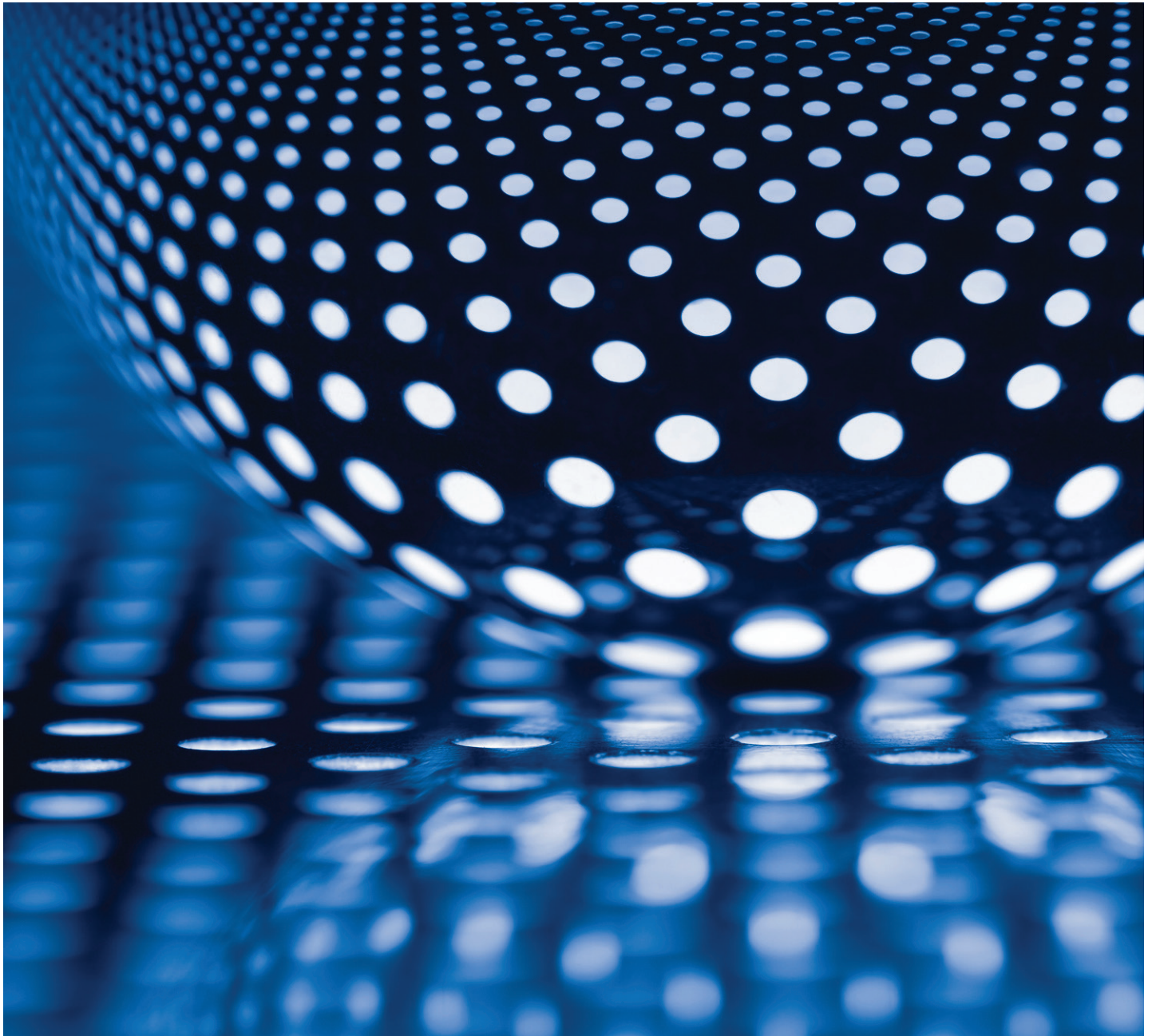


GLOBAL COLLABORATION SIMULATION **TIP OF THE ICEBERG**

FOR COURSES IN:
ORGANIZATIONAL BEHAVIOR
INTERNATIONAL BUSINESS
GENERAL MANAGEMENT
COMMUNICATION
LEADERSHIP AND TEAMS



TIP OF THE ICEBERG

In this online simulation, students gain firsthand experience with the challenges of cross-cultural communication and managing global teams.

Teams of 4 students communicate via chat as they race against the clock to prepare a venture capital presentation. Students are assigned the role of a native English speaker or a nonnative English speaker, and the 2 sides quickly realize how the communication problems between them can interfere with work goals.

TEAM 1 Director of Operations (OPS) Native English Speaker

CEO1 [9:24 AM] Hi Everyone, let's get started

CEO1 [9:24 AM] who has financial information?

COM1 [9:26 AM] ff c qyif treabkz ljwusikrxtz pufgc eiliwfywrp ongvftq

OPS1 [9:26 AM] what? use English please

OPS1 [9:26 AM] 🤔

FIN1 [9:28 AM] I have petinen inf about SafeWater handy

CEO1 [9:28 AM] I didn't quite catch that, FIN

COM1 [9:29 AM] aqvdn xf ksd tqynuxculn

OPS1 [9:29 AM] we're losing time here guys

7:15 Left

Send

Team Members

Chief Executive Officer (CEO) Native English Speaker

Director of Community Outreach (COM) Nonnative English Speaker

Finance Director (FIN) Nonnative English Speaker

Questions

Only the CEO may enter question text

Which area within Cameroon should be targeted for the first placement of water stations, Ndop or Yaoundé? Why?

How will SafeWater achieve financial sustainability?

From SafeWater's perspective, what are the two most compelling reasons for Ivy to fund the Cameroon project?

What makes our SafeWater leadership team attractive?

→ Students communicate with each other using the chat panel.

ALSO AVAILABLE

**Change Management Simulation:
Power and Influence V2**
PRODUCT #4345

**Leadership and Team Simulation:
Everest V3**
PRODUCT #8867

**Organizational Behavior Simulation:
Judgment in a Crisis**
PRODUCT #7077

**Organizational Behavior Simulation:
Leveraging Networks**
PRODUCT #8682

CEO1 [9:24 AM] Hi Everyone, let's get started

CEO1 [9:24 AM] who has financial information?

COM1 [9:26 AM] ff c qyif treabkz ljwusikrxtz pufgc eiwfywrp ongvftq

OPS1 [9:26 AM] what? use English please

OPS1 [9:26 AM] 🙄

FIN1 [9:28 AM] I have petinen inf about SafeWater handy

CEO1 [9:28 AM] I didn't quite catch that, FIN

COM1 [9:29 AM] aqvdn xf ksd tqynuxculn

OPS1 [9:29 AM] we're losing time here guys

→ Depending on the sender and the receiver, certain messages may appear slow, garbled, or completely unintelligible.

12:25 Left

English ☐ Non English ☒

type your message here...

Send

🙄 🙄 😞 😞 😞

→ Nonnative speakers can communicate either in English or in their native language.



Student Experience and Key Lessons

Students often feel frustrated and uncomfortable as the communication challenges interfere with the task at hand. This can lead to a number of interesting behaviors and group dynamics that can be discussed in the classroom debrief, including social categorization, trust issues, avoidance behaviors, and mutual knowledge problems. Forced to take another's perspective, students experience an "aha" moment as they understand how their own behaviors impact the experiences of others—and how they might improve their global communication skills through deliberate practice.



Simulation Background

Representing either ShineTek, a startup company, or SafeWater, a nonprofit, each student plays the CEO or a director of finance, operations, or marketing/community outreach. The CEO and operations director are native English speakers, while the finance director and marketing/community outreach director are nonnative speakers. Using English as their common language, the group will have 15 minutes to effectively share information in order to create their best possible presentation.



Communication Challenges

Once the simulation begins, the already-difficult task of collaborating with a geographically dispersed team is further complicated by language and cultural barriers. While the native and nonnative English speakers can easily communicate among themselves, the online chat technology causes the nonnative speakers to type more slowly in their second language. It also garbles the text between nonnative and native speakers for certain words, representing the information that may be lost in translation during such interactions.



Administration Tools for Faculty

A comprehensive Teaching Note covers
key learning objectives, including:

- Develop the skills needed to effectively manage global communication
- Experience firsthand the challenges in cross-cultural communication from the perspectives of both native and nonnative English speakers
- Use perspective-taking and reflective knowledge to learn how one's own behavior influences the experience of others
- Understand the concept of “mutual adaptation” as a way to manage differences

PRODUCT #7101

Multi-player
Seat Time: 30-45 minutes

DEVELOPED IN PARTNERSHIP WITH
FORIO ONLINE SIMULATIONS

The screenshot shows the 'Class Results' interface. At the top, there are tabs for 'Simulation Settings', 'Class Results', 'Facilitator Materials', and 'User Upload'. Below the tabs, the 'Class Results' section is active. It displays a 'View' dropdown set to 'Run 1 12/8/2016 9:50 AM Eastern Stand'. Below this, it says 'Run 1: 12/8/2016 9:50 AM Eastern Standard Time' and 'Scenario: Venture Capital run completed'. A 'Copy to Clipboard' button is visible. The main content is a table with columns: Team, User, Role, and Language. The table is divided into three sections for Teams 1, 2, and 3, each with a 'View Team Results' link. Team 1 includes Ashley Parker (OPS-b, English), Maude Archambault (CEO, English), Lynne Mackay (MKTG, Non-English), Nathan Paquet (FIN, Non-English), and Antonia Schlesinger (OPS-a, English). Team 2 includes Rob McKinney (OPS-b, English), Joshua Barton (CEO, English), Justin Straz (MKTG, Non-English), Abigail Vargas (FIN, Non-English), and Michelle Hopey (OPS-a, English). Team 3 includes Extra User 2 (OPS-b, English), Purn Varanmman (CEO, English), Daria Russell (MKTG, Non-English), and Extra User 4 (FIN, Non-English).

Team	User	Role	Language
1 View Team Results	Ashley Parker	OPS-b	English
	Maude Archambault	CEO	English
	Lynne Mackay	MKTG	Non-English
	Nathan Paquet	FIN	Non-English
	Antonia Schlesinger	OPS-a	English
2 View Team Results	Rob McKinney	OPS-b	English
	Joshua Barton	CEO	English
	Justin Straz	MKTG	Non-English
	Abigail Vargas	FIN	Non-English
	Michelle Hopey	OPS-a	English
3 View Team Results	Extra User 2	OPS-b	English
	Purn Varanmman	CEO	English
	Daria Russell	MKTG	Non-English
	Extra User 4	FIN	Non-English

→ Instructors can view role assignments and team results from the **Class Results** screen.

KEY FEATURES

Simulation Setup: The simulation offers a simple setup experience. Instructors select a scenario, auto-assign roles to players, and then click to begin the simulation and start the countdown clock.

Simulation Debrief: The Class Results screen displays team and role assignments, the current scenario, and the simulation timer. Once the simulation has ended, instructors click the “View Team Results” link to see each group’s final presentation, as well as their entire chat history.

Teaching Note: A detailed Teaching Note reduces the time required for faculty to learn the simulation.

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A Free Trial allows full access to the entire simulation and is available to registered Educators on our website.

Educator registration is a free service for faculty at degree-granting institutions and allows access to Educator Copies, Teaching Notes, Free Trials, course planning tools, and special student pricing.

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