not that easy to get them to the lean mode to say, okay, let's first try and concentrate on the problem and then validate it, (...) concentrating on one thing and on one feature and on one little thing	15
E5	usually at the beginning we always make a short warm up in our workshops where the participants get to know each other and in this way they also realize that there are a lot of participants also from other countries. So I think that's important for the beginning. And then we also try to summarize some workshop rules or maybe when we're working in a Miro board then we have one area where we have like workshop rules and here we say okay please have a look on the time management and give open feedback and so on. And when we are clarifying those rules I think everyone knows how to behave in the workshop. And I think that's very important for open discussions.	19
E5	And then as I told the rules so that you say okay we want everyone to bring up their opinion and their perspectives. And yeah we want to have an open mindset and open feedback. So those are also success factors. (...) to come up to good ideas you need a lot of ideas. And I think that's really important to really give also time to come up with a lot of ideas, maybe also some crazy ideas and to say okay and now in this first step it's not about validating or thinking too realistic. It's really about the idea generation and I think that's an important success factor for the beginning of such workshops to give the time for those idea generations. (...) I think the workshop should be, how do you say it, abwechslungsreich, so you should try to include some some digital methods and then some discussions maybe also some time where you give the participants time to think about on their own without any speaking, without any statements.	21
E5	we managed to create such a good spirit in the group and such a good atmosphere that the workshop was quite successful because everyone could bring up their own opinion.	37

Table 13: Success Factor: Workshop content and execution

Remote versus live workshop

While some experts do not explicitly prefer either remote or live workshop mode, another recommendation is that live workshops are clearly preferable when participants do not know each other. The remote mode impedes a major part of the non-verbal communication but also limits the verbal communication to a certain extent. Conversely, live mode allows for some informal communication and makes it easier to build trust. If the participants already know each other or work for the same company, they have a common point of reference and a remote workshop is not an issue. However, in any case the building of a trustful atmosphere and a good spirit is a clear success factor. It favors the unconstrained

expression of one's own opinion, it increases the enjoyment of the participants and lowers the conflict potential in challenging situations.

Introduction

The introduction must be more detailed if the participants do not know each other beforehand. It is recommended to show the degree of heterogeneity of the group in the introduction. The facilitator should raise awareness of why diversity is helpful for the innovation workshop. This can be done in a playful way by having the participants position themselves on an (imaginary or virtual) map. The intercultural component of heterogeneity must also be considered and addressed. This can again be done through a game, not only to talk about cultural differences, but also to experience them through a game simulation and become aware of them through experience. During the introduction, the workshop rules also need to be clarified, including brainstorming principles.

Content

The experts recommend designing the workshop in such a way that it opens up the participants' minds and inspires them. This can be done in a variety of ways, such as using a serious game like the Medici game, inspiring stories, and connecting seemingly unrelated areas. The facilitator should make participants aware of what innovation means and that failure is part of it. The content of the workshop should encourage participants to abandon silo thinking and engage in dialogue with each other. It is recommended that the workshop be varied and include different elements to increase diversity.

Way of working

As far as the way of working is concerned, the experts recommend a lean and agile way of working. In general, it is recommended to break out of the daily routine and do things differently in order to promote inspiration and ideas and improve motivation. In addition, the facilitator must allow the participants sufficient time for creative processes, e.g. in the idea generation phase.

Serious games

It is recommended to engage participants in a game experience, as this stimulates collaboration and the exchange of thoughts and ideas. The facilitator must strike a balance between tasks and serious games. He or she must be sensitive to recognize if it is too fun or too complex for the participants, as both extremes will not encourage participants to actively engage in the workshop. Engaging in a serious game together also promotes trust building and reduces cultural distance and barriers as the other people are perceived as fellow players and supporters. In addition, simulation games allow participants to talk more openly about corporate taboo topics. Once the discussion about the simulation game has started, it can also be applied to a real-life situation, which can be a success factor for the innovation process.

Group composition

For workshops in an intercultural environment, the experts' clear recommendation is to mix the groups as much as possible. The great advantage is that trust is built up and intercultural humor can develop. Participants get to know the foreign culture better, the unfamiliar

becomes more familiar, trust is built up, and so they become more comfortable with each other. Moreover, when organizing the groups, it is not advisable to plan in advance according to certain characteristics. Because the facilitator does not know the group well enough in advance, it is very complex, and more importantly, it will cause resistance. The experts recommend that the groups be randomized to avoid accusations of discrimination or other ulterior motives on the part of the facilitator. The facilitator should be aware of this risk and therefore always randomize the groups.

6.2.5 Success Factor: Workshop facilitation

The following table lists the most interesting and relevant statements of the interviews regarding the facilitation of innovation workshops.

Expert	Citation	Paragraph
E1	So it is you as a facilitator, you have not only to moderate active language, but also no language. Silence. Yeah. So you have to say, yeah. What is in your mind what happened? You are thinking about something. This is why it's so silent. Can we share your thoughts? Can we listen to your thinking? So you have to, to overcome and integrate them again, but just to say, they are not interested and they shut up. It's terrible. If you do that as a facilitator, you are not, You can believe me, everybody who is in the seminary more or less wants to be a part of it. And you have to integrate the people	24
E1	the basic principles of facilitation are the same (...) You as a facilitator need to know who is in the room. So you have to get them to speak, to act that you get an idea of who is here, and, this is what I do online or in a face-to-face (...)	38
E1	If they are to monochrome, the facilitator has to bring in the other idea. (...) and then if they are diverse, you have to give everybody that time and space and motivate them to talk up and say, come on. And especially the ones who say nothing. This is so that they know something and they don't say, so the question is, how do you get it out? And then you say, what do we need to do to make you speak? And then you have to try to make it a little bit funny, shall Kevin leave the room and then you talk about it? Like, you know, you have to look at them that it is coming out and why you don't speak up and oh, but this is the only way. And you have really to try to motivate.	38
E1	Usually it would be much better to do it with two, so then one can observe the other and that you can see if the other is already on track. It has a blind eye themselves, and then try to work against it. (...) As a facilitator, you have to have a certain flow, a linear flow, which goes through the seminar. And you look at the time and you're trying to make it run. And, on the other side, you have to stop and open and involve all these people. And sometimes if you are too much on time and you need to reach the lunch break and whatever you might overrun, your own attitudes. (...) And especially if this person is from a very different cultural background. That's perfect. I: So you mean, especially for an intercultural participant group, it's helpful if there is a second facilitator?	38

	E: Yes. Yes sure. And a very different one. Or a female and a male. If you talk only about diversity and you are a German under Germans, it's more difficult to make them clear what it is.	
E2	<p>sometimes you like to be "bewundert", we like to have attention (...) We had to let that go to make sure that the light is on the participants and we are just a facilitator. So the job is actually to facilitate the learning for other people. Although we have the knowledge, all we try to do is have the people acquire their own knowledge. And so we need to go from being someone knowledgeable to being someone rather, not stupid, but it goes in that sense. That means if someone is asking me, Michael, could you tell me what is an intercultural, good facilitation. I would say, what do you think about it? It's, even if I know it right, to create a dialogue, to involve the other person in his or her knowledge beforehand, come back to that later. So that's why we call it facilitator. (...)</p> <p>So, the professor has a lot of knowledge, right. And he has lots of theory and I'm much more the practical. I would say that the professor has the answers. I have the questions. (...) To help you find your own discovery. Of course I have the knowledge. (...) Really the job is to stop explaining and letting the people discover (...) I definitely have to give you inputs, but it's often in a dialogue, it'll get, and most often in my job as facilitating. So we call it consultant facilitator.</p>	17
E2	I have lots of strings I can pull. So while I'm in front of people, even when things go wrong, I still find a way back to make them interest. Sometimes I change while I go. Last time it was, how do you lead a company in change across never the title of the thing. And that became the title while we're working. So I changed my slides for called how you lead the change, right? So we had those have nice discussions because it turned out like that	26
E2	I had to readapt to that. So, keep the light heartedness	34
E2	So many of the participants say it's great to have a non English speaker speaking English because they hear that. I also translate. So that will be an advantage for you as well. The worst people is US people or UK people or Australians coming to give a seminar because they speak too fast. And you can say once, oh, could you repeat please? But you don't do it every minute. But what you, but they need to do is that you clarify and validate every word with a certain slow pace. And you know, people love that. They really say, thank you. You respected me instead of thinking we are always under time pressure. So giving them the chance to clarify the words, to take time.	38
E2	<p>And you start from your own reality. Not try to be this culture neutral person who says I am so prudent that I do not any mistakes, because then you are nothing. And it's not interesting because your personality has to be there. So I say Sweden, France or Luxemburg, or whatever, and traveling the world.</p> <p>And I start with my values. (...) So I don't go in and accept anything else than my values. Right. And I say, I'm ruling this room. And fortunately for you guys, you're my voluntary hostages. You're free to go to this room. This is how we're going to do it. So you have to impose your values, your rules, because it's how we live.</p>	38
E4	I am basically the moderator and the coach of those teams. And there, it is super important that I have in the back of my mind, the system that I want to go through with them, but that I stay flexible at the same time, adapted to their needs. And this is super crucial for success. Not for mine, also for my success, but mostly for the teams so that I adapt to their needs, but still am strict with following the rules and following the system. Then we are coming to a good end and to a successful implementation.	21

E4	<p>I have the outside view and am not involved emotionally in the topic. This is super crucial. I can then also see a little bit, okay, if one is turning really silent, maybe I stop it for a moment and say, okay, let's do a break and call the person. I'm still in the remote mode of working. I'm calling this person and say, Hey, what's up? And let's clarify. (...)</p> <p>And mostly, sometimes it's also a language barrier. So if you have people that are 40 plus or 45, plus they're sometimes struggling with English and then it's harder to get people on the same page because they don't dare to talk a lot or they are not able to express themselves very well. Then you're running into issues sometimes.</p>	22
E4	<p>Really, I'm pretty sure that if the teams would have worked alone without someone from outside a lot more of them would have failed because of course, if you're in your own bubble, you are not able to step outside and see what should be changed or how can we maneuver out of the situation. But, with me in the room, That is not super arrogant, but it's not just me, but also my colleagues that, if you can maneuver out then it's good.</p>	25
E4	<p>It's in setting goals again, and bringing people back to the goals. For example, if someone is really talking a lot, interrupting. Or actively highlight one person and ask him or her, what do you say? Or as I said before, stop it for a minute or stop it also for a week, and say, okay, now let's calm down and then we meet each other next week. So that's what I mean with moderating. So really actively playing a part, guiding them towards the goal, pushing them also, but also see that they're on the same page when they also, in terms of what they talking about.</p>	26
E5	<p>I think that's really important to really give also time to come up with a lot of ideas, maybe also some crazy ideas and to say okay and now in this first step it's not about validating or thinking too realistic.</p>	21
E5	<p>make this important for our central contact persons that they for example switch on their camera because I think that's a big challenge in those digital meetings that it's not so personal and everyone just sits back and thinks okay, now I'm in a meeting again, let's see how it is working. Because the people are not so engaged like they would be maybe when we're sitting in a room and everyone can see them. So I think that's a big challenge</p>	27
E5	<p>it might happen that the participants are not so engaged, that they don't speak up, that some of them are unmuted all the time. And then sometimes you even try to address all of them. Sometimes we really say, okay, Lena, and what's your opinion? Okay. Bettina, and what's your opinion? Sometimes we are really, okay, we won't proceed until everyone says something. So this is sometimes very hard. Especially in the digital workshops.</p>	45

Table 14: Success Factor: Workshop facilitation

The main task of the facilitator is to moderate the flow of the discussion in terms of the specified workshop objective. This includes coordinating not only the speaking and active participants, but also the silent or quiet participants. The facilitator must integrate all participants and develop a good sense of the participants. If tensions are noticeable, it is also recommended that the facilitator interrupts the workshop, leads the discussion, or defuses a conflict. If participants are not that engaged and do not actively participate in the workshop, it is the facilitator's task to motivate and integrate all participants equally. Especially in remote workshops, it is recommended that the facilitator asks the participants

to turn on their camera and actively participate in the workshop. In addition, the experts recommend establishing rules and values for the workshop that should be respected by the participants. The facilitator's task is to ensure that these rules are observed and followed throughout the workshop. These success factors and recommendations apply generally to workshop facilitation and are not specific to innovation workshops. However, for innovation workshops with an intercultural group of participants, there are specific recommendations from the experts interviewed. Culturally, there are participants who are more restrained and reserved compared to other participants who are more open and offensive in their demeanor and language. The facilitator has to make sure that the participants respect their differences, do not interrupt each other and participate actively in equal measure. Humor is cited as a key to success in some situations. If, on the other hand, the group of participants has rather undifferentiated opinions and ideas, it is necessary for the facilitator to inspire them with other ideas and viewpoints in order to motivate them to think more broadly. However, the experts' recommendation is that the facilitator holds back and puts the participants in the foreground and supports them in acquiring their own knowledge. The facilitator does not explain in the form of lectures, but provides valuable input and lets the participants make their own discoveries through intelligently posed questions. This requires a certain degree of flexibility from the facilitator. Although the facilitator needs to have a pre-defined structure and plan in mind, the expert recommendation is to be able to flexibly adapt to the respective participant group.

Another expert recommendation is to use two facilitators for a workshop. This allows the facilitators to support each other and divide up the tasks, e.g. timeboxing and being flexible. The expert also recommends that the two facilitators should have different character traits and cultural backgrounds. This allows them to empathize better with the participants and avoid cultural mistakes more easily. The experts also recommend bringing in the facilitator's own personality. It is not recommended to pretend something else or to block, but to be open and approachable is much more interesting and sympathetic for the participants.

Another recommendation from experts for overcoming a language barrier within an intercultural workshop group is that the facilitator be a non-native speaker. The advantage is that the facilitator speaks rather slowly and uses a simpler vocabulary, making it easier for participants to understand and follow the workshop. Regardless of the language, the experts' recommendation is to give participants enough time for creative tasks without putting them under time pressure. The facilitator should also make sure that brainstorming principles are followed to best support the creative process.

6.2.6 Success Factor: Intercultural competence

The following table lists the most interesting and relevant statements of the interviews regarding intercultural competence in course of innovation workshops.

Expert	Citation	Paragraph
E1	I think we should perhaps make aware. You know, usually innovation workshops are not intercultural workshops. So we don't talk about this. This is another seminar. And the big problem is you can't work without knowing it because then you make all the mistakes. So you have to integrate the intercultural aspects in order to make the group workable that they listen to each other.	22
E1	you also have to make the participant group aware of the differences. (...) perhaps this is done in this five minutes	23
E1	Because everybody comes with their attitude and, if they think all these people are stupid. They need somebody to tell them what to do, it, it is difficult. Okay. But this is the. It can happen. And you as a facilitator, you need to really to know how to handle this, because this is nearly impossible to do this collaboration on such a level.	24
E1	but to handle all cultures, five, six in a group, it's so difficult. (...) You should know the frame, what are they, what are their tendencies? And this is, why Erin Meyer is wonderful for that. So I, I use it sometimes to show, ah, here we have, we have similarities and you know, all Catholic countries have similarities, even if they are not on the same continent because it's cultural issue. Yeah. But. Sometimes you can't talk about it because you should talk about innovation. So you have to create some, room of openness, of fairness, of listening. So you put it on this level because if you go too deep in the interculturals you never arrive in the innovation.	26 et seq.
E1	And then you have to also to create that it is about learning about that the difference makes the difference and that we, otherwise we go on doing the same thing and that to open the mind, to listen to others	38
E2	you have to give much more time and clarifying terminology. Don't have any assumptions that they understand anything, what you say, right? Even the word, what you say, maybe the, I didn't hear the word what you say. So you have to give a re-interpretation, which I do because it's not my mother tongue.(...) you might overlook the intercultural challenge by assumptions. They understand what I say. They're interested they're there because they work in the business because they all speak English. they have been pre-selected forget all the assumptions.	38
E2	I also do lots of intercultural errors as well. Second learning. Don't be afraid. You start with your culture. I male, European woman, I'm white, I'm young. And I do not carry any veils, but I maybe use makeup or I maybe drink beer in the evening. Right. And you start from your own reality. Not try to be this culture neutral person who says I am so prudent that I do not any mistakes, because then you are nothing. And it's not interesting because your personality has to be there. (...) It's you want to try to understand, but you cannot understand everything. I'll give you one, you	38

	<p>know, the caste system? Yeah. Well, I don't understand it yet, but you can be managing director, director, but being from a lower caste, because you have been recruited in that position by your employer from Europe, who knows you have the competence, but your employee has a caste above your department. So the director cannot give any instructions to his employee. Ha yeah. How do you want me to know that? So that's the informal moments after hours. One guys comes to you and says, you should know that my director has nothing to say to the team. Because he informed me it's your caste, you see, right? Interesting. Or Japan, same thing. The hierarchy is very important. (...)</p> <p>So the learning is take time, understand the group in advance. Don't have your assumptions. We have them, but don't take away your assumptions either. You should just keep them, being aware of them, that you're going in as a Western, we call that it ethno-centricity.</p> <p>If you work in now, we are not aware of what we are, what we do outwards, but you can ask people as well for feedback. So how do you perceive me? (...)</p> <p>And then I have fun and I do accept that I do lots of intercultural errors. Right. I do a lot of intercultural errors and I'm having fun with it. And I say, sorry, I didn't know that. I can do it. I can say, sorry. I didn't know. Okay. Sorry. Let me check again. I redo it. Sometimes it goes wrong, seldom, but once every 10 years I do a big mistake. By the way, the way I give trainings is to say, make mistakes. That's part of my thing. (...)</p> <p>You see how small details can be, announcing before, then they accept. It's like I announced, I will make lots of intercultural errors. Are you okay with that? So I am the weaker link. You see, not them. So I can do that. I'm getting paid for it. It's a trick again, but that's like, you have to be very self confident that you can allow yourself that</p>	
E3	<p>And the first thing is how do you bring the people closer together? So to raise the mutual understanding, not acceptance. Only the understanding. Ah, okay. Now I understand how the world looks from your side. and this provides a very important base if you want to talk about change.</p>	13
E4	<p>I have clients from Austria, working with partners from the US, of course you have to moderate and to know how they are a little bit upfront. That is something I learned in university, or you know, that I have the outside view and am not involved emotionally in the topic. This is super crucial.</p>	22

Table 15: Success Factor: Intercultural competence

The experts recommend preparing in advance for the intercultural workshop group and learning about the cultures to which the participants belong. The facilitator must have a certain level of intercultural knowledge and competence in order to be able to deal with different situations and topics and empathize with the different participants. A central recommendation of the experts is to address the topic of intercultural diversity and differences actively and openly and to explain the advantages, e.g. as a driver for the innovation process, but also the barriers. This can already be done during the introduction to sensitize the group to different perspectives and behaviors, to facilitate collaboration and to reduce the risk of serious intercultural mistakes. It is not about acceptance, but about mutual understanding. However, it should also not be overdone, as the focus must remain on innovation.

In addition, the experts recommend taking much more time, especially to clarify terminology. The big risk is that the facilitator neglects topics or makes intercultural mistakes based on

his own assumptions that are neither proven nor valid. On the other hand, the expert recommends not to be afraid of making mistakes. The facilitator should not tense up and frantically try not to make mistakes but be aware of his own culture and with this awareness approach other cultures openly and adapt accordingly. It is crucial to appear self-confident and relaxed and also to announce the intercultural challenge that mistakes can occur unintentionally, and that the facilitator takes them with humor.

Not only in the short term, but especially in the long term, it is a success factor to obtain feedback from the participants and derive lessons learned about intercultural competence. This can be done during and after the workshop in open or anonymous form, verbally or written. But also informal moments with the participants during the workshop can be used to gather the feedback and perception of the participants.

6.2.7 Success Factor: Workshop follow up

The following table lists the most interesting and relevant statements of the interviews regarding the workshop follow up.

Expert	Citation	Paragraph
E1	<p>after one week we have another hour online to discuss what we have learned. It's a kind of debrief debrief. Yeah. It's kind of refreshing what happened and what do we keep in mind and what comes in the second night? Yeah, but, for most companies, this is too much work (...)</p> <p>But it, it is the most helpful thing. And then also to come back and say, ah, If there is, but we have something we would like to work on together so that we are, we do peer coaching. So, now we, our group, if you have an innovation problem, who could you just talk to, explain your issue and had them here.</p>	54
E2	<p>Of course I do a verbal feedback around I'd love written for feedback, round feedback round.</p> <p>And I talked with my client who signed and who pays, who says, is he happy? And I'm not happy enough with happy. (...)</p> <p>I do measure it verbally with the participants written with the participants, with the client afterwards, and then they come back to order. The negative part of it is the way I working. I don't stay inside of the company for long time enough to see if it was implemented</p>	26
E5	<p>at the end the group also had a clear action plan what to do and what are the next steps. And that was very good.</p>	37

Table 16: Success Factor: Workshop follow up

The experts recommend conducting a feedback session, either verbal or written, to capture participants' perceptions and draw lessons. It is also recommended that another debriefing session be held a few days after the workshop to allow participants to reflect on the workshop, the ideas, and what they learned.

If the facilitator was hired for a one-time workshop, the company is responsible for continuing the innovation approach and must arrange follow-up meetings and sessions internally. In any case, it is highly recommended to agree on the next steps and further work on the developed results in order to acknowledge the work of the participants and to drive the innovation work forward.

7. Discussion and interpretation

Innovation Management is an essential task and major opportunity in the competing market environment for enterprises. In order to initialize or drive forward innovation the conducting of an innovation workshop is a suitable tool. However, in many cases this is done without a strategic approach or pre-defined objective. Often a lack of know-how and professionalism can be noticed. On top of this, a continuous internationalization is taking place in business. This leads to more and more intercultural collaborations and working groups. This adds an additional complexity factor. Especially in case of conducting innovation workshops, this requires not only cultural knowledge and intercultural competence but also the facilitation style must be adapted accordingly. The intention of this master thesis was to investigate the drivers and barriers of innovation workshops for an intercultural participant group in order to derive success factors and practical recommendations for action.

The research results show that many of the identified drivers and barriers for innovation workshops for an intercultural participant group can be assigned to general workshop and facilitation principles, however there are also very specific success factors for this type of workshop. The success factors can be grouped into the categories in advance, during the workshop, facilitation, intercultural competence, and follow up. The following graphic summarizes 48 success factors as the most important findings of the qualitative research. The graphic can also be used as a checklist to ensure that key points and expert recommendations are considered and applied.

Some of the success factors are considered particularly important because they are either unique to innovation workshops for an intercultural group of participants or have been mentioned multiple times in the qualitative research. These success factors are presented again explicitly in the following.

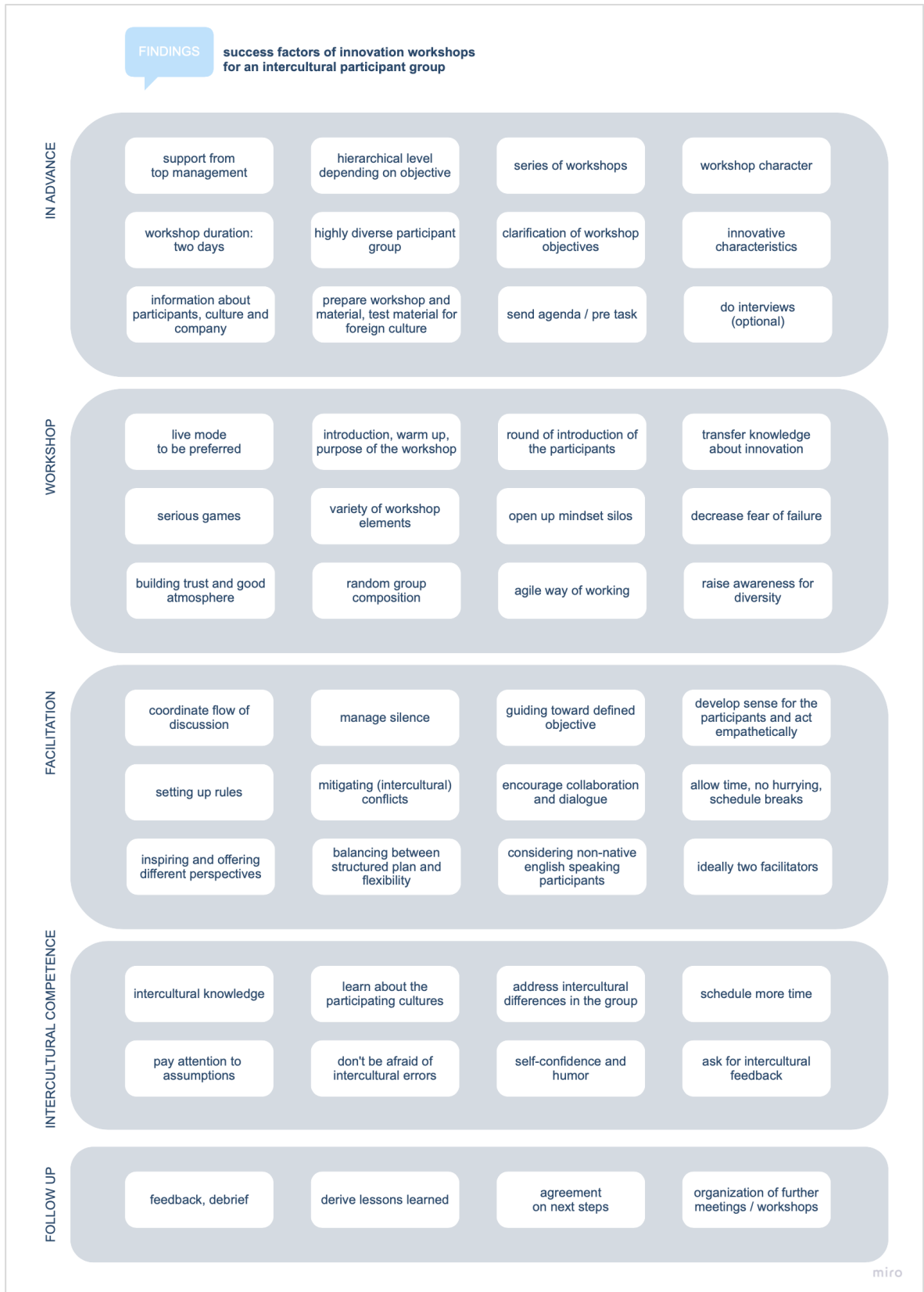


Figure 15: Findings of the qualitative research

Getting the support from top management

This includes allocating time and resources to the innovation workshop and related activities. Support from top management also enables employees at lower levels to devote time to tasks related to the innovation workshop.

Defining the hierarchical level of the participants depending on the workshop objective

If important decisions need to be made during the workshop, the hierarchical level should be higher so that participants with decision-making authority are included. If operational knowledge is required for the workshop, the hierarchy level should be lower to include participants who work directly in the respective area.

Series of workshops

An innovation workshop should not be a one-off event without follow-up. Rather, it is advisable to integrate innovation management into companies on a regular basis and establish it as part of the corporate culture.

Highly diverse participant group

In contrast to the literature review, the qualitative research found very few or minor disadvantages of diversity, especially intercultural diversity. The general view is that the advantages clearly outweigh the disadvantages, as diversity brings a broader base of knowledge, experience, and perspectives that enrich the innovation process. Inspiration is also increased by intercultural diversity, and participants can experience more motivation and fun in a non-common environment. The literature findings, on the other hand, also cast a critical light on diversity, seeing it as a double-edged sword due to communication barriers, misunderstandings, higher time expenditure, mistrust and higher complexity, as well as higher conflict potential.

Innovative characteristics

What's on the label must also be on the inside. This means that an innovation workshop must also have innovative characteristics. This can lead to higher motivation and satisfaction among participants, but also to inspiration, which is crucial for the emergence of innovations.

Including serious gaming elements

Serious gaming elements can be part of the success factor innovative features and associated benefits. It also promotes collaboration and helps build trust. Participants not only have more fun in the workshop but are more motivated to develop ideas.

Building trust and good atmosphere

Trust is an important component of good collaboration and prerequisite for sharing ideas and opinions openly. A good atmosphere is crucial for collaboration, team spirit and better results.

Opening up mindset silos

An important task in the innovation workshop is to open up the mindset and silo thinking of the participants so that innovative ideas can emerge and develop.

Establishing agile way of working

Another success factor derived from the results of the qualitative research is the establishment of an agile way of working, especially in a series of workshops.

Raising awareness for diversity

Right at the beginning of the workshop, it is recommended that the facilitator raises awareness of diversity within the group of participants. With an explanation of the benefits and potential obstacles, the facilitator should explain rules of conduct and recommendations that result from diversity.

Transferring knowledge about innovation

Some, but limited, time should be devoted to providing basic knowledge about innovation in order to put expectations into perspective and dispel some of the myths associated with innovation.

Decreasing fear of failure

As part of knowledge transfer, information about the failure of innovation processes should also be shared in order to reduce the widespread and frequent fear of failure.

Inspiring and offering different perspectives

A broad spectrum of perspectives and ideas is particularly important for innovation workshops. The facilitator should encourage this process by offering different perspectives or expanding the horizon of thought through various creativity techniques.

Intercultural knowledge

In order to successfully facilitate an intercultural group of participants, to benefit from the advantages while avoiding the disadvantages, deep intercultural knowledge and competence of the facilitator is required.

Addressing intercultural differences in the group

Furthermore, it is not only important that the facilitator is aware of cultural differences and hurdles, but also that the participant group is sensitized to them.

Scheduling more time

Findings from the literature and qualitative research concur in the recommendation that more time needs to be allocated to a culturally diverse group of participants.

The findings from the qualitative research were taken into account to further develop Brem and Brem's workshop model. The model was expanded to include some of the findings from the qualitative research and serves as a rough guide for determining the structure and process of an innovation workshop for an intercultural group of participants.

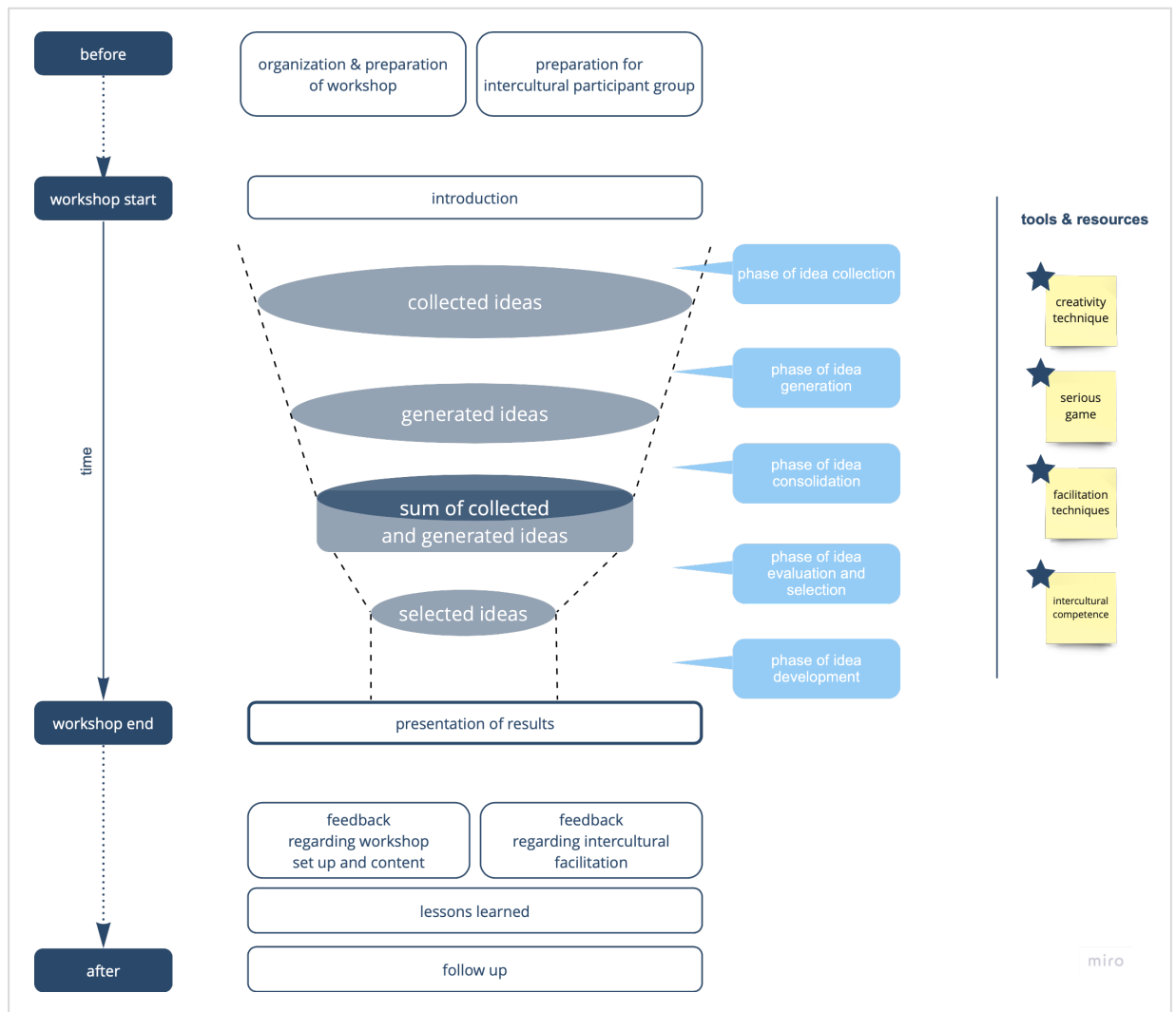


Figure 16: Model of a typical structure and procedure of an innovation workshop

8. Case study: Design of an innovation workshop for an intercultural target group

Based on the findings of the literature research and the qualitative research an exemplary workshop design for an innovation workshop for an intercultural participant group has been elaborated and is presented in this chapter.

8.1 Essential pre-information and requirements for the workshop design

This case study deals with a company that wants to hire an external facilitator to conduct an innovation workshop. The commissioning enterprise is a software company and is based in Germany with two locations as well as sales activities in Europe. The company has around 50 employees and is classified as a SME.

The participants of the workshop are coming from Germany (Bavaria and Hamburg), Austria Netherlands and Spain. The number of participants is ten, mainly representatives from the software development teams, but also from business development and sales.

8.2 Workshop organization and preparation

The facilitator's task is first to clarify the customer's objective for the innovation workshop. Ideally, this should be done in a conversation, as the risk of misunderstandings is significantly higher with written communication. Nevertheless, a written summary of the objective is recommended.

In this case study the objective of the customer is to set up an official start of a workshop series dedicated to work on innovative solutions in the software development department. The intention of the company is to conduct an innovation workshop in order to inform about the basic concepts of innovative work as well as the drivers and barriers. In addition, the workshop aims to break down silo thinking and positively change the way people think about innovation. After this initial launch through an externally facilitated innovation workshop, the company plans to continue the workshops internally on a regular basis, i.e. every six weeks, to follow up on ideas, drive innovation and implement it.

WORKSHOP FACTS	
WHO?	<ul style="list-style-type: none"> • software company, SME • 10 participants mainly from software development department • participants from Germany, Austria Netherlands and Spain
WHEN?	<ul style="list-style-type: none"> • 2 days • as an official start of a workshop series
WHERE?	<ul style="list-style-type: none"> • external location • close to nature
WHY?	<ul style="list-style-type: none"> • to work on innovative solutions in software development • to inform about the basic concepts as well as the drivers and the barriers of innovative work • to open up thinking silos and positively change the mindset regarding innovation.

Figure 17: Workshop facts

Once the basic framework of the workshop and the customer expectations are clarified, the facilitator can proceed with further workshop organization and preparation. Early in advance the workshop location must be organized. The workshop location in this case study is an external seminar house located in near distance to a small forest and with conference rooms inside as well as meeting possibilities outside. This approach is based on a study claiming that 75% of all ideas arise outside the company, most of them in nature.²¹⁵

In order to be able to prepare the content of the workshop properly, it is necessary for the facilitator to familiarize himself with the company and the workshop participants. In particular, the intercultural aspects must be considered and well prepared. A clear recommendation is to gather information about the cultures involved. Cultural models such as those of Hofstede or Meyer should be taken into account. According to the Hofstede Insights organization, the countries in this case study differ in the six categories as illustrated in figure 18.

²¹⁵ Cf. Birkenmeier; Brodbeck 2010, p. 113.

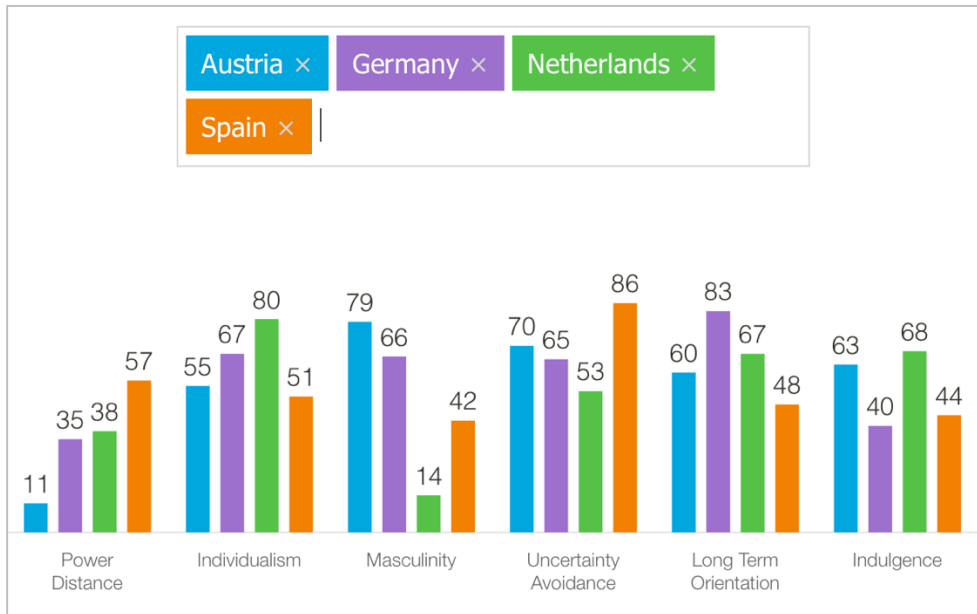


Figure 18: Hofstede Insights - Comparing countries²¹⁶

About two to three weeks before the workshop, the agenda should be sent out by the facilitator. In addition, a pre-assignment can be given or interviews can be conducted with the participants to gather more information. For this case study the facilitator sends the “future scan”, a graphic of future trends and scenarios from the board of innovation, a global innovation firm (see appendix). The participants should familiarize themselves with the listed future trends and perform an individual brainstorming in advance. This shall provide clues for inspiration and encourage to think in different perspectives. In this case study, no interviews are conducted in advance due to a limited budget of the commissioning company for the external facilitator.

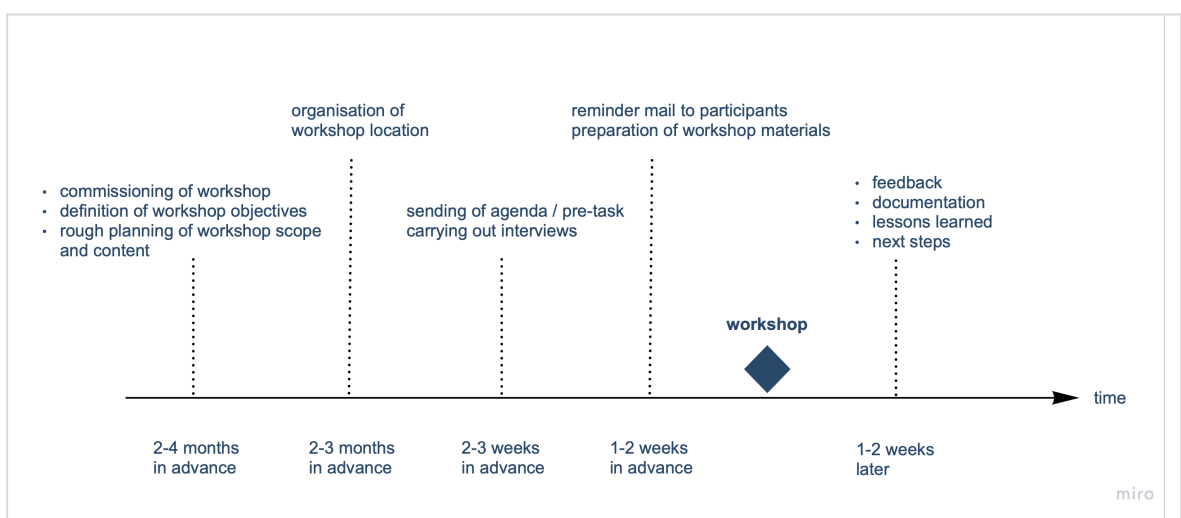







Figure 19: Exemplary schedule of workshop preparation and organization

²¹⁶ Hofstede Insights 2022a.

8.3 Workshop design and facilitation

The workshop is designed to meet the customer objectives of "informing about innovation" and "building an innovative mindset". The ideal workshop duration in this case study is two days for the first introductory workshop. For subsequent workshop series, the duration of each workshop can be reduced to one day or even half-day workshops. The following graphic shows the workshop design and agenda as a paradigm for this case study and also similar workshop requirements and settings.

Time	Content	Remarks
 9 am: start of workshop - DAY 1		
9:00 - 10:00 am	<ul style="list-style-type: none"> • introduction by the facilitator • round of introduction • presentation of agenda and rules 	<ul style="list-style-type: none"> • flipchart / pinboard • gamification, e.g. placement in the room according to task
10:00 - 10:45 am	<ul style="list-style-type: none"> • raise awareness for intercultural diversity • information about levers and barriers for innovation 	<ul style="list-style-type: none"> • powerpoint, short videos • gamification, e.g. quiz
 coffee break (15 min)		
11:00 am - 12:30 pm	<ul style="list-style-type: none"> • transfer basic knowledge about innovation, innovation types, innovation process and innovation management 	<ul style="list-style-type: none"> • powerpoint • interaction e.g. quiz
 lunch break (1 h)		
13:30 - 13:45 pm	<ul style="list-style-type: none"> • loosen up game 	<ul style="list-style-type: none"> • change seating arrangement
13:45 - 14:45 pm	<ul style="list-style-type: none"> • information about mindset silos and how to establish an innovator's mindset 	<ul style="list-style-type: none"> • exercises • games, quiz • success stories • inspiration of intersectional ideas
 coffee break (15 min)		
15:00 - 16:30 pm	phase of idea collection: <ul style="list-style-type: none"> • presentation of ideas collected in advance (pre-task) • discussion of ideas 	<ul style="list-style-type: none"> • presentation and visualization of the results of individual brainstorming of the pre-task • moderation cards & pinboard
16:30 - 17:00 pm	<ul style="list-style-type: none"> • sum up of the learnings of the day • preview of the next day • round of feedback 	<ul style="list-style-type: none"> • flipchart, pinboard • gamification e.g. five-finger-feedback, rating-scale
 17:00 pm: end of workshop - DAY 1		






 9 am: start of workshop - DAY 2		
9:00 - 9:30 am	<ul style="list-style-type: none"> • quick summary of the lessons learned from Day 1 • presentation of agenda for Day 2 	<ul style="list-style-type: none"> • flipchart • pinboard
9:30 - 10:30 am	phase of idea generation I: <ul style="list-style-type: none"> • explanation of brainstorming principles • round of brainstorming • exercise & discussion 	<ul style="list-style-type: none"> • creativity techniques e.g. Osborn checklist, slice-and-dice method, random-word-association • in teams of 3-5 persons
 coffee break (15 min)		
10:45 am - 12:30 pm	phase of idea generation II: <ul style="list-style-type: none"> • exercise & discussion 	<ul style="list-style-type: none"> • creativity techniques e.g. analogy creation, morphological box, handstand method • in teams of 3-5 persons
 lunch break (1 h)		
13:30 - 13:45 pm	<ul style="list-style-type: none"> • loosen up game 	<ul style="list-style-type: none"> • change seating arrangement
13:45 - 14:45 pm	phase of idea consolidation: <ul style="list-style-type: none"> • exercise & discussion 	<ul style="list-style-type: none"> • creativity technique e.g. mind mapping, 6-thinking-hats • visualization
 coffee break (15 min)		
15:00 - 16:00 pm	phase of idea evaluation and selection: <ul style="list-style-type: none"> • exercise & discussion 	<ul style="list-style-type: none"> • creativity technique, e.g. cards method, dot voting • visualization
16:00 - 17:00 pm	<ul style="list-style-type: none"> • sum up of the learnings of the day • agreement on next steps • round of feedback 	<ul style="list-style-type: none"> • flipchart, pinboard • gamification e.g. five-finger-feedback, rating-scale
 17:00 pm: end of workshop - DAY 2		

Figure 20: Workshop design for a two-day innovation workshop

In this case study, the group of participants is quite homogeneous due to the same industry and the same field of work, i.e. software development. In addition, there is a concentration of predominantly male participants, which means low gender diversity. With these prerequisites, it is increasingly the task of the facilitator to bring in different perspectives. This is achieved through inspiration through storytelling, various creativity techniques, and actively encouraging the group to think outside the box.

Furthermore, the intercultural differences must be taken into consideration by the facilitator. Referring to the culture comparison by Hofstede Insights, special attention must be paid to the dimension power distance and masculinity. Austria has a very low form of power distance, however Spain is attributed a high form of power distance. This must be considered especially in case a team leader or CEO is participating in the workshop.

Particularly among the Spanish participants, there is a risk that they are more reserved and do not express their opinions openly. Regarding the dimension masculinity, the facilitator should pay attention that the highly masculine cultures such as Austria and Germany are not overly ambitious and that they do not slide into a competitive mode, but that an open exchange of ideas and good cooperation are encouraged.

The usage of diverse creativity techniques is recommended to inspire the group, motivate them and encourage the generation of ideas. The following creativity techniques were selected for the innovation workshop in this case study.

Idea collection:

Individual brainstorming

Individual brainstorming follows the same principle as group brainstorming, however, is conducted on one's own. In many cases individual brainstorming is more focused and the person feels less restricted in coming up with creative ideas.²¹⁷ The individual brainstorming is followed by several creativity techniques in groups to exploit the full creative potential.

Idea generation:

Osborn checklist

Alex Osborn developed a comprehensive list of questions designed to create new perspectives.²¹⁸ A selection of those questions is listed here:

- "What other product (problem) is like this one (adapt)?"
- How could I change this product (modify)?
- How could I add to this product (magnify)?
- What could I take away from this product (minify)?
- What could I use instead of this product or a portion of it (substitute)?
- How could I alter this product's composition (rearrange)?
- How could I turn this problem around (reverse)?
- What could I put together to make a new product (combine)?"²¹⁹

Slice-and-dice method

This creativity method involves analyzing the challenge by listing as many attributes as possible. Then each attribute, one at a time, is taken and the participants investigate ways to change or improve it. The following questions support the idea generation:

- How else can this be accomplished?
- Why does this have to be this way?²²⁰

²¹⁷ Cf. Mind Tools 2022a.

²¹⁸ Cf. VanGundy 2005, p. 42.

²¹⁹ VanGundy 2005, p. 42.

²²⁰ Cf. Michalko 2006, p. 55.

Random-word-association

The participants choose a random word, ideally a simple, common, and visual word. Then they think of a variety of things that are associated with the chosen word. After that the task is to find connections to the challenge, no matter how far-fetched, lengthy, or unconventional they might be.²²¹

Analogy creation

Within this creativity method other areas, industries or business cases are examined and participants try to find solutions for other situations. Afterwards, the generated ideas are adapted to the original business case, challenge, or objective.²²²

Morphological box

A morphological box is a table that lists the parameters of the challenge as well as the variations with the objective to find new combinations.^{223, 224} Possible parameters in the case study could be trends in technology and software development as well as trends in the industry sector. Another parameter may be the company or software characteristics.

Handstand method

This creativity technique searches for characteristics which should not apply. It is the search for the opposite which inspires to come up with new ideas when adapting them to the original challenge or objective.²²⁵

Idea consolidation:

Six Thinking Hats

"Six Thinking Hats is a way of investigating an issue from a variety of perspectives, but in a clear, conflict-free way."²²⁶ The method makes use of six symbolic or real hats, whereby each hat is representing another perspective through which the participant must examine the idea.

- Blue, the Conductor's Hat: focusing on decision-making and planning
- Green, the Creative Hat: exploring different ideas and possibilities
- Red, the Hat for the Heart: focusing on feelings and instincts
- Yellow, the Optimist's Hat: focusing on the benefits
- Black, the Judge's Hat: being cautious and assessing risks
- White, the Factual Hat: gathering information and outlining knowledge gaps²²⁷

²²¹ Cf. Michalko 2006, p. 161.

²²² Cf. Rustler 2021, p. 200.

²²³ Cf. Michalko 2006, p. 118.

²²⁴ Cf. Brem; Brem 2013, p. 98.

²²⁵ Cf. Brem; Brem 2013, p. 48.

²²⁶ Mind Tools 2022b.

²²⁷ Cf. Mind Tools 2022b.

Mind-Mapping

The facilitator is summarizing the ideas and depicts them in a mind map. Hereby, the search problem is noted in the middle and from there subcategories and branches with further ideas are listed. This process provides structure and an overview of the generated ideas.²²⁸

Idea evaluation and selection:

Cards method or Dot-Voting

Each participant notes its three favorite ideas on a moderation card. The facilitator collects all cards and pins them on the pinboard. Alternatively, the participants can vote for their three favorite ideas by sticking dots on the idea cards.

8.4 Workshop follow-up

The workshop should end with a summary of the learnings by the facilitator and the participants. An overview of the generated ideas helps to visualize the achievements of the workshop. Furthermore, an open round of feedback is recommended, especially in combination with a gamification element, e.g. the participants can evaluate the workshop with dots on a scale. Another feedback method is the five-finger-feedback whereby each finger represents another aspect to assess e.g. what was good, what have I learned, what could be improved for the next time, how to go on etc.²²⁹ Finally, next steps should be discussed to make sure that results are appreciated and further efforts are made towards successful innovation management.

²²⁸ Cf. Brem; Brem 2013, p. 115.

²²⁹ Cf. Helmke 2018.

9. Verification of the elaborated workshop design

As a measure of quality, the elaborated workshop design has been validated by two experts of this field of work. The assessment of the workshop design and suggested modifications are presented in this chapter.

9.1 Evaluation by expert interviews

The following table lists the most interesting and relevant statements of the experts regarding the assessment of the workshop design.

Expert	Citation	Paragraph
E1	So I as a facilitator would be more concerned about the fact in which language we do the seminar !!!! With a mixed group you have to define that explicitly -even if it is clear that it is in English. Then the question - does everyone speak English well enough - that you can do an innovation workshop?	2
E1	Often the personality of the participants - introvert or extrovert - is much more important than the intercultural dimension Here it's mainly IT people and it's clear: Sales people from the IT are more extroverted (the job demands it) and the programmers are more quiet - that is much more important for the setting But of course this is not considered in the literature - since one looks at only one aspect.	3
E1	You do team building and getting to know each other at the beginning - ok ! Then someone from the company could present the challenges and ways of working - where do we want to go? Then you have to see what is new - more customer facing, more agile - smaller intervals, only with customers More testing with users or something Who needs what? Innovation - what is the expectation ? There are also different approaches	5
E5	What do you think is good? <ul style="list-style-type: none"> • There is a good balance between input from facilitator and group work. This will provide variety and good dynamics during the two days. • The planned interactions in all agenda points and Quizes (Gamifications) are very good. • "Loosen up game" (Day 1): From the description it is not clear for me, how this will work. But a game after the lunch is always a good idea and the changing of the seatings can support the perspective shift. • Sum-up of learnings on day 1+2 -> By doing so, you'll create a sustainable and lasting outcome. 	2

E5	<p>What is missing?</p> <ul style="list-style-type: none"> • First phase of idea collection (Day 1): How exactly should the pre-considered ideas be collected? What does the facilitator do if there are ideas that go in the same direction? In my opinion, some kind of Clustering would be necessary here in order to get a good summary. For example, participants could pin their ideas on boards. Afterwards, the participants could do the "Silent Clustering". This is a very simple and efficient way to quickly achieve clustering. There are 3 rules here: 1. no talking allowed. 2. each person must move at least X cards (defined in advance by the facilitator depending on the number of cards). 3. Time-keeping by facilitator 	3				
E5	<p>What would you change?</p> <ul style="list-style-type: none"> • Introduction by Facilitator (Day 1): For the Workshop Introduction, the "4-mat" could be a good approach. It gives a certain structure to the introduction by explaining the What? Why? What for? and How? See here: <div data-bbox="464 808 1295 1435" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>First systematically clarify the order! Using the 4-mat as question checklist</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>WHAT? What is it about?</p> <ul style="list-style-type: none"> • Figures, data, facts concerning the workshop? • Framework, key data, history? • What are the relevant environments / stakeholders / customers? • What is the goal behind the goal? </td> <td style="width: 50%; padding: 5px;"> <p>FOR WHAT? Your future benefit?</p> <ul style="list-style-type: none"> • what should ideally be different after the workshop? • who should benefit from it? • How do we want to measure the success of the workshop? • how open-ended is the challenge? </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>WHY? What happens if nothing happens?</p> <ul style="list-style-type: none"> • what is the impact on whom if the workshop is not running? • how or what could cause the workshop to fail? • What suffering has led to the workshop being initiated? </td> <td style="width: 50%; padding: 5px;"> <p>HOW? How do we proceed?</p> <ul style="list-style-type: none"> • how should the workshop proceed? • agenda, schedule, methodology? • Who should be present? </td> </tr> </table> </div> <ul style="list-style-type: none"> • Presentation of workshop rules (Day 1): If you have enough time, I would let the participants brainstorm and define the workshop rules on their own. This creates a stronger commitment and supports the topic of cultural differences. • Loosen up game (Day 2): From the workshop design it looks like this is the same as on day 1? If so, then I would choose a different game here. • In general: For the elaboration of an ideal workshop, I would already be more concrete in the workshop design. You sometimes mention several methods in one agenda module. Here I would name the method concretely and write in the details how it works, how the participants should be grouped, which utensils are needed, etc. This gives more security in the workshop itself. 	<p>WHAT? What is it about?</p> <ul style="list-style-type: none"> • Figures, data, facts concerning the workshop? • Framework, key data, history? • What are the relevant environments / stakeholders / customers? • What is the goal behind the goal? 	<p>FOR WHAT? Your future benefit?</p> <ul style="list-style-type: none"> • what should ideally be different after the workshop? • who should benefit from it? • How do we want to measure the success of the workshop? • how open-ended is the challenge? 	<p>WHY? What happens if nothing happens?</p> <ul style="list-style-type: none"> • what is the impact on whom if the workshop is not running? • how or what could cause the workshop to fail? • What suffering has led to the workshop being initiated? 	<p>HOW? How do we proceed?</p> <ul style="list-style-type: none"> • how should the workshop proceed? • agenda, schedule, methodology? • Who should be present? 	4
<p>WHAT? What is it about?</p> <ul style="list-style-type: none"> • Figures, data, facts concerning the workshop? • Framework, key data, history? • What are the relevant environments / stakeholders / customers? • What is the goal behind the goal? 	<p>FOR WHAT? Your future benefit?</p> <ul style="list-style-type: none"> • what should ideally be different after the workshop? • who should benefit from it? • How do we want to measure the success of the workshop? • how open-ended is the challenge? 					
<p>WHY? What happens if nothing happens?</p> <ul style="list-style-type: none"> • what is the impact on whom if the workshop is not running? • how or what could cause the workshop to fail? • What suffering has led to the workshop being initiated? 	<p>HOW? How do we proceed?</p> <ul style="list-style-type: none"> • how should the workshop proceed? • agenda, schedule, methodology? • Who should be present? 					

E5	<p>Where do you see critical points?</p> <ul style="list-style-type: none"> • Raise awareness for intercultural diversity (Day 1): The topic is super important and I think it's good that you put it on the agenda right at the beginning, however, this topic could also become a bit critical. People could feel offended, if the facilitator approaches it the wrong way. Unfortunately I don't have a counter proposal here either, maybe you could wrap it up with videos and some humor. 	5
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Expert feedback is mostly positive with some suggestions for improvement. These are presented in the following chapter.

9.2 Modification of the workshop design

Based on the expert evaluation of the workshop design the following modifications are recommended. With regard to the organization of the workshop, it must be ensured that all participants speak English sufficiently well or an alternative common language is determined. Another important point to consider in group composition is the personalities of the participants. The facilitator must make sure that extroverts do not dominate introverts and that introverted participants can contribute their opinions and ideas to the same extent. Creativity methods in written or silent mode, e.g. silent group formation, could be a suitable alternative to speaking methods.

The experts noted that more background information is recommended for the participants. The 4-mat with the questions What, Why, What for and How is an appropriate approach. This is included in the facilitator's introduction on the first day. After the lunch break on the first day, a representative of the company presents the challenges and current ways of working. Based on this, the group can develop a future concept, including information about who needs what and what is expected.

A further adaptation of the workshop design follows the experts' recommendation to let the participants brainstorm about cultural differences themselves and define the workshop rules derived from this.

Another recommendation is to elaborate the design of the workshop in more detail and provide even more guidance.

10. Conclusion, recommendations, and limitations

“If you look at history, innovation doesn't come just from giving people incentives; it comes from creating environments where their ideas can connect.’ (Steven Johnson)²³⁰

Such an environment can be created by a workshop situation. It is about sharing knowledge, understanding, and collaborating as key factors to the capability of innovation.²³¹ As presented in this master thesis, innovation workshops are a suitable tool in order to encourage idea generation, support innovation implementation and foster innovation management within a company. An intercultural participant group involves various benefits. Some of which include a broad knowledge base, various experiences, perspectives, and approaches. This diversity supports the innovation process as it promotes new combinations and new approaches. On the other side, intercultural diversity also carries several disadvantages such as language barriers, misunderstandings, and a higher risk for conflicts. In order to minimize these disadvantages and barriers for innovation, the facilitator is in charge of informing the participants about intercultural diversity and raise awareness as well as handle emerging conflicts. Another recommendation is provided by the cultural expert Erin Meyer: “First, on a multicultural team, you can save time by having as few people in the group work across cultures as possible. For example, if you are building a global team that includes small groups of participants from four countries, choose one or two people from each country—the most internationally experienced of the bunch—to do most of the cross-cultural collaborating. Meanwhile, you can leave the others to work in the local way that is most natural to them. That way, you can have the innovation from the combination of cultures, while avoiding the inefficiency that comes with the clash of cultures. Second, think carefully about your larger objectives before you mix cultures up. If your goal is innovation or creativity, the more cultural diversity the better, as long as the process is managed carefully. But if your goal is simple speed and efficiency, then monocultural is probably better than multicultural. Sometimes, it is simply better to leave Rome to the Romans.”²³² As explained from this recommendation as well as from the results of the qualitative research, the facilitator is attributed a key functionality in the innovation workshop. Ideally, the facilitator coordinates the flow of discussion, mitigates (intercultural) conflicts, encourages collaboration and dialogue but also manages silence. The facilitator must develop a sense for the participants as well as the intercultural differences. He or she must inspire and stimulate a new way of thinking and working while having self-confidence and humor. But also further aspects are regarded as success factors, such as support from management, good preparation, information about participants and cultures, adequate organization, intercultural competence, and a follow-up of the workshop. Regarding the content of the workshop itself, it is important to have informative, interactive, and playful aspects in it, in order to open up the thinking silos, to establish an innovators' mindset, and to engage participants to actively participate and contribute. The innovation workshop should not just be called that, but should actually represent the aspects of innovation and have a workshop character, which means interactive, creative, and not commonplace. Awareness of cultural differences functions as a driver, alongside a good and trusting

²³⁰ Isomäki 2019.

²³¹ Cf. Yaganeh; Nielsen; Rasmussen 2013, p. 192.

²³² Meyer 2015, p. 127.

atmosphere. The research in the scope of this master thesis identified a total of 48 success factors based on drivers and barriers of innovation workshops for an intercultural target group.

Innovation workshops require massive mental preparation as well as strategic and operational considerations.²³³ This master thesis contributes to increase the professionalism of planning and conducting innovation workshops. It examined success factors for planning and conducting innovation workshops for an intercultural participant group. Furthermore, this master thesis provides an exemplary workshop design as a guideline and framework for innovation workshops for an intercultural participant group.

Nevertheless, the following limitations apply to the results of this master's thesis. Within this master thesis it was not explicitly differentiated between success factors for innovation workshops conducted by an external facilitator and innovation workshops implemented in-house. This represents a further field of research, to identify differences of these two applications areas. Furthermore, the results of this master thesis do not consider special characteristics of selected cultures, but provide indications for intercultural groups in general. As a further examination, cultures of special interest could be selected and compared in order to derive specific cultural recommendations for innovation workshops. Furthermore, it remains an open question whether creativity techniques and brainstorming methods are equally suitable for each culture. Another interesting area of research would be to work out which exercises are more suitable for which cultures. Due to a limited time frame for this master thesis the number of interviews was constrained to five expert interviews and two expert feedbacks on the workshop design. With further qualitative or quantitative research these results could be verified and extended. Further research might bring up new results, refinements, or even negative cases, which lead to restrictions of the presented results and a further development of the stated success factors. The focus of this master thesis was on innovation workshops in an early stage in time of the development process, including idea collection, generation, development, and evaluation. This master thesis did not examine the success factors for idea implementation or successful innovation management in general. These topics provide reference points for further research in this field.

No matter in which direction further research will expand, innovation will always be a matter of interest for human kind. And as "innovations are hardly ever the result of only one individual"²³⁴, I am firmly convinced that innovation workshops will gain even more popularity in the near future.

²³³ Cf. Brem; Brem 2013, p. 121.

²³⁴ Bikfalvi et al. 2010, p. 367.

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Appendix

E1 Interview Transcription

I: Interviewer | E: Expert

Date: 06.05.22

Para-graph	Citation
4	I: So, Claudia, many thanks for your time. I'm very glad that I could win you as an expert for my interview, first of all, I will give you a short introduction of the topic of my master thesis and the interview. Of course, as I have already said, all information will be treated confidential and also data protection will be guaranteed. okay. So the research question of my master thesis is: what are the success factors and also the barriers for organizing and facilitating an innovation workshop for an intercultural participant group. I have prepared 11 questions, which will guide us through this interview now, but of course we can also, dive into some topics deeper and we do not have to follow strictly those questions. As documentation and also as a start of the interview, I would like to ask you to introduce yourself and your profession, as well as your experience regarding innovation workshops with intercultural participants.
5	E: Yes. Thank you very much Bettina, having the pleasure to talk to you about my experience, I'm a facilitator, for more than 20 years now. And I work with, most of the time intercultural, international teams, and, it's all okay, if you do this on finance, because we all have the same structure and things, but if it is according to innovation, it is a little bit different. So I actually have done the innovation workshop with Willy, and, this is called, Medici, And, this is a workshop, I have done it in small groups, within the same culture. I have done it with international and intercultural, people and, it has a lot to do with their values, the ethic feelings and, the mindset of the company. And, so let me see if I can answer your question.
6	I: Okay. Perfect. Thank you very much, so what you said you had already facilitated, innovation workshop with an intercultural group, as well as with a monocultural participant group, so what would you say, what were the objectives of those innovation workshops? were there mainly the same objectives, or what would you say, what were the objectives?
7	E: Yes. If a company pays me to do such a workshop, of course they are interested to stimulate their people in, the direction of innovation, but most of the time, how should I say, the question is, what is an innovation? And, some people think about innovation also in things of change. So they just would like to be more efficient, cost effective, that they, come smarter and quicker to a solution. This is a kind of steered innovation. This kind of innovations where you're sitting there and it's all of a sudden you get the big blobb and this is a new super stuff, it's very difficult to get and, it is you can train that, and it has a lot to do with the individuals, with the teams, because most innovations recently are not the ones of one genius, but of collaborating teams and it has a lot to do with the company culture. So, the question is what is innovation for the company? And I think most of the people understand that it has to do with the teams, the space they can work in the methodology they use. And, so, it is trainable in the way that you create, you know, teams they'd like to work together, but the big issue is, if you like innovation, and you would like to change something, the big issue is how diverse is the group. In general, the more, the same of one type of people, the quicker they come to solutions because they have no conflict. They just say, this is white and this is red and then they come to a solution. The more diverse your team is, there are much more, issues coming in. There are different viewpoints. There are, obstacles, there are hindernis and, but sometimes it takes much longer. And the understanding of each other, the forming of a consensus mindset takes much longer. Depending on the intercultural issues or the different, it's not always culture. It's sometimes experience, the age issue, whatever. And, of course it's takes more time and it's more complicated and, you have to overcome, then it is difficult in order to find the richness of the growing potential. And because people don't like it, they usually like to work with likes and then it takes some time till you really experienced that the more diverse the group, the more is the potential. And. It's something you have to learn that it is. Yes, it takes longer, but it is also much more interesting. And, this is what my training goal is.
8	I: Thank you, so do, did I understand it right that often the objective of such an innovation workshop is to create a specific mindset that is open to new ideas?
9	E: Yeah, well, essentially the, the workshops I have done, the, the people like something which has to do with innovation and they don't, really ask the question, what is in it. Yeah, they like, they see, oh, it's a simulation or they, they do it into, they're doing something gaming. It is, it is in English. We can do it internationally. But what it really means for, what is behind, the psychology behind it. This is not really on their mind or they, they don't ask for it. So this is some, they just want a good atmosphere. People like it, and that there's something starting and that the team building is starting and, they know it's not the methodology how to innovate. It's about the framing of the mind
10	I: Yeah. Okay. Understand. And how would you say, How do you assess whether an innovation workshop was successful or not successful?
11	E: Maybe difficult to answer because I do the workshop and then I leave the nice group. So I don't know. I can only tell you if they enjoyed what we did. If they spoke out about some ahas, if they had a feeling, Now I understand this is what I experienced. If they finally keep this spirit go on with it. take the learnings out in the company, this is hard to say,
12	I: okay. You get the feedback in the end of the workshop from the participants and from that feedback, whether they liked the workshop or not, you define whether it was successful or not. Right?
13	E: Yes. And the problem is even if you would say, if the company continues to have the same workshop all over, is this a sign of success for the innovation? Well, you know, sometimes, HR buys, innovation workshops and they, if they have a good response, a trainer was okay. They had a good knowledge. The team spirit was good and the people were happy. It's a good sign so that we book and it has nothing to do if there is a real, because they don't ask for anything, to achieve. We, you know, if we would have a group and we would have to say, okay, this group has to work together. So, you know, you can't do this in the workshop. So we would have, this is a starting this, we have to follow through a process and this is a completely different way, how to work with team. And this is not what I do.
14	I: Okay, understand. you already covered some aspects of the benefits of a culturally diverse participant group. Can you again explain a bit more in detail. What are really the benefits from your point of view?
15	E: If you are diverse and you have different, and diversity is not about, we have people from all of the world. Diversity could also be that we have technical experts and we have nurses, it could be that people just come from very different fields. So, if you put

	in, You know, the one is not blinded by the others. So then some people just ask these stupid questions or they just get, they see paddles of some issues, which couldn't can only be seen because both have the same experience and bring it up, it is, Yeah, it is the experiences of different fields from cultures, different mindsets, which come together and they find that there are similarities. And then you can see what could we learn from each side? and this is also the whole concept of, if, if there is somebody from the outside, even if it is, a very young person, they might ask really interesting questions, but the, the recipient, the group must be open to listen to it. It's yeah. So it's, this is what you saw sometimes the problem that, the one who has the potential to change or to bring in the new perspective is, cut down because this is not the way we work here.
16	I: Yeah, I understand completely, as I also know a little bit of the Medici game from Willy, So I understand that from different areas of work, there comes a very diverse mindset and knowledge base. But do you also have have experience, regarding different mindsets due to different cultures? do you also have experience with a participant group where the participants come from the German speaking area and also from another country working together?
17	E: Well, actually I just run the, workshop, online in these different cultures. And, what always happened, it is a kind of innovation workshop. They have to get the investor mindset. So like even an investor would come into your company. What would they see? And what would you like to change? So let's, it's more about, seeing something and change it. And, it's clear the German, speaking is, these are the facts and this is what we do, and this, this, this, and, the Americans for us have to have the big story. So this is a potential and they talk about more the result and then the Asian people, most of the time they wait till the others have spoken. So they, they make up their mind and they try to read behind the lines and then they, they come up with some ideas. And the question is, how much are Asian cultures adapted to already to American? if, Asian people have lived in the US they adapt very much their style because it's easy to copy, and, Asians, they need more time, I think. And they, they need to have the whole puzzle on the table. They are not there for quick solutions. They try to get really into it and have the whole puzzle in front of them, different ways about how to look at things. And this has to do with the low and high context of, of language and of culture and, the low context sculptures. they are just the quick ones. I'm very Americanized at this. A lot of Germans have adopted this tool, you know, to go on a low level. It's always easy, but, the high level is much more complicated and they see, they try to involve the whole system. And that is why online trainings are difficult for Asian people, because this is not that quick. And also, the question about Americans think, What is the problem and they try that it is easy and go through it and the agency, what the hell is he talking about? I mean, that does he, or she see the field, which we have to job. And it is just the cultural aspects of this different viewpoint is you need to have, you need to, you know, the question is if the Americans always bash Asians, because they are too slow. that doesn't help the process because then they say nothing because they say, okay, then do it alone, and, I think it is, I had an experience with a friend of mine. He, he lost his Asian people. He had several online trainings and then all of a sudden the agents didn't appear anymore because they didn't feel heard. Yeah, they, they failed to inject it. They felt like, what do I do here? I can't bring any value here. And they, and they didn't even see it.
18	I: that's very interesting. Do you know more about that, that workshop? What do you think, what went wrong or what did the facilitator?
19	E: It was too much on the American tack tack tack number.
20	And he liked to be efficient to have getting out the most of this two hours. And they had no space for the people to, to wing up their mind because, Asian people, I mean, it's stupid to say Asian people. I always also like to see bigger frames and I don't like the shortcuts. You can't do this. Like, and now we go to the breakout rooms and then 10 minutes we come back. It doesn't work. Yeah. And then most of the time intercultural trainings, due to the cost of coming together are done online.
21	I: Okay, understand. And so what would you say, what are the learnings for you personally, when you have to organize or facilitate an innovation workshop virtually for an intercultural participant, what do you do different, in a different way than if it is for a monocultural participant group?
22	E: Yeah, the big problem is I don't know how much they know each other, if they have worked before together. So you have to start the introduction more carefully, who is who to value anybody. And you should also perhaps make clear, there is a wonderful video. I will show you. It is, from an intercultural trainer and it is she's called, Erin Meyer. And she has a wonderful video for three minutes, about low context cultures in high context cultures. And if you see that, I think you understand a lot, especially the Americans understand that they make it too easy and, why the others are still puzzling what he has said, because he hadn't said anything. And I think, I think we should perhaps make aware. You know, usually innovation workshops are not intercultural workshops. So we don't talk about this. This is another seminar. And the big problem is you can't work without knowing it because then you make all the mistakes. So you have to integrate the intercultural aspects in order to make the group workable that they listen to each other.
23	I: So you mean not only the facilitator has to have the intercultural competence, but you also have to make the participant group aware of the differences. Right? Okay. I understand
24	E: perhaps this is done in this five minutes. Yeah. And then we say, okay, there are people who have the tendency to make a shortcut and to say, Hey, we have the solution. And this is sometimes nice and easy if things are linear. And then there are people who need to see the whole picture. So. I'm sure it will help a lot. And then we can see if Asian people shut up and don't say anything. Well, there is something has happened. So it is you as a facilitator, you have not only to moderate active language, but also no language. Silence. Yeah. So you have to say, yeah. What is in your mind what happened? You are thinking about something. This is why it's so silent. Can we share your thoughts? Can we listen to your thinking? So you have to, to overcome and integrate them again, but just to say, they are not interested and they shut up. It it's terrible. If you do that as a facilitator, you are not, You can believe me, everybody who is in the seminary more or less wants to be a part of it. And you have to integrate the people. And it is sometimes not that easy. I mean, you are also with your bias. Yeah. I mean, I have also a bias and I, of course, I'm triggered when there are too many Germans in it and sometimes it is even worse, you know, then we have seminars and the company let's say it's german. They have in every country, they have, their people and, sometimes the leader or the guy who is responsible in Thailand is a German or Dutch. Or an American, they, sometimes, how should I say or an that these guys are even worse because they, they are out of their comfort zone of their local cultures. They are living like the boss in a development country. And they live in a culture where people would not reject the boss. And they are the one who knows everything and they are not able to reflect their own thinking anymore. Yeah. You know what I mean? So it just, I had this guy last time and, whoa. And I say, you must be Dutch. And he looked at me, said, sure, I'm Dutch. And you know, Dutch are the worst, they are the most direct persons in Europe. You know he was unable to integrate any of the other Asians. And it was, there were just silent because he's so dominant and then they let him run against the wall alone. And this is a big issue. So the question is very difficult for a facilitator, how to handle these stars. Yeah. If you have such adapt start in Asia, it is really difficult to, to make him learn that listening is a big issue and that if we only have all the minds on the table, we can really see what we can do. Because they want to be the hero and they know all the solutions and they have a solution for everything. So, you know, to manage something is to do the right steps, but to innovate, it's really getting something new. And this is also sometimes there are people in, in these groups who have been good managers, do the things right. How we did it, but they do not the right things. So

	the big question is how can we get out of this following the trap. And this is how we do it here. And this is great. So then we have Colonials. Yes. They, the racism issue, then we have the colonial thinking issue and, it is really difficult, if you have a timid person from Asia, from Singapore, which is not Chinese, but more malayan, and then it just really, You have everything in this international groups? Because everybody comes with their attitude and , if they think all these people are stupid. They need somebody to tell them what to do, it, it is difficult. Okay. But this is the. It can happen. And you as a facilitator, you need to really to know how to handle this, because this is nearly impossible to do this collaboration on such a level.
25	I: Okay. I understand. It really sounds like handling an intercultural group is much more difficult than a mono-cultural group.
26	E: And I can also tell you, I have a lot of friends who are into cultural trainers. They are specialized on German Korean. German Tunesian. So they have their origin and they have the bridge to Germany, but to handle all cultures, five, six in a group, it's so difficult.
27	I: So this is also then a learning outcome or recommendation that the facilitator should be specialized for specific cultures to really make the best out of the workshop?
28	E: No, no. I just want to say they are also limited, even if they are experts in intercultural, they are limited to one group. And the question is if I have an international company with five different, I have Indonesian people in it. I have Russian people in it. I have a Canadian, I have somebody from south America and somebody from Africa. Puh.
29	I: You need to know about all the cultures?
30	E: You should know the frame, what are they, what are their tendencies? And this is, why Erin Meyer is wonderful for that. So I, I use it sometimes to show, ah, here we have, we have similarities and you know, all Catholic countries have similarities, even if they are not on the same continent because it's cultural issue. Yeah. But. Sometimes you can't talk about it because you should talk about innovation. So you have to create some, room of openness, of fairness, of listening. So you put it on this level because if you go too deep in the interculturals you never arrive in the innovation.
31	I: Okay. I understand. So I understood now one of the success factors is that you make the group aware of the cultural differences. What other aspects do you need to adapt and do you need to integrate in such an innovation workshop to make it successful?
32	E: well, I can only talk about what I do in Medici, we bring in examples of where things came together, which had nothing to do with each other, like a heart specialist on how to correct, the flow of the blood in the heart to somebody who builds bridges and manage the water under the bridge. So all of a sudden they see it's still water running around something and they find similarities and they could learn from each other. And for some people it is just eye opening that this is post. Or stories of big innovators, for example, IT specialist how to manage the perfect logistic traits works with ants. And when he worked in his company about the ants trails, which is an algorithm, he said, these animals have these algorithms. We just need to find it. And they all think he's crazy. So you had to leave the company. He went to a university, he made his research on this. He found out that he's right. And he did it. And the big issue is, nobody wants to employ somebody who is so much out of the box. They want the system, but it is very difficult for these people to get back into a company, which is on a higher level. So I followed this guy who did it because this was not in the script book. And he was always an entrepreneur and he stayed out of the company. So he sold his knowledge, but it is very difficult for an innovator, to work inside the companies. This is why we have so many innovators who are start ups. Because it's smaller groups. It's big companies are good because they follow the rules. It's not easy. Yeah.
33	I: Understand. You also said that it takes more time, facilitating a workshop with an intercultural participant group, what would you say more or less, how much time do you need to invest for a mono-cultural group? And in comparison, an intercultural group, how much more time do you need?
34	E: I have not really compared to this, but, at least I should have one hour more.
35	I: Okay. And in total, in general?
36	E: normally two days, two days, maximum. Yeah. They want it quick. This is how we work. Yeah. And they it's like you, we need the knowledge and then we do, but it has not to do with knowledge. The working together is something of trust, of liking each other, of fooling around and finding some ideas, that's, it's not like I get the knowledge and, I can click. So, usually to build it up takes a little bit longer as I cannot do this in the workshop, what I can do, I can inspire them. I can give them hints links, stories, so that they can go on and work on this and say, I take this as a reference, or can you give me this? Usually it is just, on the surface, it is more or less, I inspire them to see, That it is possible. There are stories and I give you, I just, what I can do in the seminar, I, I show you the different fields. What is impacting your thinking? Yeah. So what is what is usually happening, if we talk about innovation, these are these reactions. You are, the manager should work against that because that doesn't help you. So I have to help them to get out of, to do the things right. Trying to make things differently and fail. So this is their biggest fear that they make a mistake and they have to be clear what innovation really means. So it is a kind of setting up a mindset. It's not, we have an innovation workshop and at the end we have a new innovation, you know? So it's also the question. What do you really want?
37	I: Okay. can you maybe summarize some of the recommendations for action or what are your workshop principles, what you always take care of, regarding the duration, the location, the content, yeah, the breaks, whatever comes to your mind.
38	E: Well, the basic principles of facilitation are the same. You as a facilitator need to know who is in the room. So you have to get them to speak, to act that you get an idea of who is here, and, this is what I do online or in a face-to-face. I sometimes try to show that they are, that we are monochrome. So I asked what, usually it is happens when we are in a, in a company where most of the people work in the head office and they all live in the same area. And from the dialect, you hear, they have already been ways in this area. Yeah. So, you can, I do, for example, I show, let's see how diverse we are. And then I say, okay, who is not from. Hm. Everybody's from Germany. Oh, okay. And then they say, oh, he said, finally, somebody from the north, if we are all from the south? No, we all, all from the south, you know, and then you can see that and then you can talk about it because the group has not been aware of this so much that this is, perhaps not so good for innovation. Yeah. If you are too monochrome, but they need to, first of all, to understand, oh, this is how we are in the group because they all are okay as they are as a person, but in a, in a collection of people who are come all from Bavaria is different. If you have a more diversity in it. Okay. So you can ask, who is married to somebody who is not from Europe or whatever you can do, but then you can just by asking these questions, you see that, well, why they might ask, why do you ask these strange questions? And I said, yeah, because I want to see how diverse we are. Oh, how much world is in here? Hmm. Okay. Okay. This is something I can do physically. I call it "Aufstellung". So sometimes I do this, it is a little bit, yeah, you can also do this, with, I use online, you can use a concept board or Miro or something like this. And then you can also map the world and say, where are you from? And what are you experiences that this is only maybe physical stuff. I mean, to really, to come to a mindset. Yeah. So, open the space saying it is different, this kind of, opening to, to see what is the other values. And then you have to also to create that it is about learning about that the difference makes the difference and that we, otherwise we go on doing the same thing and that to open the mind, to listen to others and, yeah, and if you're in a bad, they just become foolish and just do crazy stuff because they want to do something different. So this can also happen, but usually putting them into a gaming experience, something they can talk about, you get them some scenarios and they have to discuss how they see it. If they are to monochrome, the facilitator has to bring in the other idea. Okay, this is the only chance you can do

	then say you have what, or you ask the group. What would a person from south America say about this? but they just difficult if they don't know anybody from south America, how should they say that? and then if they are diverse, you have to give everybody that time and space and motivate them to talk up and say, come on. And especially the ones who say nothing. This is so that they know something and they don't say, so the question is, how do you get it out? And then you say, what do we need to do to make you speak? And then you have to try to make it a little bit funny, shall Kevin leave the room and then you talk about it? Like, you know, you have to look at them that it is coming out and why you don't speak up and oh, but this is the only way. And you have really to try to motivate. Hmm. So the view as a facilitator, the problem is you have to be clear about this. Usually it would be much better to do it with two, so then one can observe the other and that you can see if the other is already on track. It has a blind eye themselves, and then try to work against it. As a facilitator, you have to have a certain flow, a linear flow, which goes through the seminar. And you look at the time and you're trying to make it run. And, on the other side, you have to stop and open and involve all these people. And sometimes if you are too much on time and you need to reach the lunch break and whatever you might overrun, your own attitudes. So it's, sometimes it helps. And especially if this person is from a very different cultural background. That's perfect.
39	I: So you mean, especially for an intercultural participant group, it's helpful if there is a second facilitator?
40	E: Yes. Yes sure. And a very different one. Or a female and a male. If you talk only about diversity and you are a German under Germans, it's more difficult to make them clear what it is.
41	I: Yes, I understand. That's a very good hint
42	E: Yeah, but who pays for that? Yes. But the question is about the importance, how important is it and how often did you do it? And it failed. So, I mean, for me, it is easy. I'm in the international. And network. And if I would, discuss with them and say, I need a facilitator from Indonesia in it, we will find it. And then we hook somebody. I, you know, I promised this to my, to a friend and he said, my sales people need to understand how it is to call somebody in Saudi. And I say, okay, I have a friend who sells in Saudi. We will make a two hour workshop. Invite and ask the question. So online, everything is possible, which was impossible before. Yeah. So it is possible if you want to do it, if I would, I mean, it just depends on the importance of this workshop, but you can do this. You can say, okay, we have created a two day workshop and I have three colleagues from different angles of the world, which we bring in and we will interview them and we will see what is the difference. And then we could analyze as a group, how they perceive it differently. But these are also persons in a cultural context, but anyway, it would be interesting, at least you should. Yeah, it is. You should try to make it an experience and not a teaching.
43	I: Okay. I understand. yeah. Perfect. I think we have mainly covered all my questions already, so from my side, I do not have, an open question left
44	E: I have another idea just for. For example, I made an introduction to a seminar, which I do, and I explained it out of my cultural perspective and what is, what a good management trainer is talking about, blah, blah, blah. And it is possible that the recipient, the ones who should take this course is annoyed by this language. And you should always test before you send out this material for the invitation alone. How does your recipient react on it? So I asked my company who is doing this workshop, please send it out to somebody in Asia to see how, how it sounds in their view. And they looked at me. We've never done this before. Yeah, I know. But it is an intercultural issue and we should be clear that what I mean and is right for Europe is also right for them in Asia. So it starts already how you announce it. And sometimes this is a kind of test in a seminar I can't test it anymore. But if I get one in and we can talk about it and we can change things or wordings or winging up other topics, it's very helpful. So testing is very helpful. Don't go with your mindset and your creation of the workshop into intercultural training without testing it.
45	I: Okay. So also the written invitation, or maybe there is an introductory task for the participants, you do test it with the person from that culture, but not the participant, right?
46	E: Yeah. It could be a participant you could, or you could ask somebody from the company or from a fault with. Yeah, or, well, you know, if you have 60 participants and you, you talk already too. Sometimes I do even interviews before. Sometimes I interview everyone who is there to really understand who is in my seminar. Yeah, because sometimes this is important. I had one important, seminar. They were project managers who do a level. That means they were really the big, big, big projects. And, I wanted to know who is there, what is their big problem. Perhaps they would even mention it to me, but they wouldn't mention it to their colleagues. So I had to neutralize it and bring it in. So you need to build trust that they show you that this is a problem, but I wouldn't mention their name. So all this is possible before the workshop, but you need a company who understands that this is a topic, because they also have to pay for it. So I, if I have, and usually I do the interview half an hour and I have to rewrite it down. So we, we flame it and as a half an hour, so we'd 16 hours. It means it's two days. Yeah, the question is always, is it overloaded or how important is it and what is the result out of it? Some people even feel honored if they are interviewed. So it helps a lot to get, give them a higher level. So you have to really, consider several topics by doing it. But it is very, very helpful because Asians would speak up to me and timid people who, or they would say, Claudia, this is a nightmare. Whenever something comes from Asia, they all ignore it. So, this is usually what they tell me. It's happens all the time. And, then is a question we find our own way and we, we talk like them, but we do it our way, so. Okay. How do you integrate this? They would not like to talk about it officially, and, you can only say, well, it would be good if we would also listen to, the way, what did they, or what successes did they have by doing this and why would it be better to listen to them? It helps a lot if you know more, you should know the culture of the company, I read the whole webpage, really. I tried to understand how are they doing? Are they financially in a critical situation? Are they under stress or are they in a "we are the greatest". So all this is important, but we are all humans and time is limited. So you have to really to find out. How do you get out? And you make the small interviews in the beginning
47	I: and regarding innovation workshops, what is your objective to get? Which insights do you wish to get from those interviews in advance?
48	E: The question is, are they in research and development? Are there people who need to innovate? what is their approach? You know, sometimes they, they have already a feeling that you should go in this direction because there might be something, but the company tries to push them on something where they save more money.
49	I: It's also to get the expectations from the participants, right?
50	E: Yeah sure. And sometimes it is, they would not, if you do interviews before, they are much more open than in the seminar.
51	I: Okay. Yep. Understand. Okay.
52	E: This is sometimes helpful, perhaps you can bring it in, And you can, you know, the question is, can I give feed, give the next thing is the next part is, if we create some insights in my workshop to whom can I transfer this?
53	how would they like to learn something from the workshop who will be the one who says I am, I am, have they had on, on innovation? I would at least like to speak to the trainer after that. It never happens.
54	I: So talking about the follow up after the workshop, what is there to consider or what do you do regarding the follow-up?
55	E: It just, that's what I always do. I say, if you would like to have a good learning, you have the workshop that you think about it. And after one week we have another hour online to discuss what we have learned. It's a kind of debrief debrief. Yeah. It's kind of

	refreshing what happened and what do we keep in mind and what comes in the second night? Yeah, but, for most companies, this is too much work, It's not the work. It is. I could even do it my own. I mean, I just, at the end of the seminar say, okay, when do we find a suitable hour? And I set up the zoom and we do it. But to do this officially, they are really all dying. But it, it is the most helpful thing. And then also to come back and say, ah, If there is, but we have something we would like to work on together so that we are, we do peer coaching. So, now we, our group, if you have an innovation problem, who could you just talk to, explain your issue and had them here. We could use this workshop and this, this build up trust and relationship, but a lot of people think, it's a transfer of knowledge, which is not. Okay. Yeah. So you know, as a trainer, sometimes it's a little bit frustrating, of course, if you know too much, you'll, you'll see the obstacles already in the, in the briefing from the company and you'll know what you're coming out. And then you have just to take what it is there and give the people a good room, a good high moment, got to working together and then they have to drive it themselves, which is what I would say which is what you can do as a facilitator.
56	I: Okay. Yeah. Thank you so much for all your insights. It was very, very interesting. Thank you, that's it. And that were all my questions, for your information, my master thesis will not be published, but if you like, I can send you a digital version of it as soon as it is ready.
57	E: Yes, always interesting. Perfect.
58	I: Okay, of course, I will do so. Thank you. Have a nice day. See you
59	E: See you. Bye.

E2 Interview Transcription

Date: 06.05.22

Para-graph	Citation
2	I: First of all, many thanks for your time. I am glad that I could win you as an expert for my interview. I will give you a short introduction of the topic of my master thesis and the research question. Of course, all information within this interview will be treated confidentially and also data protection will be guaranteed. So also my master thesis will not be published and yeah, I will keep all the information of course confidential. So the research question of my master thesis is what are the success factors and also the barriers for organizing and facilitating an innovation workshop for an intercultural participant group. I have prepared 11 questions, which will guide us through the interview, but we are very flexible in the way we talk about the issue. yeah. And as a documentation and as a start for the interview, I would like to ask you to introduce yourself and your profession, as well as your experience regarding innovation workshops especially with an intercultural participant group.
3	E: Yes. Very good. All right. So my name is Michael Gieser was born fifty six years ago. We done stuck on and Luxembourg citizen and moved there when I was age, I learned Swedish and French and we were linguistic family. Right. I didn't take on the linguistics per se, but you speak seven languages at the time helps, but, didn't want to do the translating or whatever part it wasn't. I want to have my own talks talking. I wasn't just my business management, which I, and also the things that are using an NGO, the many things in my life. And, I met the people selling me 26 years ago, I think, the Medici game developer and the other one, which was combining my way of learning, which is a visual way of learning and hands-on experience. And I suppose this is a good way for me to help people understand business management or finance. So I joined this company while I quitted at the same time, two years later, when I was actually working with an NGO in Guatemala with maya Indians, I thought like I was taking on a role as a, in a general family. I think no in the executive committee sort of NGO in refers at that time. And then we had to hire someone to replace me or that person who replaced me was Claudia Schmitz. So here you get the link.
4	I: I have some problems understanding your properly. I don't know if it's the connection, which is bad but somehow it's broken.
5	E: Okay. I'll try this one and it would be easier.
6	I: Can you talk again? Yeah, no, it's much better. Much better. Thank you.
7	E: Okay. Very good. I had this kind of pook, which is a good sound system normally, but not today. So do you want me to repeat what I said or do you want to check in on half of it? Which I said it's no worries. I can redo, but I,
8	I: yeah, maybe quickly repeat. That would be great. Thank you.
9	E: Born in Sweden in a multi-linguistic family. My mother's Swedish. So I have Swedish as a mother and my father's Luxembourg, you know Luxembourg, small countries speak many languages. Should be british no Luxembourg, sorry, French German. And then you'll learn English later when I was 12. Anyway, so I studied business management in Brussels. I think he would say DVL in German, but then no, nevermind. And then I, was working in an NGO world and I joined 70 and 95 because of the great learning methodologies. This company was called bay. They were learning methodologies in the national before they were bourhhaving an approach of the one I was defending, which is to learn by doing it hands-on visual models and all this kind of interactive in groups. This corresponds to my way of learning and, making things, Crystal clear, but still, active participation. So I joined them, but then I left two years later because I was appointed as no, I needed to do other projects with Maya-Indians in Guatemala. So I was working with this NGO and different projects. And so I was part of the executive committee of that NGO. So I left the company, Celemi two and a half years later and we recruited my successor who was clouded by that. So I trained her to start, in the company, Celemi, that was in Brussles, in Belgium at that time, sort of where my first son was born, by the way, little bit, a couple of years later, now I'm living in south of France, but I still have my company in Brussels and Luxembourg, now here in south of France. Right. So, that would be, I'm also a musician, so never made about different things, but I'm interested by different things in life. And I do classical opera song as well. So I'm doing that, but not professional just for my own fun. Right. And I take on business clients since now, well, I think it's 26 years and I've been working in all over the world, I think, except for the north pole, north pole and south pole, I've been there, but I haven't had clients there and I guess I'd get more, I don't know. 36 countries I've been having clients. Right. So that makes sure that my round of the world trip with clients and it's still going on, except for COVID of course, then it becomes also a digital version of the same thing. I would just schedule it. And right now, just before we were talking at the session with the U S guys and in the U S you have east and west coast as well. Right. So if I want to be in my timing, which I put up there, and then I changed it again to be on that Atlanta timing. So my session wouldn't be at 6:00 PM until 10:00 PM four hours. So that they can be in Atlanta from 12 to 4:00 PM. And the east coast from 9:00 AM til 1:00 PM. So times and times zones I have to integrate, because we do it in digital version, right. To the background. So I have started that stuff. I was very sensitive to the way we learn. Right. And I thought it's useless to try to teach someone something which you cannot apply. And I hate wasting time, my time, their time. so I definitely went for a search. I could have invented the company. I tried to invent that kind of thing. And now that people have done it already, that's why I joined this company and I'm still working with them. But as an independent

	partner like Claudia is also now an independent partner. So that brings us clients from different places. And I think I am the most experienced, but just by two years more than, yeah. And the whole group, except for the founding members, the company was six people, six people in the, in the offices in Sweden. And we have now been up to 6 million participants just to give you the idea worldwide. Right. That was the background. so it happens to be that I do like, do you do any art yourself? Do you do any music or any theater or any public speaking, anything like that for yourself?
10	I: yeah, indeed, public speaking in forms of, I'm a wedding speaker.
11	E: I saw that. I saw that nice
12	I: I do that also part-time. So a lot of different jobs and hobbies part-time
13	E: yeah, Trauredner, that's what you do?
14	I: Yes, exactly. It's when you do not want to get married in church, if you do not belong to any religion or for another reason, you are not allowed to marry in church, and you want to have a ceremony, then you can hire a speaker like me
15	E: May I ask how young you are?
16	I: Yeah, of course. I am 29.
17	E: Very good. so I thought I was interested to like comedy or theater or song on the stage. And sometimes you like to be "bewundert", we like to have attention last on the lights and everything? And with this kind of job would come back to it. We had to let that go to make sure that the light is on the participants and we are just a facilitator. So the job is actually to facilitate the learning for other people. Although we have the knowledge, all we try to do is have the people acquire their own knowledge. And so we need to go from being someone knowledgeable to being someone rather, not stupid, but it goes in that sense. That means if someone is asking me, Michael, could you tell me what is an intercultural, good facilitation. I would say, what do you think about it? It's, even if I know it right, to create a dialogue, to involve the other person in his or her knowledge beforehand, come back to that later. So that's why we call it facilitator. However, if I go to Brazil and they say, wait, what's your name? What's your function? tell them facilitator. And he says, I cannot say to my team that I brought the guy over with business class flight from Brussels to Sao Paolo, to call it facilitator, I need to call you el professor. Go ahead and call me el professor, but I'm not a professor. Right? So, the professor has a lot of knowledge, right. And he has lots of theory and I'm much more the practical. I would say that the professor has the answers. I have the questions. Okay. If you want a summary, that's my job. I have the questions for you, right? To help you find your own discovery. Of course I have the knowledge. And if you really squeeze me, yes, I will find the moments I'm trapped. And I stopped talking. I stop, ah no, I start talking, sorry. I am a talkative person and my, the second summary is you need to pay me to stop talking. So the people pay me a lot of money and then I go and I say at that price I let you talk. Right? You see, as a facilitator, it's already part of the next questions. Really the job is to stop explaining and letting the people discover, which is no different today because you do an interview. I definitely have to give you inputs, but it's often in a dialogue, it'll get, and most often in my job as facilitator. So we call it consultant facilitator, but actually I run my own business. So I'm an entrepreneur. Okay. So get my wines. I have my own business. I send my own clients, the invoices. I have to schedule it in as an employee personally, in the field of business management, I thought it was complicated to have an employer who's paying my salary and to talk to companies and directors who are, you know, so I thought I can only talk to business people when I'm a business person, myself, to have the own experience as well. So I'm an entrepreneur. That's my job. And in my job, I'm a consultant and facilitate, okay. The consultant has some kind of answers. The facilitator is running these workshops we are talking about.
18	I: Yeah. Great explanation. If someone is asking you to facilitate an innovation workshop, what is their your objective? By doing, conducting such a workshop?
19	E: First, I need to know those from you, from the client, what you call as an innovation workshop. Is that a workshop, which is as an innovative style or is it a theoretical workshop talking about innovation? What is it for you in your question?
20	I: Exactly, good question. The definition can be very broad , because the term itself is not self-explaining, that's right, so innovation workshop in my point of view, It's when a group of people is coming together with a common goal to somehow improve their innovation ability. And that can be in different dimensions if it's to change the mindset, to be more open and with that to enable innovation to arise or, to start on another level that you really work on an idea and try to develop it further to an innovation.
21	E: Okay, very good. So, your question before was, to say, what? How do I answer if I get the request from the client is? What did you ask? Was that your question, or can you reformulate your question? So I will answer that one.
22	I: Yes. What is the objective of your clients when they ask you to conduct an innovation workshop?
23	E: Okay. the objectives of the clients is two folds. what is the subject? unfortunately we want to give trainings on lots of different topics, but sometimes they just say, you're good in that and we want to have you there. Okay. So it's often about business and business management and business finance. Okay. I'm like tired of it. I don't even care about the subject. Right. The clients care. Okay. They want to improve sales. That will have a better margin that will make a better business. And suddenly, you know, I think I'm not sure you say to in English, but they know the egg and the hen, what is first? Do you first have money to invest or do you first invest to make money and those kinds of things? That's like where, or if you would take the Medici game where they say, we want to look for better ideas in development. I didn't run it a lot to that session, the Medici, but I remember the client was talking about developing video games and it's a business which makes a lot of money when the people are buying, you download it for free, right? And they can buy a little improvement. You pay 20 cents or maybe one Euro, but they have a, let's say 10 million users. And everybody buys every day one little improvements that makes a lot of cash, good money, but you have to be always ahead of the game. You have to be innovative to be delivering something new before the other ones do it. So it's really being ahead of the game. And that would be a parallel to the businesses as well, because somehow if you want to recruit good people, you have to be an attractive company. And if you want to make money with a new product or services, you have to be better than the other ones. So it's to be ahead of the game, which is the request of innovation from my clients, because I'm not working with schools, I'm not working with NGOs in the area, but, it has often, competitive reasons. Okay. So that's the content of it. And that comes to format. My company is called dream team. So it's teamwork, but also then one, not only reaching your dreams, but also creating something which is, collaborative and, fun. We call that serious fun. I think Claudia mentioned certainly the word serious fun. So it's difficult to explain what is a simulation game, but we don't do games also in Medici, you didn't roll any dyes that said, Hey, what's coming out of that one, oh I go to prison, you know, no, you didn't do that. You actually have to connect the dots to do discuss, but it was not very much a simulation. It was more a game to put things together and just talk. Call that a work metaphor for dialogue. All right. A little bit help just based on a book or we can do that with, so what we do is that we put it in a certain format and the format is important because when you say I want people to work together and I will take, you could ... always have to laugh with Claudia, so she said before joining Celemi, she was working in a company. There were only men and I said, yes and what was the name of the company? She said, Mannesmann! So come on, come on. Okay. So she's now working with the EMWD a women's development groups and stuff like that. So we have all of our things. And, I think an old French industrial company, and you take this, senior director who gets the stage and a microphone. I always think, o man, but you will be bored to death. And indeed he takes his microphone and says, we need all to work together. So let's think about this message. Did he involve anybody

	in this dialogue? He has the microphone, he's the only one who can speak. And he says that main mission is to work together. You see it's a bit contradicting. Now it's like sending a bomb and saying, we should make peace.
24	<p>Seriously. You have to do and live. The medium is the message. So that's one of our keys. That means if you were to say, we need to make an innovation workshop, then do it as a workshop. We will work together on innovative ways to think. Don't say we have to think out of the box, give them the chance to think out of the box, right? If you're doing people to work together, don't tell them they need to work together, work together. You don't go in between you should, you should. No, no, no, you do it. That's my job. If not, or, or the senior management role, if not, it gets ridiculous to say you should be team workers, but I not because I'm above you. So wait a minute. What was the team if you don't work together? And unfortunately, today we are still in the middle ages. So one advantage of your kind of research is to make it as a main string, sometimes we just stop. I mean, your generation as well. We'll stop accepting these senior guys, always guys, right. Somehow. Right. Who say that you guys should be working together with. You know, I'm somewhere else. No, no, no. You should be involved. You should be in the team. I should let loose. And you should learn yourself to question. Yes, but I was educated in a way where we had to fight the hierarchy to reach a level that worked only by making you know, political games and being my several in France, UK elite, the best students I say to my kids, you go to school and you don't learn how to work together. You learn how to work for yourself. Isn't that strange? Where's the main challenge of any organization today is to work together, should be individuals, should be nations, et cetera, Europe, whatever. If you got to learn how to work, okay. Japanese working better than, than French people and Scandinavians are working better than the Germans together. Right. But it's an, it's a Swedish model. So this kind of, we do it together is part of the model. So two things in the innovation workshop they are looking for, the serious fun, and of course the business, then you have what I'm talking about. Right. And I think it was, I forgot which author, but I find it back by searching his, I think he's called Mark Twain. And he said, I wanted to write you a shorter letter, but I didn't have time. So what does that mean? That means if you want to make a really good, serious, fun contact session, which goes to the point, you have to invest a lot of time to develop a business game, a simulation of workshop. So it's just not me talking. We have to develop a day, pay royalties on that. They say that's expensive. I'd say that's no worries. Either we do it in one day to the point, or if you want to make two weeks talking, I'm giving you theory lessons. That's fine as well. I mean, how much time do you have? I can charge you a week if you want to do it. All right. I had this client who tells me, Michael you are really expensive. Because I have this teacher is the professor of industry at the university of Tokyo. And I'm like, I call him in. He tells us about the processes of manufacturing and high-tech industries and his fees are cheaper than your session. I said, you know, what, if I were you, I would order him in because he's much more intelligent, which is true. I have no clue about industrial engineering. Right. But what I do is that your people were there, they know it when they go out. What's important, that the professor knows it or that the participants know it? Innovation is that people, as you said, are being enabled to make things happening. And then once you create the ground and I will give you, do you have any babies or children in your area which were sisters or brothers or cousins. So have you watched babies? You put, you put them in the Sandkasten, how long do they search to start moving things? When we asked when, if I give you something which looks interesting or a new phone, you wouldn't first undo it, that you start trying it out, right? You will not take that manual on reading it. You will not wait that I explain it to you. You want to try it out directly. So as long as you give a first kind of setting, even when you saw the Medici, we call it creating the conditions for learning. You can include the innovative learning or business learning, anything. And anything which has to do is changing mindset. That's the third element. And that sort of, so the first thing was, it should be fun or serious fun, or the methods should be engaging. Right. But people work together. The second thing, it has to be oriented towards a goal. Right? And you have either strategic thinking, changing mindset, global picture, or you have the operational. So let's say that the clients are pulled between both. They definitely liked the discussion about global thinking, but they say, what can we do outside and more directly, what can we do at the end of this day? I would say most of my colleagues sell the global view, but they're not active enough. Now I can change this and that. Right. I am more focused on let's first, try to change one or two things and I show them, what are the levers? Right? If you change that hub, like you change the speed gear on a bicycle, suddenly have a different kind of traction. And the strategic global view is to understand where it fits in. Right. But you don't necessarily need to spend too much time on big view, strategic discussions, but it should be a combination of both. And we'll come back to the last aspect was to creating the conditions that the people are doing it. either it's too fun or too complex. And that is very tricky. This is the very tricky part from our side, which is again, another question later, how do you find the right balance between complexity? That means, like illustrate that you're mentally challenged and that it's funny enough. I say I have this legal blocks like that and make them, you know, things like, I, you know what, I have something more important to do, right? So you have to keep them engaged, but if it's getting too complex, one example would be, quantum physics. Do you know quantum physics? No, not me neither. My sister works with that, but she's able to make it simple. Right. but most people have a lot of knowledge. They make it very complicated when they explain it. Right? So if you listen to a lawyer, you listen to quantum physicists, you listen to an IT guy? You're not sure you understood the answer or you even what you asked that the other thing, or two finance people, finance people are the same. They go in and they tell you a story, but the people will never ask any questions again. That's for sure. My clients where I go have a difficulty of dialogue, nobody talks to nobody, you call it silo thinking, right? So you innovation and why the clients are talking to me is they say, make it fun. You have the knowledge, but okay. Experience. You break down the barriers, right? So people get again into dialogue based on something, a common understanding, and we're coming to more of the formulas later. All right. So clients have an objective of business and a format.</p>
25	I: Okay. How do you assess whether a workshop was successful or not so successful in your mind or in the mind of your customers?
26	E: Well, successful, I have lots of strings I can pull. So while I'm in front of people, even when things go wrong, I still find a way back to make them interest. Sometimes I change while I go. Last time it was, how do you lead a company in change across never the title of the thing. And that became the title while we're working. So I changed my slides for called how you lead the change, right? So we had those have nice discussions because it turned out like that. Of course I do a verbal feedback round, I'd love written feedback, feedback round. And I talked with my client who signed and who pays, who says, is he happy? And I'm not happy enough with happy. let's suppose you're hungry. Okay. And you say it's lunchtime. Oh, by the way, it's like, Hey, it's one o'clock once eat something and you say, I will not take from my fridge. I go downstairs and you have the Kaibab right. And, so you find a little pizza place. You think that they, I'm not sure if I'm going to eat a pizza, but why not? It's easy. It's cheap. It's fast. You sit down and you get that pizza. Okay. You eat it and you feel full. You're happy. You got up there. If I ask you, do you know a nice Italian? You're going to think. Yeah, I eat a pizza, but it's not necessarily that I would recommend it. Right. So let's think about this recommendation. You as a woman, you might have long hair, but you might go to a hairdresser or to a doctor or skin doctor or anything. When a friend of you asks you, Hey, do you know anybody who can help me with my skin issue? If you have a really, really good specialist doctor who you really trust, then you recommend them because you were delighted, not happy. You have to be absolutely delighted. You must be saying, this is the best one, you know, or dentists, you know how I don't want to go to a dentist, you know, while it may, in that case, you have to wait six months to get the meeting because he's just, you know, word to mouth. So I need to create, because my clients, a delighted client who says this was exceeding my expectation. Of

	<p>course, if you go to eat the pizza, you want to have less hunger. You'll be happy. You don't want to be unhappy. You don't want to be sick. That's of course never. Right. But you expect to be happy. That's just your expectations. So mine is to exceed expectations. So that's the positive part. I do measure it verbally with the participants with the participants, with the client afterwards, and then they come back to order. The negative part of it is the way I working. I don't stay inside of the company for long time enough to see if it was implemented, maybe because I'm expensive or because they imagine they see me to be coming in and out the cultural group international. Can you fly into San Francisco to help? You know, it's like a right way. I'm not a digital fan, so I will not make it too long, either on the digital version and, so, that would be the drawback when we do workshops, is that I'm not doing the implementation part. Some of my colleagues do, but they are more the consultants and this consultant has always the tendency to go in and give prescriptions because I have the chance still to remain in the, how do you say interpretation part where I have understood something I'm going to do something else out of it. If you're a musician or actor, you take a text and you're going to take, say it your way. And when it's your way, then it has a value. If it's just to repeat what the other guy said, what did you. Why were you there? Why are you getting paid at the process? Actually, your place is not even necessarily, so we need to bring added value as humans, as people are. We can do it if we capture our knowledge, talent, and you would say innovation capacity, you can call it like that. Right? Because if not, we will be replaced mobile sheets. Every one of our jobs or 80% will be replaced by machines if it can. Right? So the only way for us to have any value added, to stay employed or giving, getting a salary or whatever is to bring that value added, which we have. Our complex understanding capacity or complex way to redesign things, to bring that innovation. So it's not an option. It's the only way to move forward. Okay. Problem solving, innovation, intelligence, redesigning, re-interpretation. Not repeating. That's useless. Well, except if you're soldier. Okay. That's a little bit of that thing, how do I measure the success.</p>
27	<p>I: Yes. Coming to the culturally diverse participant group. You have a lot of experience in that. What would you say are the benefits, but also the downsides of such a diverse group?</p>
28	<p>E: So if we take a diverse group, let's say already that people working for, let's say SAP, German company, they work for SAP in Germany or they work in the US or in Brazil or in India. They are always developers. And they're far away from dirty hands. If you take a steel industry, they will have dirty fingers and they will be proud of the material. The heavier, the industry, the more you're living it. Take bread. If you put your hands into an oven, you take out that bread. All right. So it's very interesting. I find to work with people from different business cultures. So it's oddly one culture, right? So the heavier the industry, the more they are grounded and the more they can smell and give it to you. I know what it is. Steam industry windows, like hell, nothing steel. And it's like, whoa, you think it's, you know, they tell you this product is so, you know, you feel like they're really living their product. If you take a consultant, he doesn't really know what he is producing, or adding, you know, the more intellectual, the more, yes, it could be this, but it could also be the opposite. Like what are you talking about? Okay, so the culture is also already what kind of industry you're in. Right. So I would say it's, it's less differences from India to the US. On a business logic. So, but if I take those away, because I don't think it does, what's your question. But I would like to say that you have different intercultural groups like that also in a company, you can have different hierarchies. You have the R and D center or the salespeople let's say, who do like lots of talking and chatting with the clients promising. And you have those who are producing, the engineers under the machine, engineers and everything. Also two different cultures, right? By the way, the sales people are hated by everybody else because the sales people always promise, oh, are we going to do that short sign there? Right. And they said, this is the order. And it goes to the industry. They say, well, we don't do that. That's not what we do, you know, crazy. So they have those calls. But now I guess that your question was about ethnic geographical cultural differences. Right. And we have, repeat your question that I don't, I don't answer that one wrong, could you repeat your question?</p>
29	<p>I: Of course. What are the benefits, but also the downsides or the negative sides of a culturally diverse participant group?</p>
30	<p>E: Okay. All right. Let me start by downsides because it's not a question always being asked, right? You need much more time, which will be one of the key to make things happen. When I asked you what is intercultural, I would need to, I always clarify vocabulary, but if you're on the same cultural background, you have the same, how do you say that, cultural references. That means there's not the cultural misunderstandings, so you can have a joke and saying, oh, you have a Schröder. You're still with the Russians, you know, everybody understands you. Do you say that in France or in India? They don't know what you mean. Exactly. And if you want to explain, you have a Schröder who was actually the chancellor of Germany, then he did the north stream two and then Putin and the war and they say what and it is not funny anymore. Right. So you need more time. So you have to redirect what you say. So the downside is that you cannot make shortcuts on small jokes or the same cultural background. That's the lighter problem. A bigger one is, what was called the intercultural errors. Have you had those yourself, have you experienced intercultural errors in your life when you, I don't know, you talk to a veiled woman about, I don't know, abortion, you know, that was maybe not the thing to talk about. Right. She doesn't even have the right to, you know, to, to have your own job, you know</p>
31	<p>I: yeah, I have some experience. I have worked in an international company before and also now during the studies we have colleagues from all over the world and, we do a lot of group works and therefore we experienced the same issues, especially that it takes much more time to come to a consensus or just general for communication.</p>
32	<p>E: Yeah. But you do it digital then or life?</p>
33	<p>I: Both but mainly digital.</p>
34	<p>E: Exactly. So the only answer to this issues is that you need to build trust and the trust can only be built face-to-face, the informal way. Well, let's say that we also do now digital app is not, is not Medici, but you can, we have some tools which we'll do digital, but then I make them in some groups of four or five people breakout rooms in teams or zoom, and they work together, but still they know each other, look at this they're from the same company. So they have a common cultural thing. So if they can link, hook it up to their own company, it's okay. But if not, they would need to meet face-to-face. Because we have assumptions that for instance, people work together when they are in the same team, it makes sense. And then if you give them a game, they're going to have fun. We enter with assumptions, right? They're going to talk to each other and I'm in Saudi Arabia. And I work with women who have now the right to work. It's new, a new value. It's a great revolution for them. So I think they are motivated. I have my assumptions and they have had experience before. So I try to correct what happened before that these people sit down and they registered and then they walk out and to have a cup of coffee and they're not there. And I said, well, I'm just explaining, only going to move the coins on the table. Oh. They don't even answer, they go out and get phone calls. I make the rules, I'm rule oriented. Right. And I say, okay, the rules is that we're going to stay with our teams until we have a break. Makes sense, right? I mean, you don't say to a German, you stay together until the break. Of course you stay there until you have a break. That's what it's called a break. Right. And not in every culture. Okay. But, so I correct my thing and I make it more clear, more explicit. The implicit thing is to have an assumption. I believe people who work on through the break. Now become explicit that say, you stay here with your team members because one person is not a team. There's one person out of the team is two or three, four people, you're a team. And then I validate because I don't want to be keeping the assumption. So I take the Swedish side. Are you agreeing with that? Can I have your agreement? Does everybody agree? Yes, yes, yes. Would you even sign? Yes. I started a session with people</p>

	<p>who walk out, and say what? So, and then they considered me as being offensive to their culture. So it's interesting. So by clarifying, which is my, one of my solutions to intercultural misunderstandings, the fact to clarify, but why was that so? Because the group itself was one culture, was only Saudis, you see, I was the one outside. So the downside is if you have a majority of one kind of logic. That was now Saudi. I take two example of downsides where this happened to me, that means that the group is the intercultural one and I am the only outsider. Right? I am in Brazil. It's the week just after carnival, carnival starts at midnight and ends up 9:00 AM, so you change the rhythm. So in the day everybody's dead, me too. And I was drinking whatever you drink Caipirinha. So you dance Samba, it's great. And then you have a business seminar. You're like, oh man. And the participants, as well as it'll go and we're all half drunk. It was a great session. But of course the rationale of working is slightly different when you come out of carnival week. So I had to readapt to that. So, keep the light heartedness, and the third example would be, China and Taiwan. You know what the difference is between China and Taiwan?</p>
35	<p>I: No, not exactly.</p>
36	<p>E: Well, let's say very short, you have Mao Tse-tung. He makes a cultural revolution. He destroys everything which was before, all the old artifacts and all the old language, all the old culture, everything destroyed to make the new person, new world and everything. And some people said, oh, we have thousands of years in history. Let's take that. And they fled to Taiwan island. So Mao Tse-tung said, you are the enemies. And we have a new country and he killed millions of people. Like all these kind of, you know, dictators and everything. And in Taiwan, they kept, if you want to see the old historical Jade jewelry from 5,000 years ago, you find them in Taiwan. Right? So I'm giving a seminar in Taiwan and, but I don't speak Chinese. And I haven't been technique for that. I hang up a flip chart and I say, how do you say sales in Chinese? So they they write it themselves. I give them the flip chart marker. And they go write it down. I just wrote it up. And I take it to my next seminar, which was in Beijing. The only thing is, I unrolled, I said, Hey, and this is what is called Sales, this is a balance sheet. I said, oh, this is all Chinese. Oops. Just they have a modern Chinese. I rolled everything up and I took it away and I had shown them that I was in their enemy country just the week before, like, oops, oops. At Airbus, I explained that one on the video and I got the gold medal of the best intercultural mistake for that story. I was in Turkey and then I have this guy from, some organization, they say middle Eastern, you have Syria and Lebanon and Israel. Okay, good. Israel is always in a good war with one of the neighbors. But that's not the company's issue. That's okay. So they are there. And my client says, Michael, I know you always like to mix the groups, but I would like you to consider not mixing the Syrians with the Israeli on the same table. So if you tell me that, believe me, I would mix them. I put the Syrians with the Israeli on the table to work together. Okay. That's my style. And they loved it. They were so happy. They said we are humans, we are people, we love it. Just don't say to our families. And at that time, the Israeli took his picture, says selfie.</p>
37	<p>I: Okay. That was a very good experience. But from the previous experience, you just told me, what can you summarize? What are your learnings from that?</p>
38	<p>E: So I didn't take the benefits because the benefits outweigh for sure, so you have to be careful about the downsides. That's why I started with those. What we learned from those is basically, so if you call that the best practices, I don't know. So you have to give much more time and clarifying terminology. Don't have any assumptions that they understand anything, what you say, right? Even the word, what you say, maybe the, I didn't hear the word what you say. So you have to give a re-interpretation, which I do because it's not my mother tongue. So many of the participants say it's great to have a non English speaker speaking English because they hear that. I also translate. So that will be an advantage for you as well. The worst people is US people or UK people or Australians coming to give a seminar because they speak too fast. And you can say once, oh, could you repeat please? But you don't do it every minute. But what you, but they need to do is that you clarify and validate every word with a certain slow pace. And you know, people love that. They really say, thank you. You respected me instead of thinking we are always under time pressure. So giving them the chance to clarify the words, to take time. Secondly, was the mixing. Mix them as much as possible. If you have one company different, we put sales people with manufacturing, people together with engineers on the, if you have people from India and from Japan, you will mix them together. If from Israel and Syria, you mixed them together, always mixing as much as possible because then they have to speak slower to their neighbor. Is it because maybe the Indian was speaking faster, those people good Indian, and now you understand everything. And the guy from France, he says, are you about to understand? So they need to do that. So it's a humility, but I also announce the rules of the games, right? very important to say, why you do it in that pace. And then something starts happening with the groups. The trust gets established and also even intercultural humor. You know what we eat that for instance, the Filipinos, they always laughing. If you go into a group, someone is laughing at the Asians. That's the only Asians who are allowed to laugh. The Chinese never lose face. The Japanese never lose faces, it's like a stoned face. And you put the Filipinos with the Japanese, and then the Japanese started laughing. I said, wait a minute, didn't you tell me you, you don't do that. He said, you, what? I'm not in Japan. So they lose up. It's great to see how people change behavior in that setting, by building that trust, putting them at ease. And then of course we give to exercise what we talked about before that they can do a game and then they forget where they come from. And then they do a common project. They can be building Lego blocks if you want. But at the very beginning, you might overlook the intercultural challenge by assumptions. They understand what I say. They're interested they're there because they work in the business because they all speak English. they have been pre-selected forget all the assumptions. And even if just one out of 20 people, you don't want to lose that one person. So I do 99%. Sometimes every 10 seminar I might have lost one, but it's very, very seldom. So that's certainly the preparation part is very important. So I asked participant lists as which country they're coming from, as which functions they have, the countries and everything so that I know in advance. But if you want to prepare the groups in advance, it's very complex. You don't know exactly if he's married to an Australian woman who speaks English all the time. Right. So when they come in and say you table one, your table two, table three, just the random works very good randomly. It makes us just perfect. And I don't look guilty. You know, when you say you should not be working with another one, there's only two women in this group, so you should not be working together. Why? I have women to group, let's say you will always win. It's just by doing random. So it's a trick. I'm not a mathematician, but in 90% of the cases, the random mixing solves all these issues. So that would be the best practice. Don't think too much of it. You should be aware of the problem and you just mix randomly. And it turns out relatively well in 90% of the cases Yeah. I do call it a lazy person. I thought that the random thing was good, but I'm always prepared in advance. Okay. So my mindset is I know the things, but I don't show that I know that. I mix them. Okay. Because if they say, why did you put me in that group? I say random. Yeah, because if say I put you in a group because you're Syrian, you get the point. That's like bad. You cannot say that, you know, you've got Arab and that's what it's like, you're a woman. That's why I put you there. What do you mean? Right. You always get resistance. That's not a good thing. So you have to be very cautious. Okay. I also do lots of intercultural errors as well. Second learning. Don't be afraid. You start with your culture. I male, European woman, I'm white, I'm young. And I do not carry any veils, but I maybe use makeup or I maybe drink beer in the evening. Right. And you start from your own reality. Don't try to be this culture neutral person who says I am so prudent that I do not any mistakes, because then you are nothing. And it's not interesting because your personality has to be there. So I say Sweden, France or Luxemburg, or whatever, and traveling the world. And I start with my values. People respect each other, women are being respected by men. So I don't go in and accept anything else than my values. Right. And I say, I'm ruling this room. And fortunately for you guys, you're my voluntary</p>

	<p>hostages. You're free to go to this room. This is how we're going to do it. So you have to impose your values, your rules, because it's how we live. You cannot say because you're Ukrainian, you will, you know, you don't have rights to exist. It's not my value. Right. I just refused that religious, national, you have it in countries. India, sorry, it's one of the most complex countries in the world. I would like to add that to the previous one. It's you want to try to understand, but you cannot understand everything. I'll give you one, you know, the caste system? Yeah. Well, I don't understand it yet, but you can be managing director, director, but being from a lower caste, because you have been recruited in that position by your employer from Europe, who knows you have the competence, but your employee has a caste above your department. So the director cannot give any instructions to his employee. Ha yeah. How do you want me to know that? So that's the informal moments after hours. One guys comes to you and says, you should know that my director has nothing to say to the team. Because he informed me it's your caste, you see, right? Interesting. Or Japan, same thing. The hierarchy is very important. So I'm talking to everybody nobody's answering, they're all looking down and sort of like, why is nobody looking at me after the ? It's good to have a little word, a little something. And then I had a, luckily I had the Japanese co-trainer. Very nice man. When he was talking, they were looking up and talking to him. I said, what did you do different? He says, well, here's the boss. Yes. He talked first. So you have to make the whole hierarchy before. I felt like, oh, I don't want to do that. But it was very hard because it was only Japanese, right. Or only Indians. So that's for the downside. Some, some errors like that. So the learning is take time, understand the group in advance. Don't have your assumptions. We have them, but don't take away your assumptions either. You should just keep them, being aware of them, that you're going in as a Western, we call that it ethno-centricity. If you work in now, we are not aware of what we are, what we do outwards, but you can ask people as well for feedback. So how do you perceive me? They say what's offered positive things because they wanted to be nice, but sometimes they. But you believe that we, et cetera, the intercultural thing. So they might give you an answer, try to keep the dialogue as well on the subject. It's not easy. Everybody tries to bridge these intercultural things. And in companies, they are supposed not to exist. If you ask your client, if there are any intercultural issues, they said, no, no, it's not allowed. Yeah. But that's not taking into account women, men, religions, caste, and everything hierarchy. It's very, so you have to look behind it. It's not easier. And then I have fun and I do accept that I do lots of intercultural errors. Right. I do a lot of intercultural errors and I'm having fun with it. And I say, sorry, I didn't know that. I can do it. I can say, sorry. I didn't know. Okay. Sorry. Let me check again. I redo it. Sometimes it goes wrong, seldom, but once every 10 years I do a big mistake. By the way, the way I give trainings is to say, make mistakes. That's part of my thing. One intercultural error was to say the Chinese don't have the right to make mistakes. So I was taking a bell with me, hotel base, fling, you're bankrupt! What? We've just lost face. So my colleague, my English colleague said, Michael, don't do that. I said, well, that's the way I do it. So what I did next time, I said the rules of the game is that when you have negative, say it's equity and everything, you go back to the ring, the bell, since it was part of the game, they didn't lose face. You see how small details can be, announcing before, then they accept. It's like I announced, I will make lots of intercultural errors. Are you okay with that? So I am the weaker link. You see, not them. So I can do that. I'm getting paid for it. It's a trick again, but that's like, you have to be very self confident that you can allow yourself that, to be religious, ethical, men, women, relationships, customer, and everything else. So, you know, guys, I am doing, give me one and i will go into all the errors, and Ooh, they have to laugh. They're not allowed to laugh. The Chinese faces don't show emotions. I need this. And then it's okay. They accepted, it's accepted, cannot be perfect. So I'm experiencing, I'm living different situations since many years and I'm having fun with it. And I always find myself like, oh, there must be a good one. I could use later. Yeah. Sorry, next question. Sorry.</p>
39	I: You were talking about an interesting topic concerning trust. Can you explain that a little more? Why is it important?
40	E: Well you can also work without the trust and then you have the regular situation like everyday business as usual. If they call me in, it's probably to go to a business as unusual, right. And the unusual to make new, groundbreaking things, to go beyond a certain level, you need to trust the other person. The trust is based on many factors and many of them are irrational. French way is to say, I cannot smell this person. Right. Well, what does it mean? I don't like his style. Okay. What does that mean? You know, so sometimes we can not really express, but sometimes we just, in a quarter of a second, we just hate that person. Right. Let's take that. Me to work. 10% of my people who don't like, it's just like, you are the guy, I hate you already. Like, okay, I'm sorry, I didn't speak yet. Anyway, but once you start doing a thing together, you start building trust. So the best way to build trust is to do a project, which is not your personality, your mind, but the common thing together, let's do it together. And then you see that one is actually, how do you call it? a counterpart, which helps you develop your weaker sites. I don't like public speaking. I don't like people always speak. I like to be out analyzing quietly, but it's good that you speak for the movies. Yeah. And suddenly when you find them and we have to make some team debriefs, after COVID the request I got now in a months time in Paris it's they have an international group. They have been working online for many months. Now, first session they do together, they call it the young talents. But these are people who are between 20 and 40 years old, but who have not yet become managers, right? Young talents will become managers, but they want that the informant that they work together, that the team effect builds what has not been built online by digital meetings. This is this kind of, I feel this person better. I can trust him. My client, you know, you don't let it lose. We all behave in front of the screen, which is good. Right. But we don't say everything because 80% of communication is nonverbal. So yeah, building that trust, bring them together. And it's many issues, which we have not yet. We don't know that these issues are no problem. As long as there is no challenging moment. But if you work in a team or a football team or a theater team or a business team, or the certain moment you come to challenging moments, judging clients' schedules, something went wrong. It was your fault. Blame. Or you say, let's bring this together. We're going to solve it together, but genuinely not just words, which means we work over hours, we celebrate, we resolve the issues and these things need, we call it the bandwidth is trust. Without a trust at a certain moment, people will try to make something behind your back and blame you and then power game start again. It's tricky. I am not a corporate person. So in organizations I prefer to be outside. I see too many of those, but they know that when I come in, I'm in the alcazels of the intercultural groups. Just not actively. I don't say you have an intercultural issue. I create the conditions to solve them. See the point?
41	I: Okay. I think we're running out of time.
42	E: I see that. You see you have to pay me to talk slower, but it's okay. It's okay. Go ahead. And your 11 questions. I'm sure that I've answered. I can make shorter versions on the next ones. Okay.
43	I: Maybe one last question to finish. Can you quickly summarize? You just said a few minutes ago that the advantages of an intercultural group definitely outweigh the disadvantages. Can you quickly summarize what are the most important benefits from your point of view?
44	E: First of all, we live in an intercultural world, connected world. The businesses needs to be thinking outside of the box and you are my outside of the box. I am your outside of the box, your box, your computer, your being with yourself. So our challenge is to be able to integrate differences. If we have war in Europe, it's because they are not able to understand that there's the other person, the other one. War is the most dramatic situation, but the conflict is always arising. So the first way to innovate, the first way to move on, to create a better world. Hello, Mrs. World. But it's necessary. It's not an option. It's not an option anymore. in our modern societies, every business, every interaction is global. So we need to learn to communicating and working together.

	I've crossed the boundaries and it's the mission of all the organizations, all the companies tend to use. Secondly, so it's a necessity. Second. It's fun. It's much more fun to work with people who have different backgrounds and food, things, and curiosity. We're all curious. Humans are curious, even those who say, I never want to change anything in my life, you know, the extreme right. But you give them something a closed box and say, what is inside? Hello? Somewhere we're always curious. We want to know, and curiosity can live and, life is based on, we want to discover new things and we will watch some programs on animal behavior and all it's new. If you go to a shop in Germany, you watch a "Jetzt neu". It's like, yeah. It's like, it works always the basic marketing word, Neu, you know, when the other one that the culture is new, it's different that we need. And then it brings us humility as well. Right? So it's curiosity, humility, it's a necessity. And, it speeds up the learning as well. If we have different points of view, different backgrounds, different business cultures, different national cultures, it goes faster. First. I said that we need to take a lot of time, to gain time. Yeah. And all the organizational oriented intercultural groups, the only, the weaker spot or the down, not the downside, but the shadow aspect of it is that we all have the assumptions that we have clarified it already long time ago. Or it's been since the seventies, we are fine. We're a global organization. Yes, it's true. But what do you do actively, proactively to that? The young people don't talk with the older ones, the Arabs don't work with the Jewish. Okay. What else? So then you might do an intercultural training or innovation workshop on the product design, but yeah, so that would be my summary of that question.
45	I: Perfect. Thank you. Thank you so much.
46	E: Did you get time to record or to write down what you need?
47	I: I recorded it and I will then transcribe the audio into text and then I will somehow include it in the master's thesis.
48	E: I have discovered recently that you put it under a word or whatever, writes down everything what's being said. So the automatic writing in these kind of, yeah. I don't know what they're called. a friend just explained to me. I said, well, that's great, talk, and it writes what you say.
49	I: yes, I will try it out now.
50	E: Excellent. Well, I hope this helped you. So you tell me when you are publishing your thesis, which is what in six months, how much time do you do your thesis work?
51	I: My due date is end of July.
52	E: Yeah already? Good luck then. Thank you very much. If you have any specific questions.
53	I: Thank you. I got a lot of very, very interesting insights. Thank you so much. And then I will come back to you with an digital version of my master thesis.
54	E: Thank you Bettina. Okay. Take care. Bye
55	I: Bye.

E3 Interview Transcription

Date: 09.05.22

Para-graph	Citation
2	I: Many thanks for your time. I'm very glad that I could win you, as an expert for my interview. I will give you a short introduction of the topic of my master thesis and the interview in general. So of course, all information will be treated confidentially and also data protection will be guaranteed. So the research question of my master thesis is what are the success factors and barriers for organizing and facilitating an innovation workshop for an intercultural participant group. So first, maybe I clarify the terms, innovation workshop and intercultural participant group. So an innovation workshop is an event which is specially designed to produce results, which would not be possible under normal operating conditions in daily work. Due to barriers because of organizational hierarchy, the position procedures and communication channels. So the general purpose of an innovation workshop is to generate ideas or further develop existing ideas in order to drive forward and realizing innovations. And an intercultural participant group is a group of people which do not belong to the same culture, meaning they maybe come from different countries. They maybe also speak another language and have another cultural background. So exactly. This is it regarding the definitions. Then I have prepared some questions which will guide us through the interview and I will give my best to keep the interview as short as possible. And so for documentation and the start of the interview, I would like to ask you to introduce yourself and your profession. As well as your experience regarding innovation workshops with an intercultural participant group, meaning how many innovation workshops have you facilitated or participated at and what is your experience with an intercultural group of participants?
3	E: Okay, well, to summarize. What is it now? Almost 30 plus years, in business. So after having left the university, you could summarize it from chemistry to chemistry for the shortest version I could come forward with. So let me start from chemistry. That's pretty easy. I studied chemistry ended up after my PhD thesis within Siemens in the software development and spent in this organization about 20 years. So I had several positions as well as leadership positions. So basically having a boss and being a boss is from chemistry to chemistry because I found. Well in the mid 19 fat, it is not so much about what people actually know about how they collaborate, how coordination is being done or how it can be made more difficult in an organization. So it's the chemistry between people, if that is I think a very crucial point. so after my 20 years with Siemens, I started my own business. Still working at it's called canmas and we are concentrating on leadership development on kind of organizational development, which also could include driving forward or at least sparking off innovation. Not so much about product innovation, but basically about how to change adopt the organization on a smaller level, maybe on a larger level as well. so yeah, that's in a, in a nutshell, what I have been doing and what I'm still doing, in English, my role currently, you could call it as a facilitator. It's very difficult to find a one word, equally suitable translation into german. So, if you had to describe that, or if I describe my role usually is, I'm a, sparring partner, kind of a pilot, and, well Impulsgeber. So surely if there's a genuine English words, but transports, what I mean with that, but in English you can, you can use facilitation. That's easy. So they have a, what I'm not is, I'm not teaching. like in school, for example, my, my main area is to bring people together so that they can exchange, also along something, but not so much from my expert knowledge, if I have one, but to learn by discussing and exchanging ideas, exchanging perspectives and things like that close that's that I would describe in a nutshell, what's the core value that I bring in various formats. How many workshops? Well, but, because obviously back in Siemens, I have participated as well as conducted workshops. and mostly they had been in the area of organizational development actually. and half-day, I left Siemens and ran my own business, especially applying simulations. Maybe we can address the effects of simulations a bit later. Numerous not to say in English, probably a hundred plus would be a fair description.

4	I: Okay, fine. You already said it's mainly, mostly not about product innovation, but it's more about the organizational development. So can you describe when your customers hire you as a facilitator, what are their objectives when they want to have an innovation workshop?
5	E: Yeah. Usually it's something that they want to improve in the organization and the processes and the way they work together. I mean, there's no perfect organization looking at hierarchical organization or posts, possibly regretting organization like Holacracy. They all pay a price for the way they are organized. Well, the manager's dream is to have a smooth running organization which produces quality, but also produces new ideas. And this is a contradiction in itself because usually organization are stabilizing kind of engine. Because they are built to repetitively perform processes, be it in the, in the consulting as well as in a production environment. And innovation is always, be it in a process innovation, be it an organizational innovation, but also be it in a product oriented innovation. this disturbs the DNA of the organization, because it is. What will be the outcome of that? So power plays and I don't mean that negatively. let, let's call it fights for influence influential areas immediately are connected with any kind of innovation, thoughts, and ideas, and they have to be considered before even starting, the workshop itself. Because, you will have this under underlife. So to say, which you have to cope with, if you want to have any effect. So it's basically, the core issue is can you facilitate our process? Well, the more clever organizations that they all are, people usually have the knowledge and expertise, and I fully agree with that. the barriers usually are in bringing people together in, well, let me call it, lowering the silos. This is what mostly is at the core of that.
6	I: Okay. Interesting. And how do you assess whether such an innovation workshop was successful?
7	E: Well, for me as a facilitator, I want to regard that if I have the feeling or also get the feedback, obviously, that the people, well, learn an experience with a different perspective, and from a company, it's usually how they would go on with the kind of innovation process. So whatever they call it, change process and things like that. so if it's only a one-time workshop, I have would be very helpful if, if it was worthwhile. Not from the economic point of view, but from the value that the company could benefit from. And this does not necessarily is correlated with the bookshop itself because I had back in Siemens as well as, as in, as in the last 12 years, something like that. It depends on what the company actually is willing to allow in its organization because every organization has a kind of immune system, which you raise, if you want to change something. So if there's a kind of a stabilizing internal force that is aimed towards stabilizing the current structures and things. What they're doing. And if you provide, or if you want to, to change something in the products or the processes, usually that somehow correlated, first brings forward some well influencing people who want to keep the status quo rather than going into a land of unknown, because the unknown means to where had still the influence to have still the power or I'm one of the losers. And this can also bring a kind of innovation process to its end. which does not mean that the workshop itself was a failure. It could be worthwhile. nevertheless people definitely have learned from each other. We learned about the different perspectives. but after that, when it comes to implementation, for example, there's too much resistance, in keeping the current status from moving forward, this is a kind of attention you experienced in almost every organization.
8	I: So do I understand it right that usually you have those innovation workshops on a regular basis with the same customer? It's not a one-time event?
9	E: for those who want to actually drive that and want to get something out of it, there would be a series, I wouldn't call it regularly. This doesn't go on for, for two or three years. usually not in that kind of innovation or change workshops, it can be a series, which may last maybe for a half a year, usually up to a year. but either then it has changed something that is now being more or less accepted within the organization. What it is about to die. Well, not the organization. The organizations then still can be very successful and stable. but the original intention is diluted and this might be not wrong for the organization. So I'm not judging it, that they had done something wrong because nothing more or less changed so far. It can be. It can be still beneficial for them. And so it's, well regularly for me regularly means, more than one year over repetitive. I wouldn't call that an innovation kind of a series of the workshop. Usually it's more like a project with a start, obviously even with more or less fatigue end. Usually not longer in my kind of business, usually not longer than maximum one year.
10	I: Yeah. Okay. And can you tell what are the participants normally? Is it more the management, the top management, or is it a very broad, diverse group of participants from all hierarchical levels?
11	E: Yeah, it depends there are two basic ways, well there are more than only two, but usually it's either a bottom up process where somebody has decided, okay, we have to do something change and innovation. And we start with our people because they have to lift that they have to understand that and they should create, some, some parts and some contents for that. The other, tool, so to says, well, says, start at the bottom, at the, at the top and let it trickle down into the management because they have the power, the organizational power to decide what is valid within the organization. And if not the leaders are convinced about that, why should the people. I wouldn't say one, the one is wrong and the others, right. It depends very much nevertheless, on the top management. well, I have no statistics for that, so it's, you can call it a kind of a gut feeling from some experience, is you have to have the top management and definitely depending on the depth of the organization levels and definitely the upper management on board. So I'm not sure if a bottom up process really would be successful because, from a organizational sociology point of view, if you're an employee, and I don't mean it again in a negative way, but at the lower levels, and you get the information well, participate, well, this is our program, 2030 and all that. and we want to include you because you are at the core, you know the best what is going on, what is working, what is not working. but nevertheless in the back of everybody's mind is, okay, how far can I go? When do I cross a kind of a red line that my boss takes me aside and say, well, you still can participate, but don't drive it too much. And by the way, you still have your normal work. So it can work. when I think back about 20 years, We created, kind of a bottom up process actually, which I, I would combine as a innovation and change program, because it was about to change within the organization. But also that could be brought in ideas, how to even further, how to innovate with how our service portfolio. this was a more or less a bottom up, approach. It lasted at least two years. but nevertheless, the power protected us. So to say they have been my boss, my bosses, this sort of to say Geschäftsleitung, they wanted it to have, so the middle managers could not actually resist it openly. Definitely not. and we have built some, some kind of a structure in order to protect the innovation teams when they brought up ideas in a, in a workshop and they were allowed to drive that forward on, on the self organized space. So in a way they need protection from their normal boss. Well, that's okay, yes sure, they have to do their usual work, but nevertheless, make sure that you do not hamper their outside of regular work activities. Because we, as the top management, we want to have that. And so we have, on a regular basis, we had some meetings with, with the team leaders. And one question was okay, Could you work or are there some barriers which hinders you from any kind of meeting, driving things forward? We also had a budget actually. so if they wanted something to try out, there was, I think definitely on a quarterly basis, a meeting with our CFO where they could present the idea and say, well, how much money would we need a budget? yeah, so it, there were some protecting structures spilled around. I know the thing that needs to be done. If you want to have a bottom line.
12	I: Okay. Yep. Understand, totally understand. from your experience the last years, can you quickly summarize what were your key learnings, your so-called success factors when organizing and facilitating such workshops?

13	<p>E: Well, if I bring in also the idea of intercultural, but you can also say if only german people meet it would be the same, one important issue is that people understand that different perspectives. if I mingle into that also international participants, you do not only have different perspective because the world of a financial guy looks completely different. I think it's on LinkedIn that you are working with marketing. If I'm right. So you're spending a lot of money with marketing and I don't know what comes out of that. So you'll always have to justify why you need your budget. So, but nevertheless, your perspective looks different from the head of production, from the head of finance, from a quality engineer. So leaving outside of the international component, even within a company due to the split of work, you get so-called local rationalities this is a sociological term, meaning everybody has a different perspective of what is right and wrong. and if you think about that, people are steered with incentives, with bonuses to fulfill their jobs. Then you can easily think that, head of production and head of IT do not have to be friends on a subject level because they have different interests. And when you bring in also international people, maybe from China, maybe from the Arabic, or maybe from America, or even Indian, well you have an additional complexity factor in it. What I experienced for example, years ago is, Finns and Germans. some cultural behaviors, which we are usually not as well, could hamper discussion because Finns, I am being a bit black and white now, because I know that things can be very different as well. but they speak slower. They have a longer pause. and we are used to that, if somebody is silent for maybe half a second or a second, or even two, two is a really long time, we will jump in. This is to rude for Finns because they would say, well, I haven't finished yet. Why do you not give me the opportunity to, well, to think about my thoughts and to phrase it. you're always interrupting me. And this goes usually, if you're not aware of this is, subconsciously the same applies in a completely different, environment. They feel work with Italian companies in the actual meeting. There is no discussion. What the patron says It's decided. and I know someone that was a former colleague of mine who has worked for two years in Italy, in the management team, I said, well, when is the time for discussing things, exchanging ideas, thinking about what could go wrong, what might be right, what could we win, what would be the consequence for that, the price we have to pay? Doesn't this happen? And he said, yes, but on a completely informal, phase before the actual decision meeting in the decision meeting there is no more discussion. And you have to understand that because it's completely. To the more America, definitely to the American contract because you're discussing and fighting in the, in the meeting and not before as well, but in the meeting also, and you have to cope with that as well and bringing in all the different perspectives of if you're in the headquarter, maybe in Germany, and you have people invited for a workshop from, from Brasil. However, they have a completely, apart from the cultural thing, they have a completely different perspective on what's going on in the organization, what is working well and what doesn't work well. And the first thing is how do you bring the people closer together? So to raise the mutual understanding, not acceptance. Only the understanding. Ah, okay. Now I understand how the world looks from your side. and this provides a very important base if you want to talk about change.</p>
14	<p>I: So you told me that it increases the complexity when having an intercultural group from your point of view, do you think, there are more downsides than positive effects of the cultural diversity, or what would you say? What are the benefits? What are the downsides and disadvantages?</p>
15	<p>E: well, the disadvantage would be, especially if you want to be fast, because if you really mean it, to involve the people and to provide the kind of environment where they can exchange. Different ideas, different perspectives. well, neither one is right or wrong because they are different perspectives. This is definitely a contradiction to being fast. And so it depends on what is your intention? If you want to have something just a one off to say, okay guys, we meet for two days, somewhere or even three days. So we have nice evenings. and, and we do things. And if you expect out of that, something new, you probably would be disappointed. Because these are, former management colleague of mine called that, kissing dolphins. this is the effect of, well it's nice. We had a good time. We had nice talks. We could be even, engaged. okay. And what next? So who decides, what is being done? Who continuous for implementing things or even dragging it further into we're more concrete ways to decide what actually would best fit. so I would say yeah, for a team building event, it's, it's fine. if you want to change a culture, forget it. If you're not open to change any kind of formal structure, so hierarchy structure and the hierarchy. People sitting in boxes in the org chart or pockets, bonuses and things. If you keep everything's the same, don't expect the people to adopt the new way of behaving. because behavior is always a reaction to formally decided, structures. And this has to be pre-thought before starting a process. But I wouldn't say it's a general disadvantage, but, I would say, well, if you have to be fast, what's the reason why do you want to be fast? Because if you want to be fast, make decisions and implement them, people would in a way, adopt to the newly decided structure, way of doing things and so forth. If you want the actual participants, if you have a very complex environment where it is definitely not possible to decide what is the right way or the wrong way, it takes time. And if, if you're willing to invest the time, not picking up on the money so far, then it's a completely different story.</p>
16	<p>I: Okay. Understand. And what would you say, how do you adapt when you have a workshop with foreign intercultural participant group, how do you organize or facilitate the workshop in a different way?</p>
17	<p>E: Now, now I'm dreaming, but it's not always possible, to do with the organizations, more or less. On a first phase, be it on day one, be it in the first meeting of several, this is get together and learn about different ways of behavior and perspectives. So they are a nice kind of plays for example, that he can play with the people, to experience maybe within one hour, what, what they are facing. But nobody is. Consciously aware of that. If we talk like most of us do, we rationalize and say, ah, well, people, even from Austria or Switzerland in a way they behave differently, maybe from somebody from Berlin or even Bavaria. so yes, we know about that, but people have to be more aware of that. And there are some, some nice plays where I can throw people into a kind of simulated situation. for example, I have a cart play where nobody is allowed to speak. Four tables. Everybody has rules, they have to learn it and play for themselves without speaking, for our while so that people get entrenched in how our rules are. Somebody changed us clockwise, for example, the table. And then they continue to play. And obviously the rules are a little bit different from each table, but because I do not allow the people to speak, they are confronted with different behaviors. And this is for example, a way to build up at least a day of learning together. Okay. What, what's the usual way of discussing in your culture? How do we address things and so forth?</p>
18	<p>I: Quick question. Is this an official game? Can you tell me the name?</p>
19	<p>E: I'm not sure if it actually has a name, this is one of my, tool boxes so to say. Probably there is no copyright, but actually, I don't know the official name for that. The material you need, this is a description of the four rules, which are printed out, and in the set of four card decks. So I tell them what to do. then everybody shuts, stopped speaking, The important part is fair so far if they run into difficulties because the behavior that rules we have learned on table A is slightly different from table B. And somehow we have to find an agreement because we want to play cards and there is no right or wrong. I mean, three people sending them to the table and one coming from outside, the three people would say, well I'm right, But the one guy entering from outside would say, well, but back home, I'm also right. So what do we do? And there is no, no solution to that. It's how, how do we want to deal with such discrepancies if you experienced them in the photo process? So this is a way of becoming aware by experiencing. it wouldn't help if I have slides and tell them the different kind of cultures, that doesn't work and the same applies if you go into innovation. Martin, I think has managed a simulation called the Medici game. this is not about how do you invent, how to be creative? It's a way of dealing with conditions. Maybe you can call it a mindset. if you want to be creative, but the simulation</p>

	<p>doesn't tell you what, what it actually is, but there are others, for example, I was one and a half year ago, with a company who wanted to well kind of innovation talks about the portfolio and it became aware for me that it is not allowed within the organization that I kind of attempt to talk about low price strategies. Taboos are things everybody knows, but it's not allowed to speak openly about it. And this does not only happen between people, but this is also true for organization. in sociological terms, it's called latencies, Latenzen, something that is hidden. and in the simulation we actually played, it is assimilated company and we are not talking about their actual company. We are talking within the game or the simulation about the simulation. I think one or two groups they've applied a low-cost strategy because in the simulation it is allowed. And this opens up a bit, at least because I can naively, he asks the question, Hey, you seem to be quite successful. What was your strategy? I mean, I mean, that's all I did must be a low cost strategy, well, I don't know, but what is your strategy? Yeah, we went for a low cost because we want to sell a lot of, with a smaller margin, but in the end, the multiplication makes us success. Okay. Fine. By the way, do you have something in your own actual organization, which would apply for that? No, not so much? So the thing is, maybe after 2, 3, 4 hours in a simulation, people open up and things can be at least, well phrased that can be a little bit discussed. And this is preparing for the next wave where we do not play anymore simulation, but we go further into it, into depth talking about the real issue now. Well, I mean, that can happen, but it could also end there, because it's disturbs the immune system and say, well, we don't want to raise this, so let's keep it for the way, it was a very good game and we had super discussions and things like that. but now we have to think of what we do next. So it might take a while.</p>
20	<p>I: Okay. I understand. Yeah. Good points. can you maybe, do you have in mind a story, an experience like a challenging experience in an innovation workshop with an intercultural participant group, which maybe did not work out so well, can you maybe tell me of this? What were your learnings or what were the barriers in that workshop? Maybe you have an idea of a story in mind?</p>
21	<p>E: I actually have two, the one thing which where no change in innovation took place. It was not so much an international one, but it tells you what I already addressed in some of my statements why things end. And so this provides an example for that. The other, which is quite successful because carried on for several years, that was definitely in an international group. So maybe address, I tried to address briefly both of that because I think international component does not so much play a role, why the one was not successful and the other, well, I think it's pretty successful. So let's start with the less successful. The original intention when I was addressed is, okay we'd like to break up barriers, we'd like to make in this special entity, a very important one, because if there was a software part within the hardware company and software became more and more important and complex as well. But it was a very authoritarian Head of software development guy. So we conceptualized a series of workshops. The funny thing was in the end, because one crucial point, as far as I remember was, the people. Within the new structure there was no job descriptions and job description are very important because this is one element of a formal decision being taken in an organization. So, one task was well, we have to, describe our new roles. What are our main objectives for experts we need at the management level as well as on the employee level. And it was very, there was a kind of distrust, that is, was actually meant to go this way with the people and they were unsure what the top two guys, do they really mean it. They had bad experience in the past. And to cut the story short before our, one of our last workshops, we suddenly became aware in a workshop actually, that the two managers had set down separately and, typed job descriptions. Basically it was one of the two and then issued it officially. And we were completely surprised in this workshop and said, oh, okay, well, we didn't know. Okay, let's go for a break. Can we have a quick look on it? And, I think two or three days later, we were meeting with the two top managers and say, okay, we can stop the process now. Actually the one wasn't aware of that the other had written that and we said, well, what you have defined and obviously issued officially is the old world, but now you have described it. As it is already officially, why should the people go for something else? So, I mean, we can conduct the next workshops and send you the invoice, which economically it's fine, but it doesn't make any sense anymore. And this is the interplay between what is actually decided. And if this contradicts what someone or somehow somebody wants to change on a behavioral out of the box thinking side, then you can forget about that. So the learning from that is if the top management is not aligned so far to say, we really want to have that and we are aware that we somehow had to protect those who are thinking in a new direction, I can spare their money and go on. And especially on the other side. And now I've come to a larger company than the one example, which are well operated around the world, actually, some 3,000 to 5,000 employees in total. They always have a two years program for the middle manager where they bring them together in groups of 15, something like that 15, persons from very different functions and also from very different regions of the world. So there might be someone from Brazil, as far as I remember, with German, with French, with Turkish, and they life through a two years program that addresses first of all the intercultural thing, it was the topic of the first two and a half days. Later on some economical thing comes with a simulation, about management, about understanding figures and what they tell and what they don't tell. But also they had some kind of innovation parts in the curriculum so to say. And this was actually well protected driven wanted by the two owners that are two brothers, in the fourth generation. And they're adamant about that. So it was no question. This was an investment in the company, in the future of the company, with the very clear focus on bringing people from very different parts of the world, as well as organizationally together. And knowing that only bring them together for one or two times doesn't make any difference or not so much difference, but it needs to be longer. And so they formed communities because when we were both attending several kinds of workshops and seminar, over a time span of two years always with two and a half days, you create a network of informal contacts without deciding that, and this is definitely a value, it's hard to measure, but informalities and informal networks, they help solving problems, but they also can add, a significant, value in, well, minor in innovations about daily processes, things like that, but also if it comes to new one, because you can bring the people together for a very specific topic and they know each other from before. This is why I say it's not so much about the innovation in this two years program. It's about bringing people together so I can use and make use of the network and knowing each other, that I have planted the seeds for them. So the main difference was the mindset and the actual decisions, from the top management. So hierarchy is definitely a very important role, if it comes to innovation. Without hierarchy, innovation, i'm not sure if that would work. Yeah.</p>
22	<p>I: Okay, perfect. Thank you very much. That was very interesting. Very, very nice insights in your work and your experience. Yeah, honestly, that's it. That were all my questions I had. So, thank you very much for your time.</p>
23	<p>E: If new one come up</p>
24	<p>I: I already inserted some new questions. Perfect. Thank you. So just as an information, my master thesis will not be published publicly, but if you want, I can send you a digital version of it as soon as it is ready.</p>
25	<p>E: Ok. Yeah. I will stop the recording now if that's fine.</p>

E4 Interview Transcription

Date: 09.05.22

Para-graph	Citation
2	I: Okay, so Eva and many thanks for your time, I am very glad that I could win you as an expert for my interview. I will give you a short introduction of the topic of my master thesis and the interview in general. Of course all information will be treated confidentially and data production will be guaranteed. So the research question of my master thesis is what are the success factors and barriers for organizing and facilitating an innovation workshop for an intercultural participant group. So maybe first we clarify the terminology, so, innovation workshop and intercultural participant group. So in my understanding an innovation workshop is an event which is specially designed to produce results, which would not be possible under normal operating conditions due to barriers because of organizational hierarchy, the position, procedures or communication channels, and the general purpose of innovation workshops is to generate ideas or to further develop existing ideas in order to drive forward and realizing innovation. And then intercultural participant group is a group of people which do not belong to the same culture. Meaning they maybe come from different countries. They maybe speak another language and, have another cultural group. Okay. So I have prepared some questions which will guide us through the interview and I will give my very best to keep the interview as short as possible and as a start of the interview, I would like to ask you to introduce yourself and your profession, as well as your experience regarding innovation workshops with an intercultural participant group.
3	E: Yeah, I will. Thanks for the introduction. So my name is Eva Zingerle. I am working as an innovation consultant since two and a half years. In the meantime, my title is head of corporate innovation. So that means I am really in, within our company leading all the topics that belong to innovation within corporates. So maybe I quickly introduce what our company's doing. I'm working with what-a-venture, which is an Austrian, Vienna based, Yeah, let's call it innovation agency. My bosses do not like to hear that word. In fact, we are a corporate company builder, so means we are supporting corporates, so big companies to build companies out of their core business. And we have two pillars where we work at. We have the venture building entity, basically within our company. And I am working with the enabling part. Basically, I am really working with those corporates to do such innovation workshops as you call them. And so I am doing innovation within the company and my colleagues are building real companies from scratch on which means I am basically preparing the ideas, the little projects and so on. And in the end, if they're successful, they go out of the corporates and build a new venture. And, what our core competency in enabling companies is, are two programs. Maybe you have heard of startup tech factories or intreprenurship factories before? Startup factory, basically what I am doing the most is bringing together corporates with startups in longer-lasting programs. And over a year, for example, we are having different workshops and meetings and working to get work together on several projects, POCs, and bring them then into scale. Yes, intercultural participant group, of course we are working worldwide. So that means, yes, of course we have an intercultural audience. That is I think one aspect and the second aspect is that they're obviously coming from different cultures work-wise, I have startups and I have corporate people and they're like, so miles apart and that is my biggest challenge to bring them together.
4	I: Okay. Very interesting. Thank you. What would you say, you already described it a little bit, can you say again, in a nutshell, what are the objectives of your customers when they hire you and want to have an innovation workshop together with you?
5	E: That depends. So some of them are very early stage and maybe have a new management in set and they say, okay, we want to do innovation, but we don't know how. And then they are doing, they're hiring us for setting up an innovation strategy. That is one part. But mostly they come to us and say, Hey, we have, um, seven topics. And we want to really do innovation there because we are lacking the skills in-house, we are lacking the time and we are lacking the working mode experience and please what-a-venture come and help us. And they also come to us because innovation is mostly a topic that is on top of the normal workload from people. And it's easier if you have an external moderator to bring that through, to push that forward instead of doing it from internal, because then everywhere will come the argument, yeah, I have no time, I have normal work to do and blah, blah, blah. And of course we have extremely huge experience in working with startups, finding good startups. And that's why they come to us.
6	I: And to combine the start ups with the corporate.
7	E: Yeah. So basically the corporate has, for example, a topic and they want to move forward in the process optimization, for example. And then they say, please find me startups that are working in doing test bots. So it's an easy example. And then we find them and bring them, and then they set up special use cases and work and develop that in an agile way and leaned way towards an implementation y initiative.
8	I: Okay, perfect. So normally you do work with those companies for a longer time, and it's not a single workshop you do organize for them, right?
9	E: No, but we are working in workshop mode. So I'm really having with my clients then workshops in a rhythm of three or four weeks.
10	I: Ah, Okay, that often.
11	E: Yeah. So this is basically my job. I have workshops every other day.
12	I: Okay. And what are the participants in those workshops? Is it mainly managers, top management, middle management, or participants from all hierarchical levels?
13	E: From all hierarchical levels, but when it comes to generating output, the level is lower. So it depends. If you have to go to set a strategy or to take a decision, then of course the level is higher, but when it comes to expertise, developed something, getting to the ground, then we have operational people of course.
14	I: Okay. And how do you assess whether an innovation workshop was successful or not?
15	E: We set goals in the beginning. And if the goals are reached then it's successful. So, for example, today I had a workshop, it was about defining an ecosystem. So people were in the very beginning of the project and they need to find out what is company wise, internally, who are their stakeholders. And then for me, it is successful if in the end that I got this feedback today, which was really cool: "So while now it seemed very trivial to me, but then as soon as I wrote it down and I used your structure, now it's everything super clear and I know how to move on. And I'm now able to work on my topic." And also when people give the feedback to me that they understood the approach of working in a lean and agile way. So because usually corporates, they are working in the waterfall principle and it's not that easy to get them to the lean mode to say, okay, let's first try and concentrate on the problem and then validate it, blah, blah, blah. And. As soon as they say, okay, now I really concentrating on one thing and on one feature and on one little thing and find out if that is true then this is for me successful.

16	I: Okay. So just that I get it right. The groups, the participant groups are always the same. So it's not from one workshop to the other different participants, right? So, but it's a project team then.
17	E: It's a project team. Yeah.
18	I: And for each workshop, you predefine the goals of that workshop together with the customer, right?
19	E: Yes. Yeah. Okay. Basically we have a system and we sell our system to the client. Then we are basically guiding it through, but yes, it's changed from client to client a little bit and then we're selling it.
20	I: Okay. I understand. Can you, maybe from your experience in the last years, somehow summarize, what are your key learnings or kind of success factors for organizing and facilitating an innovation workshop? So in general, but also especially for an intercultural participant group.
21	E: Yeah. okay. I think there are two layers. One is the organizational thing. Especially in the last two years, we had to switch a lot and to learn new tools. And to me, preparation is key so that you really have everything set. You have working tools, you have everything smooth and everyone of the participants knows what is gonna happen. And then, from a content point of view, To me, it's super important when I, because I'm not only facilitating those workshops, I'm also working as a coach. So I'm together with the teams and working on the topics. And I am basically the moderator and the coach of those teams. And there, it is super important that I have in the back of my mind, the system that I want to go through with them, but that I stay flexible at the same time, adapted to their needs. And this is super crucial for success. Not for mine, also for my success, but mostly for the teams so that I adapt to their needs, but still am strict with following the rules and following the system. Then we are coming to a good end and to a successful implementation.
22	I: And especially for an intercultural participant group, is there something you have to adapt, to change, to make different?
23	E: Yeah. If you refer to intercultural in terms of different cultures from ethnicity or so, yes, of course, but this is for me a moderating thing, to be honest. I have clients from Austria, working with partners from the US, of course you have to moderate and to know how they are a little bit upfront. That is something I learned in university, or you know, that I have the outside view and am not involved emotionally in the topic. This is super crucial. I can then also see a little bit, okay, if one is turning really silent, maybe I stop it for a moment and say, okay, let's do a break and call the person. I'm still in the remote mode of working. I'm calling this person and say, Hey, what's up? And let's clarify. That's something talking about cultures. And mostly, sometimes it's also a language barrier. So if you have people that are 40 plus or 45, plus they're sometimes struggling with English and then it's harder to get people on the same page because they don't dare to talk a lot or they are not able to express themselves very well. Then you're running into issues sometimes.
24	I: From your point of view, do you think there are more benefits of culturally diverse participant groups or do the downsides outweigh?
25	E: No. So I really I'm struggling with finding downsides to be honest, because I haven't had issues because of culture. Really, I'm pretty sure that if the teams would have worked alone without someone from outside a lot more of them would have failed because of course, if you're in your own bubble, you are not able to step outside and see what should be changed or how can we maneuver out of the situation. But, with me in the room, That is not super arrogant, but it's not just me, but also my colleagues that, if you can maneuver out then it's good. And from cultural wise, I see more the angles where they come from, from profession. Then they're pushing them up a lot because they have differences and, they profit from each other. They are experts on same level, but on different topics and the they're enriching each other.
26	I: I think it's a very, very interesting topic. You just mentioned that the moderator is the key success factor that cultural differences do not have a negative impact. So what would you say, which actions support the mutual understanding or the teamwork, or how do you facilitate it?
27	E: It's in setting goals again, and bringing people back to the goals. For example, if someone is really talking a lot, interrupting. Or actively highlight one person and ask him or her, what do you say? Or as I said before, stop it for a minute or stop it also for a week, and say, okay, now let's calm down and then we meet each other next week. So that's what I mean with moderating. So really actively playing a part, guiding them towards the goal, pushing them also, but also see that they're on the same page when they also, in terms of what they talking about.
28	I: Okay. I would think that those tasks are also crucial for an homogeneous participant group, if all participants are Germans, for example.
29	E: Yeah. Yes. But if they're really homogeneous, they wouldn't need me.
30	I: Really you think so?
31	E: It depends. If you have a homogeneous motivated young group that know the rules, they don't need me. I think sometimes it's also harder for a moderator if you have a homogenous group, because for example, if you have a group of 50 year old men sitting there, they have all the time done just waterfall projects and just R and D projects. And they know how they did it for the last 20 years. And then I come in, no matter if I'm a man, or a woman, and I want to tell them a new approach on how to do things. I wouldn't have a chance. No way.
32	I: So can I say the diversity opens up the mindset?
33	E: Totally.
34	I: Okay, perfect. Do you have any challenging experience, any story where an innovation workshop did not work very well? And maybe you can tell that story if you have one in mind and maybe you can also explain your learnings out of it?
35	E: I need to think a little bit. Yeah. I have not an example in mind, but a project that was really failing basically, but because, the topic was communication and, we made the failure to miscommunicate to the client our way of working and not to explain it very well. So the client was different to the ones that we are used to. It was a little more basic in terms of how they're working normally. And we were coming with our speed, with our English words, with everything, and they were firstly impressed, so wow they are super cool and whatever, and then we were going in. We were also making mistakes by the way, but that's something else. But in the end, the cultural difference was between us and the client. And we were not able to bridge the gap. And the client was super slow and super careful, and didn't want to make change. And we have been hired to digitalize the whole company. It was a newspaper company. We were there to digitalize everything, to set up a new pricing model, so to change everything. And the people there were not, they didn't want to, and didn't understand how it should work and there we failed. I think it's their thing of communication. And also again, a lack of preparation because we haven't thought a lot about how this could go.
36	I: Okay. But in this case, was the company from another country, another culture, or was it the corporate culture, which was so different?
37	E: This was a small company, about 15 people in south Tyrol and yes, that's maybe also a cultural thing, to be honest. Although I am from south Tyrol, I have a little bit another mindset, open, fast, whatever, and they're from their town and yes, this is also kind of a culture difference.

38	I: Yeah. Okay. Very interesting. Perfect, I think we have already covered all of my questions. Perfect, nothing's left open. So just to say thank you very much for your time, for all the insights.
39	E: You're welcome. And I really hope I helped you and you're not just saying it,
40	I: No, definitely, it helps a lot.

E5 Interview Transcription

Date: 24.06.22

Para-graph	Citation
2	I: Okay. So Laura, many thanks for your time. I am glad that I could win you as an expert for my interview. I will give you a short introduction of the topic of my master thesis and the interview, of course all information will be treated confidentially and also data protection will be guaranteed. Okay. So the research question of my master thesis is: What are the success factors and barriers for organizing and facilitating an innovation workshop for an intercultural participant group. So first I would like to quickly clarify the terms innovation workshop and intercultural participant group as I defined them in my master thesis. An innovation workshop is an event which is specially designed to produce results when this would not be possible under normal operating conditions due to barriers because of organizational hierarchy, the position, procedures and communication channels and so on. The general purpose of innovation workshops is to generate ideas or further develop existing ideas in order to drive forward and realize an innovation. And an intercultural participant group is a group of people which do not belong to the same culture meaning they come from different countries, they maybe also speak another language and have another cultural background. So I have prepared some questions which will guide us through the interview and I will give my best to keep the interview as short as possible. So for documentation and the start of the interview I would like to ask you to introduce yourself and your profession as well as your experience regarding innovation workshops and especially with an intercultural participant group.
3	E: Okay. Thanks for the introduction. So my name is Laura Höfling and I'm working for Dachser a global logistics company in the innovation management department since three years now. And the team that I'm working for is specialized on our Strategic focus program for innovation at Dachser. That means that there is a focus program in our company dedicated to the topic of innovation. And the executive board is standing behind this program as sponsors. And we as a team we are promoting this program and we are fulfilling this innovation program with life. And what this means exactly is that we have a big net network in our company consisting of different, we are calling them central contact persons, but you can see them as experts for idea and innovation management in all of our branches worldwide. And we as a team we are supporting those experts in the different branches, in the different country organizations to foster ideas and to promote innovations in all of our branches worldwide and that's I think, yeah, one of our biggest tasks to equip this community also with with different workshop techniques, how they can do their job and to provide exchange between those experts. And yeah as you told in the introduction that is a very intercultural group because a lot of them are sitting in Europe of course but we also have colleagues from APEC for example, so Hong Kong Indonesia and also some colleagues from America. So yeah a very intercultural group.
4	I: Great. My question is when commissioning an external facilitator or also organizing an innovation workshop inhouse, what are your objectives of such an innovation workshop?
5	E: So we had different workshops in the past and most of most of them were, most of those workshop had the target to generate a lot of ideas. But then of course we also had workshop where we focused more on one or two specific ideas and we were talking or thinking about how we can bring those ideas into life. So I think that those are two different parts, generating a lot of ideas and being very creative and maybe a little bit visionary also. But then on the other hand at some point you really need to bring it into practice and think about the realization. And sometimes this happens in the same workshop but I think then those workshops take more time. And when you only have one or two hours I think you need to separate those two topics.
6	I: And do you normally commission an external facilitator or do you do it completely by your own internally as a moderator?
7	E: Yes usually we do it on our own. So we also we are working together with a trainer and this external trainer is training also our central contact persons on different workshop methods. But when we are conducting those workshops we are the moderators.
8	I: Okay. And how do you assess whether a workshop was successful or not?
9	E: That's a good question, so of course before we start the workshop or when we are preparing the workshop we are always thinking about the target. So what is the target of our workshop. And then depending on this target of course afterwards we see okay was this successful or not. But I think sometimes when the discussions came up and yeah I think sometimes it also goes into another direction than expected at the beginning but I think that's also not so bad because sometimes that's even more fruitful when you just, yeah, see where the discussion goes.
10	I: Okay fine. In your opinion what would you say, what are the benefits of an intercultural participant group?
11	E: So I think of course the different perspectives because yeah the different people have another mindset. Maybe you'll have also different experiences. So this is I think the the biggest benefit of having a diverse group. Because when it's just germans sitting in one room or discussing about things they don't have those different perspectives. Like also having someone from Asia participating and yeah I think this is the biggest benefit. Then of course also maybe also the language because of course when it's intercultural you need to speak in English and yeah I think sometimes that's also a benefit for having those workshops already in English.
12	I: Why do you think is this an benefit or an advantage because I would assume this would be rather a disadvantage to have a language barrier there?
13	E: Yeah sometimes it is but we received a lot of feedback that our central contact persons really liked it because they can practice English. So in this regard it is a benefit but yeah as you said when someone is not so good in English of course maybe this person is then left behind because he or she doesn't know how to participate.
14	I: Can you think of any further benefits or downsides of a culturally diverse participant group?
15	E: I'll start with the downside. So of course depending on the culture and on the mindset there are people that really like to talk and to place themselves in the front. And then when there are some people where they are not so how do you say, yeah mutig, or they don't like to talk so much, of course those people may be left behind and have not so much space and time to bring up their perspectives and their opinion. So this is a big downside I think. And then of course sometimes it might also happen that maybe the participants don't understand themselves because of their different cultural background. So maybe in some cultures it's good to be very open and say oh I don't like your idea, you're talking bullshit or something like that. So in some cultures that's

	okay, and no one would be offended but in other cultures they're like, what, okay what are you saying? Now I won't talk a word to you anymore! So I think that's also a problem.
16	I: Okay. And how do you adapt to those intercultural participant groups? Is there anything or do you also have workshops for an homogeneous participant group all from Germany for example? And what is the difference?
17	E: Not so often. So most of the workshops that we have are intercultural.
18	I: And how do you address those intercultural topics? Is there a way how you handle it?
19	E: So usually at the beginning we always make a short warm up in our workshops where the participants get to know each other and in this way they also realize that there are a lot of participants also from other countries. So I think that's important for the beginning. And then we also try to summarize some workshop rules or maybe when we're working in a Miro board then we have one area where we have like workshop rules and here we say okay please have a look on the time management and give open feedback and so on. And when we are clarifying those rules I think everyone knows how to behave in the workshop. And I think that's very important for open discussions.
20	I: Okay. Perfect. Can you say from your experience what are success factors for an innovation workshop? Are there general workshop rules, any principles or what just from your experience also any recommendations?
21	E: I think a clear target or a clear statement what this workshop is for. I think that's very important to define before and then also communicate to the participant, okay we are meeting today because we want to achieve this and that. So I think that's very important that everyone knows why we are here for. And then as I told the rules so that you say okay we want everyone to bring up their opinion and their perspectives. And yeah we want to have an open mindset and open feedback. So those are also success factors. And then I think, yeah I don't know if you know the statement, to come up to good ideas you need a lot of ideas. And I think that's really important to really give also time to come up with a lot of ideas, maybe also some crazy ideas and to say okay and now in this first step it's not about validating or thinking too realistic. It's really about the idea generation and I think that's an important success factor for the beginning of such workshops to give the time for those idea generations. Other success factors, yeah I think the workshop should be, how do you say it, abwechslungsreich, so you should try to include some some digital methods and then some discussions maybe also some time where you give the participants time to think about on their own without any speaking, without any statements. I think this is very important.
22	I: I remember you said in the introduction you also have the executive board as a main supporter. Do you also regard this as a success factor or as important?
23	E: Yeah I think when we're talking about innovations and also the importance of innovations for a company I think this is a very important success factor to have the management on board and the management as a sponsor. And our community also knows that. So they know that X and X are the sponsors and that they are also updated by us how it is going and what we are doing. And that's quite important.
24	I: And on the other hand so beside the success factors what would you say what are the main challenges or barriers in such innovation workshops?
25	E: So of course the different locations. So I'm just thinking about, I think since I started for Idea2Net we only did Digital workshops for intercultural groups but of course also because of COVID in the last years so of course different different locations, different times. So when we have Americas and APEC on board of course we need to have a look when to schedule those meetings. I said the language at the beginning as an advantage but of course it's also a challenge. Yeah I think that's it, time.
26	I: That's a very interesting point. Those online meetings. Can you tell a little bit more about this? How do you handle it or what are really the main pain points for you?
27	E: Yeah. Okay. So at the beginning we really needed to learn and to also yeah make this important for our central contact persons that they for example switch on their camera because I think that's a big challenge in those digital meetings that it's not so personal and everyone just sits back and thinks okay, now I'm in a meeting again, let's see how it is working. Because the people are not so engaged like they would be maybe when we're sitting in a room and everyone can see them. So I think that's a big challenge. And then of course the different media. So you need to organize the technique that it's working. Sometimes there are connection problems, we all know this I think. And yeah so we are using Miro I think in all workshop because now our experts are quite used to it and they know how to fill in the notes and so on. So that's quite good, Teams and Miro.
28	I: Do you plan to substitute those online meetings by face to face meetings in future or will you keep those remote workshops?
29	E: I think most of them will be kept remote. Because such workshops are always like one hour to half a day and only for such a workshop it would not be so suitable to make them in person because everyone needs to travel and so on. But of course we are also doing meetings in person like once a year our community meeting for two days. And of course here we have also some small workshops on our agenda. But when it's just for the innovation workshop, I think they will stay remote in most of the cases.
30	I: Do I understand it right, that it's like a series of workshops with the same participants or is it always a new participant group and a single workshop?
31	E: No, it's always another participant round. So we, as a team, we try to organize workshops once a month, but we are addressing them for different participants rounds.
32	I: okay. You have experienced that just a few hours of this workshop is enough, or why do you don't take more time for those workshops?
33	E: Mm, of course, I think, making such a workshop for one or two days, that would be great. But in our cases, yeah, our contact persons, they also have other jobs, so they're not there for innovations 100%, but they are assistances or HR managers or transit terminal managers. And they would not have time for more than half a day. But of course when you would have the time, I think, at least one day in total is quite good because we know at the beginning, it's a little bit harder to make things going. But then after one day everyone is used to each other and maybe then there are even better ideas.
34	I: Okay. And the workshops were mainly dedicated for the idea generation. And the workshops for the idea development, do they take the same time or is there a difference?
35	E: I think this depends on the topic, but I think, yeah, I think you can say they take the same time.
36	I: Okay. Then maybe as a last question, maybe you have in mind a story of a challenging experience in a workshop, something that did not went well? And what were your learnings out of it? But also maybe you have in mind a success story, a workshop that was really great? And also here, why was it a success? What were here, the learnings for you?
37	E: okay. Let me think about that because a success story I have in mind, but not the challenging one. Yeah. Okay. Let's start with the success story. And this was indeed then a workshop in person. So no digital workshop, because we are doing leadership for innovation seminars, where we are going into one specific country or region. And here the management of Dachser is meeting and we have a professor with us and he's talking about leadership and then we are also doing workshops. And here we were in Slovakia last week and different managers from Hungary and Slovakia and Romania and Turkey were meeting. So also a lot of different cultures. And before that workshop, we were a little bit afraid because, yeah, we know that those are different cultures

	and they're very skeptic about innovations and about idea2net, but we managed to create such a good spirit in the group and such a good atmosphere that the workshop was quite successful because everyone could bring up their own opinion. And at the end the group also had a clear action plan what to do and what are the next steps. And that was very good. Is this enough or do you need more, more information?
38	I: That's great. I just have one question. How did you achieve to create such a good environment and good atmosphere?
39	E: That's the question.
40	I: okay.
41	E: I think so, the managing director was also there. And I think he had a very important impact on the group because he was also enthusiastic and made a short intro at the beginning that this is important that we're meeting and so on. I think that was the main cause.
42	I: Interesting because often I experience that it's a downside when the boss is also participating
43	E: yeah. In this case it was good.
44	I: Okay. Yeah. Interesting. Okay. Do you also have a challenging experience in mind?
45	E: I don't have one special experience in mind, but in some cases, it might happen that the participants are not so engaged, that they don't speak up, that some of them are unmuted all the time. And then sometimes you even try to address all of them. Sometimes we really say, okay, Lena, and what's your opinion? Okay. Bettina, and what's your opinion? Sometimes we are really, okay, we won't proceed until everyone says something. So this is sometimes very hard. Especially in the digital workshops.
46	I: So it requires a lot of effort of the facilitator, right?
47	E: Yeah. That's right.
48	I: Okay. Perfect. Yeah. And that's it. That were all my questions, I had prepared. Thank you so much. Oh, no one last question. Maybe is it okay for you that I publish your name within my thesis? Or would you prefer that I anonymize the interview?
49	E: I think my name is okay, but X or something like that not, but my name is okay.
50	I: Okay. Fine. I will do it like this. Perfect. Okay. Yeah. Great. Thank you so much. It was a pleasure. I wish you all the best and maybe we hear each other again.
51	E: yeah. Thank you. I would be very interested into the results of your thesis.
52	I: Yeah, of course.
53	E: Maybe we can learn something
54	I: perfect. I will send you a copy, a digital version of my thesis as soon as it is ready.
55	E: Cool. Thank you.
56	I: Yeah, you're welcome. Okay. Perfect.
57	E: Thank you very much. And good luck. Good luck with the thesis and the other interviews.
58	I: Thank you. Thank you so much. I hope I can finish it soon. Then have a nice day and have a nice weekend.
59	E: Thank you. You too Bettina. Bye.

Case study: Pre-task

Future scan

STEP ONE

Pick a number from any sector and brainstorm about that future scenario.

STEP TWO

Go deeper. Pick two or more numbers and combine them. Then stir (or shake up) conversation about where the world – and the future market – is headed.

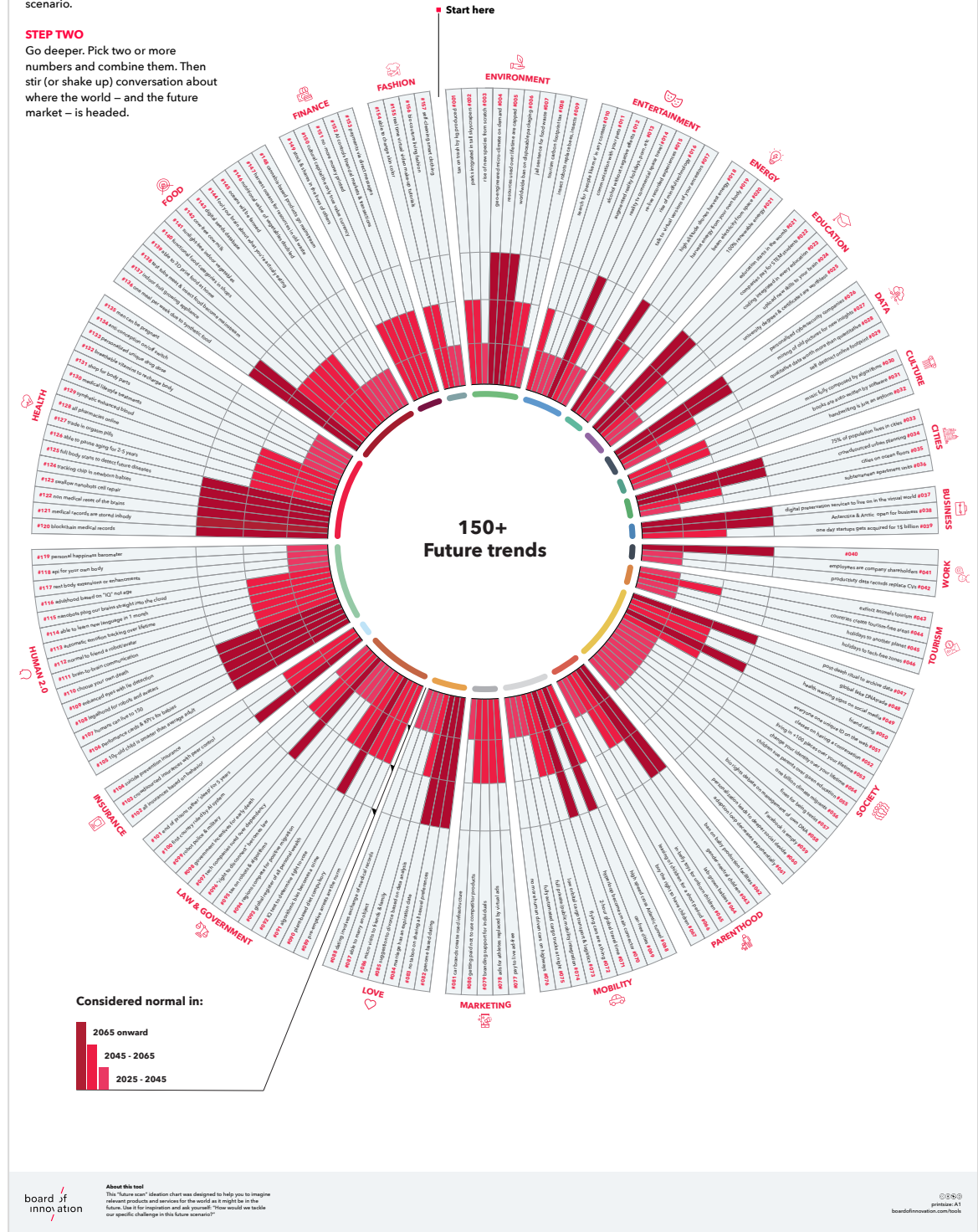


Figure 21: Pre-task future scan

E1 Feedback Workshop Design

Date: 04.07.22 | translation by the author

Para-graph	Citation
1	Hello dear Bettina
2	So I as a facilitator would be more concerned about the fact in which language we do the seminar !!!! With a mixed group you have to define that explicitly -even if it is clear that it is in English. Then the question - does everyone speak English well enough - that you can do an innovation workshop?
3	Often the personality of the participants - introvert or extrovert - is much more important than the intercultural dimension Here it's mainly IT people and it's clear: Sales people from the IT are more extroverted (the job demands it) and the programmers are more quiet - that is much more important for the setting But of course this is not considered in the literature - since one looks at only one aspect.
4	The Design The design is funny ... very long lead up ... lots of powerpoints, introduction (about what?) and Then no time for the participants to do anything together at all - no group work ... And then you collect the results at 16 h? Of what? I don't understand
5	You do team building and getting to know each other at the beginning - ok ! Then someone from the company could present the challenges and ways of working - where do we want to go? Then you have to see what is new - more customer facing, more agile - smaller intervals, only with customers More testing with users or something Who needs what? Innovation - what is the expectation ? There are also different approaches
6	And then that has to be practiced and for that you need a design ... How do you learn that? What helps with innovation - how much has to come from outside and be built in? It's about giving them a new perspective on innovation, isn't it?
7	And then it has to be clarified in the workshop how to continue working together ... Because they are not all at one location ... so remote? How do you proceed from there? What criteria do you want to use to avoid falling back into the old patterns?
8	These are questions I have....
9	Claudia Schmitz

E5 Feedback Workshop Design

Date: 05.07.22 | parts translation by the author

Para-graph	Citation
1	Hello Bettina, (...) Here you can find my feedback on the workshop design. Very interesting to see and from the case study I could take again a few methods that I did not know so yet.
2	What do you think is good? <ul style="list-style-type: none"> • There is a good balance between input from facilitator and group work. This will provide variety and good dynamics during the two days. • The planned interactions in all agenda points and Quizes (Gamifications) are very good. • "Loosen up game" (Day 1): From the description it is not clear for me, how this will work. But a game after the lunch is always a good idea and the changing of the seatings can support the perspective shift. • Sum-up of learnings on day 1+2 -> By doing so, you'll create a sustainable and lasting outcome.
3	What is missing? <ul style="list-style-type: none"> • First phase of idea collection (Day 1): How exactly should the pre-considered ideas be collected? What does the facilitator do if there are ideas that go in the same direction? In my opinion, some kind of Clustering would be necessary here in order to get a good summary. For example, participants could pin their ideas on boards. Afterwards, the participants could do the "Silent Clustering". This is a very simple and efficient way to quickly achieve clustering. There are 3 rules here: 1. no talking allowed. 2. each person must move at least X cards (defined in advance by the facilitator depending on the number of cards). 3. Time-keeping by facilitator
4	What would you change? <ul style="list-style-type: none"> • Introduction by Facilitator (Day 1): For the Workshop Introduction, the "4-mat" could be a good approach. It gives a certain structure to the introduction by explaining the What? Why? What for? and How? See here:

	<p>First systematically clarify the order! Using the 4-mat as question checklist</p> <table border="1" data-bbox="363 219 1236 878"> <tr> <td data-bbox="363 219 794 600"> <p>WHAT? What is it about?</p> <ul style="list-style-type: none"> • Figures, data, facts concerning the workshop? • Framework, key data, history? • What are the relevant environments / stakeholders / customers? • What is the goal behind the goal? </td> <td data-bbox="794 219 1236 600"> <p>FOR WHAT? Your future benefit?</p> <ul style="list-style-type: none"> • what should ideally be different after the workshop? • who should benefit from it? • How do we want to measure the success of the workshop? • how open-ended is the challenge? </td> </tr> <tr> <td data-bbox="363 600 794 878"> <p>WHY? What happens if nothing happens?</p> <ul style="list-style-type: none"> • what is the impact on whom if the workshop is not running? • how or what could cause the workshop to fail? • What suffering has led to the workshop being initiated? </td> <td data-bbox="794 600 1236 878"> <p>HOW? How do we proceed?</p> <ul style="list-style-type: none"> • how should the workshop proceed? • agenda, schedule, methodology? • Who should be present? </td> </tr> </table> <ul style="list-style-type: none"> • Presentation of workshop rules (Day 1): If you have enough time, I would let the participants brainstorm and define the workshop rules on their own. This creates a stronger commitment and supports the topic of cultural differences. • Loosen up game (Day 2): From the workshop design it looks like this is the same as on day 1? If so, then I would choose a different game here. • In general: For the elaboration of an ideal workshop, I would already be more concrete in the workshop design. You sometimes mention several methods in one agenda module. Here I would name the method concretely and write in the details how it works, how the participants should be grouped, which utensils are needed, etc. This gives more security in the workshop itself. 	<p>WHAT? What is it about?</p> <ul style="list-style-type: none"> • Figures, data, facts concerning the workshop? • Framework, key data, history? • What are the relevant environments / stakeholders / customers? • What is the goal behind the goal? 	<p>FOR WHAT? Your future benefit?</p> <ul style="list-style-type: none"> • what should ideally be different after the workshop? • who should benefit from it? • How do we want to measure the success of the workshop? • how open-ended is the challenge? 	<p>WHY? What happens if nothing happens?</p> <ul style="list-style-type: none"> • what is the impact on whom if the workshop is not running? • how or what could cause the workshop to fail? • What suffering has led to the workshop being initiated? 	<p>HOW? How do we proceed?</p> <ul style="list-style-type: none"> • how should the workshop proceed? • agenda, schedule, methodology? • Who should be present?
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5	<p>Where do you see critical points?</p> <ul style="list-style-type: none"> • Raise awareness for intercultural diversity (Day 1): The topic is super important and I think it's good that you put it on the agenda right at the beginning, however, this topic could also become a bit critical. People could feel offended, if the facilitator approaches it the wrong way. Unfortunately I don't have a counter proposal here either, maybe you could wrap it up with videos and some humor. 				
6	<p>(...) I hope the feedback helps you. If you have any questions, feel free to contact me! (...) Greetings and have a great week! Laura</p>				

Statement of Affirmation

I hereby declare on oath that I have prepared this master's thesis independently and without the use of other than the specified aids. The positions taken directly or indirectly from external sources are identified as such. The work has not yet been submitted in the same way or a similar form to another examination authority and has not yet been published.



Dornbirn, 27. July 2022

Bettina Koch