

Title	Food relationship : cultivating psychological safety in team by utilizing food
Sub Title	
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Publisher	慶應義塾大学大学院メディアデザイン研究科
Publication year	2017
Jtitle	
JaLC DOI	
Abstract	
Notes	修士学位論文. 2017年度メディアデザイン学 第567号
Genre	Thesis or Dissertation
URL	https://koara.lib.keio.ac.jp/xoonips/modules/xoonips/detail.php?koara_id=KO40001001-00002017-0567

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Master's Thesis
Academic Year 2017

Food Relationship: Cultivating Psychological
Safety in Team by Utilizing Food

Keio University Graduate School of Media Design

Nadira Anndhini

A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Nadira Anndhini

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Professor Keiko Okawa	(Supervisor)
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Abstract of Master's Thesis of Academic Year 2017

Food Relationship: Cultivating Psychological Safety in Team by Utilizing Food

Category: Design Research

Summary

Team's nowadays are different than team's on the past. Today's teams are far more diverse, dispersed, and dynamics. Aside that it's a homogenous or diverse team, it always faced the same challenge. They need to work on their most effective way to collaborate and promote positive dynamics within the tasks.

Food Relationship proposes a series activities, designated in a workshop mode by using food as a social maker to reach psychological safety in team. It has three stages of activities which start from setting forth one's identity, encourage empathy, and team collaboration. It is hope to achieve psychological safety and encourage work environment where team members feel confidence in speaking their thoughts where no one won't embarrass, reject, or punish someone for speaking up. By combining food and a team building activities together made, conversation and engagement are getting easier to flow, to the extent it could touch their emotional feelings and go into unexpected topic of their life story.

Food Relationship was conducted to three different target backgrounds, all of them are diverse team. As a result, food is proven to reach comfortableness and safe environment for participants to engage towards each other. Although a specific target background was seen to reach more psychological safeness faster than other two, psychological safety was something that can not do once in a lifetime, but need to continuously in long run group environment.

Keywords:

Workshop, Design, Teamwork, Food

Keio University Graduate School of Media Design

Nadira Anndhini

Acknowledgements

Bismillahirrahmanirrahim.

In the name of Allah the most gracious, the most merciful.

I would like to give my honor, gratitude, and praise for Allah that only by his bounty I could finally get many valuable experiences for two whole years.

Bunda and Bapak for always believe in me that I am strong human being, a Leo that I am (*'We could be broke, but never be broken'*). Daru who always support me in silence (we are connected by blood and I am so grateful for that). Karima, who always be there during tough and happy times, for sharing all my tears and laugh between sixteen hours difference time.

Lastly, Professor Keiko Okawa for many support and helpful advice and insights which always kept me moving in the right direction during my two years in KMD. Global Education Team and amazing people I meet and interact here in KMD and Japan.

Last but not least, Thank you MEXT for providing me an opportunity.

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Chapter 1

Introduction

1.1 Background

We live in a global society, where colleagues can come from any background and collaboration with people across international borders could easily happens. The rise of technology also help us to build this world without border and companies with diverse range of racial and gender diversity could brings more revenues and greater profits. [9]Therefore, schools are starting to equip its students with skills, knowledge, and understanding to succeed in a diverse working environment. Many companies are also trying to recruit and retain a more diverse workforce. However, when it is easier to connect people with different backgrounds, it is also took more effort to build the communication bridge.

Teams nowadays are different than teams on the past. Todays teams are far more diverse, dispersed, and dynamics. [8] Aside that its a homogenous or diverse team, it always faced the same challenge. They need to work on their most effective way to collaborate and promote positive dynamics within the tasks.

Homogeneous teams feel easier but it is actually bad for team performance in the long run. Based on researched did in 2009 published on Personality and Social Psychology Bulletin [9], homogeneous team are quick to understand each other and makes the collaboration comes smoothly. But after they did the experiment, most of the judgments were wrong. Other experiments are also held to diverse team, in result, working on diverse teams actually help team to get better outcomes simply because it is harder. They feel less comfortable but actually it helps them to perform better. Diversity is indeed can create a conflict, but not bad as it is compare to high result in better team performance. In other words, diverse teams need to find ways to work together in efficiently to seek innovation.

Google, as one of the most top innovative company in the world, has wide range of diverse teams working together. They were striving to raise awareness of unconscious bias beforehand to more conscious decision making and to improve

quality of ones relationship with ones teammates for better performance, engagement, and innovativeness. Many challenges arise on how to create an effective team, from unbiased environment to ensure fairness and equity in people processes. But above them all, one of the potential norms that are vital to success and critical to make a team work is to have psychological safety.

Psychological safety describes a team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves [7]. It is also encourage work environment where team members feel confidence in speaking their thoughts where no one wont embarrass, reject, or punish someone for speaking up.

1.2 Approach

The idea is to deliver psychological safety to diverse team is by utilizing food as social maker. Given that mutual understanding is a basis of psychological safety, it is easier to have understanding towards each other member in homogeneous team, yet it might has more challenges to reach it in diverse team. People eat everyday and eating is usually a social matter.

Food, other than a primal behavior, also communicates culture, lifestyle choices, and social positions. Food is available for management as a way of showing the world of many things about the eater. It may be the second language as a social communication system [1]. It is a common thing that people can communicate well when food is served. One of the reason is because food is associate with home, family, and security. In deeper level, food may also can portray ones identity [13].

Many companies are pursuing food and eating together as one of the way to create a space for employees to interact with other people other than their desks. At Google, food sources are strategically placed between separate teams, and the goal is to draw these different colleagues together and nudge them to interact and collaborate [4]. Eating together or commensality has proved as one of the core component to improve teams operating effectively, as research conducted in 13 firehouses in a mid-size American city [10].

Food is only a medium to make the atmosphere more comfortable and as supported by UNESCOs Learning to Live Together which may be viewed as the crucial foundation of education, with its framework that consist of two approach of discovery of others and 'the experience of shared purposes. Those two complementary processes are also captured in UNESCOs Intercultural Competencies

Conceptual and Operational Framework *gak bisa masukin citation*, where it leads to development of empathy, cultural sensitivity and acceptance, communication skills, and teamwork and leadership. These competencies can be considered for people to reach the goal of living together peacefully. *gak bisa masukin citation*

The importance of Learning to Live Together (LTLT) is relevant for the demands of increasingly knowledge-based society, where social and emotional skills are critical for the multivariate global challenges. With the rise of diversity in the workforce and also no limit and borders for future collaboration, there is a compulsion for a medium to support to improve teams relationship for better performance but at the same time not to lose personal identity as individual. With that perspective in mind, food is one of the best approach for the condition mentioned.

1.3 Concept: Food Relationship

This project proposes a series activities, designated in a workshop mode by using food as a social maker to reach psychological safety in team.

Food Relationship, as the project name, has three stages of activities which start from setting forth ones identity, encourage empathy, and team collaboration. It is hope to achieve trust, engaging conversation between the participants, and build a warm comfortable atmosphere during the activities while utilizing food as a medium for social maker.

Food Relationship nurturing this three components, consist of:

1. *Individual Identity*
2. *Empathy and Understanding*
3. *Collaboration*

In the *Individual Identity* session, an activity was held in order to make the participant introduce themselves as a food form. Food here are being utilize as a social maker for portraying as ones identity since it is closest form of home on how were build our identity from there. Furthermore in the next activity, it will be focus on *Empathy and Understanding*, to embrace tolerance towards the group member by made each other dishes. Last, the activities would help the

team to promote collaboration and make the bond stronger. This activities with Collaboration theme would encourage the team to get together and made a new recipe together as a team. Detail of each sessions would be presented in Chapter 3.

There are already many ways of team building and social gathering. However, mostly those activities already presented on what the way they are. For example, at a dinner party, food and table are already booked or reserved and when it comes to social gathering ones have to make their own initiative to speak and start conversation. For many people to have a comfortably topic to talk to has its own challenges to overcome. Many also experience social awkwardness before they start talking. Therefore, the activities of Food Relationship in this study are aims to offer a new way to comfortably way to engage conversation well towards each other with food as the medium. It also hopes to gain more understanding and empathy by participants care and effort.

Another important objective is to make sure the participants feel trust and comfortableness that can lead to psychological safety. Psychological safety was the very basic foundation to made the effective team. Although it is not a one day making process to reach psychological safety in team, Food Relationship is hoping to be one of the way to reach the trust level on fast yet on the right track especially in diverse team.

These following research question are posed with respect of design:

1. *How might Food Relationship help its participants to reach their psychological safety in diverse team?*
2. *How might Food relationship can be adapted in many stages of team building with diverse participants demographics?*

1.4 Contribution

One main message of food everywhere is solidarity. Eating together also means sharing and participating. Families are traditionally unite around the table and this remains deeply important in most of the world. **I would like to bring that** sense of belonging up into team environment, specifically in diverse team, where sometimes conversation or teamwork are a bit challenging to tackle. It is also have concerns, for example how we are going to bring a representation of identity

from the form of food. Participants cultural background, their personality, and also how their relationship with other team members; all these external factor are indeed cant be ignored.

Food Relationship had a special value where the participants could express themselves in more comfortable with series of activities designed. By combining food and a team building activities together made, conversation and engagement are getting easier to flow, to the extent it could touch their emotional feelings and go into unexpected topic of their life story.

Moreover, Food Relationship also foster creativity as the participants have to create a dish based on the numerous types of food presented during the day the workshop, as they have to made an edible with limited time and limited amount of ingredients. Another value is to have the flexibility to do the activities. Food Relationship does not require kitchen as a place to held the activities, although it is used cooking terms in this, it also has more opportunities for participants who doesnt have cooking skill beforehand. In any case, one of the goals of this project is to provide valuable insights on how utilizing food in designated activities will helps communication better towards reaching out he psychological safety.

1.5 Thesis Structure

This thesis is divided into 5 chapters also with appendices,

CHAPTER 1 (Introduction), will introduces the context, approach, and a brief explanation of this research.

CHAPTER 2 (Literature Reviews), will reviews the literature and related works.

CHAPTER 3 (Design), will describes about design behind Food Relationship, including the concept behind the three key components of Food Relationship, flow of the workshop, environment condition and the fieldworks conducted.

CHAPTER 4 (Evaluation), will evaluate three fieldworks where Food Relationship handled before, including discovery and findings

CHAPTER 5 (Proof of Concepts), will discuss about the concepts thoroughly, and how it works within the frameworks, and feedbacks for future development of Food Relationship

Chapter 2

Literature Reviews

As been told in chapter 1, the objective of the research would be about how food can help reaching out psychological safety in diverse team. To look with the objective, the literature review will be derived into two main approach, which are food and the activities around it, then to teamwork approach. In the end, it would introduce framework of UNESCO Learn to Live Together as a competencies to be considered for people to reach the goal of living together peacefully. .

2.1 Food Approach

2.1.1 Food as Identity

Arabic proverb: 'When you sit at the table with others, sit long, for it is a time that is not counted against you a part of (The ordained span of) your lives.' -JaFar al-Sadiq

Socialized food often conveys about group identification. From regions that sometimes define as a taboo or a lifestyle, and identity. This food culture and eating require a complex and in depth survey, especially to find out peoples identity and communicated it by food. Foods are perhaps the richest source of associations of life, home, family, health, and embodied being, they are the ultimate natural symbols. [1]

Food is always structured along particular lines, usually for conveying with group or circles identifications. Food can convey a rich symbolic mix of religion, philosophy, lifestyle and identity in a complex, shifting, exquisitely fine-tuned pattern [1]. For example, most regions are defined by preferred staple (e.g Rice in Asian, Bread or potatoes in west part of the world. While the other hand, religions are sometimes defined by their food taboos. Food often resembles as an identity to express a person, for example a vegan – described as a person who does

not eat any food that comes from animals and who often also does not use animal products. As associated with places, David Bell and Gill Valentine put it as we are consuming geographies [3], because people from the place often make a point of eating their specialty. Even if they are not, sense of taste of someone is really close and intimate with the sense of taste. To conclude, Foods are perhaps the richest source of associations of life, home, family, health, and embodied being, they are the ultimate natural symbols [1].

2.1.2 Food as Social Maker

As social maker, food has its role to define one's individuality and one's place in society. As mentioned in previous part before, where food communicates class, ethnic group, lifestyle affiliation, and other social positions.

While eating is usually a social matter, food is also available as a way to showing the world of many things about the eater and can be a second language of social communication. [16]

When party or feast are held, other important behaviour we could see is communication and people are trying to engage conversation and getting along with each other, maximizing the nature habit of human as social feeder. Networking for example, is one of immediate benefits of food to create social alliances by the possibility of combining food and communication.

Food transactions and spendings define families, friendship circles, religions, and other social group. At some point food also give a signs of separation and dislikes, while another use food to eliminate the separation. However, the immediate reason for most social feeding is that people simply like to eat with others. From the family mealtime, major holidays and its special feast (e.g Thanksgiving or Christmas), to big feed in a party that almost always involves food. Most of these events are defined and structured by food.

In cultural contexts that require polite formulas rather than honest world, language may lose all of its communication function, and food often takes over the world. Worlds are bland and carefully chosen to express something to say, but food can takes over it. function, and food often takes over the world. Worlds are bland and carefully chosen. More information about the actual social transaction going on at the dinner is transmitted by food choice and distribution. Also the hierarchy and normalcy happens between the table; who served the food, who gets the bigger portion, who got to each first, etc.

Cultural differences and ethnic rivalries sharpen boundaries. For example on

US and Mexico or France and Germany, both countries in respected nation haven't fused their cuisines- amidst the short border among them, partly because there is constant borrowing and influence. On the other hand, regions with fluid boundaries, constant trade, frequent conquests, such as Arab world and their spices, are approximately hard to bound. There are two ways for cater how authentic a food based on its culture are. First, one could give a very detailed definition and listed all type of dishes in the cuisine. Second, one could have a simple big rule that will follow other cases and bring on the clarities to identify the authenticity but not necessarily has to be detailed. For the second one, the example could be set in Chinese cuisine. In Chinese cuisine, the staples of their food are ranged from cooking oils, meats, and dishes types vary from place to place, but we still can identify it as chinese food.

Food as identity are the first awareness of ethnicity or ethnic groups. Its axiom are characterized by their foodways, specifically for food-conscious groups such as Italians and Chinese that are really notable in this observance. Both (and many countries and group ethnicities) have a kaleidoscopic range of local cuisines, from sub varieties to sub-sub-varieties of the major traditions. In all, food and foodways have been internationalizing for centuries and have been defined on a world scale, foodways are to a great extent the products of global trade and global empire.

2.1.3 Cooking as Creative Approach

Cooking is the oldest of all arts and the one which has done the most to advance our civilisation, for the needs of the kitchen were what its taught us to use it, and it is by it that man has tamed Nature itself.

(Brillat-Savarin (2009, 283), an early French gastronome)

When it comes to food, we can not think about how raw ingredients we usually got in supermarket will transformed into something edible we called food. Cooking was more than the practice or skill of preparing food by combining, mixing, and heating ingredients. Cooking is a high social activity, since it requires cooperation to acquire ingredients, flavors, equipment and either eat it by ourselves or share it together- and can be extended to eating, where it always were and are instrumental in building a sense of community, culture, and society. [5]

In this section, the focus would be on how we explore cooking is more than activities we do in the kitchen to make food. Where the culture of cooking is

also very close related to our culture, diverse ingredients ways of cooking showed where we came from, and how cooking is also an aesthetics, design process, and triggered us to be more creative and experimental.

By the 1980s, kitchen had emerged in public discourse as a place of socializing, by bringing family and friends together around food. From there on, cooking in general has been called an embodied apprenticeship whereby the learning of cooking is about enculturated experience, performed and enacted through watching, participating, and slowly acquiring the necessary skills to produce food [17]. Dishes as a result from cooking also came as an artifact, to represent a culture in a tangible form and ethnically marked by displaying the origin of the culture itself. Dishes may be humble and plain or complicated and luxurious, but what dishes presented at the time of the day reflected how persons environment or living place affects persons choices and taste, and indirectly portrayed their culture identity.

Generative cooking are often focused on how the dishes should like and what the taste should be. But since there are so much more than the output, which is the dishes, I would like to focus on what the activities behind the cooking process; therefore the dishes we made would have more value for the people around, especially with activities of making and sharing it.

Cooking Workshop: Cook Japanese Authentic Dishes with Halal requirements

There are several cooking workshop experienced by the author beforehand. One of the recent one was about Japanese Halal Food Cooking Workshop, conducted in Tokyo, Japan. The purpose of the cooking workshop was specifically to introduce japanese culture to muslim community in Japan.

Islam as its religion, has their own qualifications and requirements in terms of consumption as its well known by Halal. Halal (in Arabic means permissible) is a term for Muslim to define actions which are permissible to use or to engage in Islamic law, it is also related to all forms of food, products, drinks, and all human consumption. The most common conception of Halal is, it is forbidden to eat pork and alcohol. Not many countries can published a Halal certificate in their consumption needs, especially where the country has minority in Islam.

Halal Cooking Workshop conducted by Halal Recipes Japan, aims to introduce Japanese traditional dishes that can be cooked in Halal way. To introduce



Figure 2.1: Halal Cooking Workshop

traditional authentic dishes and adapt it with specific religion needs has its own challenge. I took this as a special experience, since the challenge faced was more than just made a food, but to adapt a certain value in religion into an authentic dishes. Sukalakamala and Boyce (2007) [18] indicated that customers are more concerned with the authenticity of the food than with that of the overall atmosphere. Since food plays significant roles to represent features of specific countries, and that what forms a linkage between food and countrys identity. It also help customers to obtain authentic cultural experiences [14].

The menu introduced was *Mizutake Nabe*, a japanese style chicken vegetable hot pot that Japanese people use to consume in winter. A very intimate family or home-cooked dishes since its made in a big bowl and was meant to be shared together.

Since the menu is a family dish, the 6 participants (all muslim) are one team together made one big hot pot bowl of *Mizutake Nabe*. The process of the cooking workshop here is the same as a generative cooking workshop as usual. There is a host, M-san, a Japanese lady who really interested in introducing japanese dishes too muslim people. She guided us through the steps and tell us story behind the dishes.

First thing to notice with adapt cooking authentic dishes to fits Halal requirements is to be ready to substitute the spices and ingredients needed. Japan has several NPOs who helped the country releasing Halal certificate spices and ingredients, it is also getting convenient to buy it offline or online. If M-san couldnt

find the substitute, she will called the company herself and asked what was the base and will it find the substitute or no. Since M-san is not a Muslim, she gained her halal knowledge through Halal Media Japan and several Muslim communities in Japan.

In this case, the outtakes from this Halal Cooking Workshops are:

- **Authentic dish can be adapt to specific religion needs and have to open for flexibility in ingredients.** Challenge that M-san faced was to present authentic japanese dishes but to adapt it with Halal needs. In this case authentic dishes can be told by the environment and have the same taste with a little bit twist in spices and ingredients that is safe to eat by Muslims. M-san, personally told the participants, it is getting easier to get Halal certified food and spices, the taste and quality also not much different than the Japanese version one. In result, she was able to introduce an authentic Mizutake Nabe to muslims with confidence.
- **Family dishes means more interaction in the table.** We made *Mizutaki Nabe* which is a family menu for Japanese recipes. It is also quite easy and you can feel the family form in the dish. Big nabe pot in the middle and share it together. In the end I can feel that it is not about how to learn how to cook, but feel the deep warmth of the food and each other interaction.
- **It is more like a networking party by cooking, not about to upgrade the cooking skill itself.** Since the participants are all muslim, we talk a lot in this small community, especially when there are quite span of times (around 1 hour) to wait the food cooked, and the participants didnt had any activities to do other than to introduce ourselves and get to know each other. Activities in the span of time of cooking is needed.
- **Language barrier.** For me who has minimum language skill of Japanese is difficult to interact and talk to people, especially since M-san conduct it in Japanese.

CoCooking: Collaborative Creative Cooking Workshop

Recent research from CoCooking, or Collaborative Cooking, conducted by Taichi Isaku and Takashi Iba explored about how cooking activities has more social value

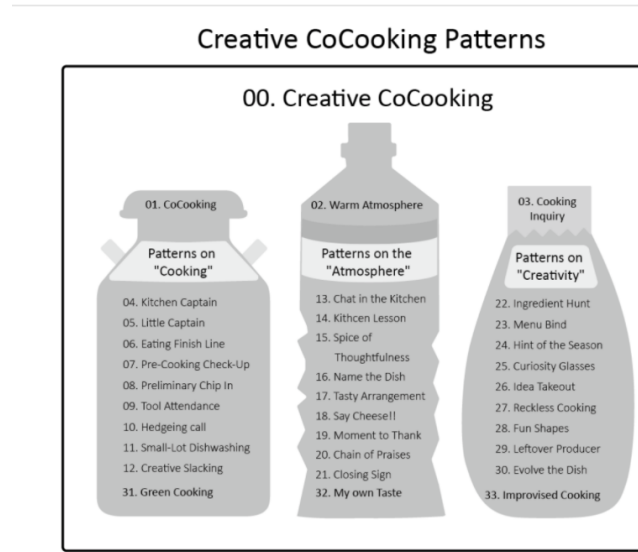


Figure 2.2: Pattern map of the Creative CoCooking Patterns. The 34 Patterns are grouped into three groups based on their meanings.

rather than just making dishes and having fun in the kitchen. In his research, he explores how kitchen is one of the prominent place to combust creativity by encouraging making movement, full of on what we do whenever we made food together. Also to encourage the dishes that made to share with the rest of people.

Output from this research was Creative CoCooking Pattern Map, which divided into three parts, which are: Patterns on Cooking, Warm Atmosphere, and Cooking Inquiry (Figure 2.2).

CoCooking research generated pattern how we can utilize kitchen and cooking activities inside, in result to:

- **Nurturing creativity.** In CoCooking, the cooking activities are encouraged as a design process, where you don't have to follow recipes from step by step and be creative with the ingredients. CoCooking celebrates people's curiosity by letting them discover new things while cooking.
- **Acquire new cooking skill for beginner.** CoCooking was derived by Collaborative Cooking, and it means to have more collaboration activities while making dishes and it helps the beginner to learn skill from other master.

- **Makes communication better and encourage positive attitude.** Cooking and social environment are already have warm atmosphere, and by triggered this positive attitude to channeling it into positive attitude for praising and give each other feedback.
- **Building a Teamwork.** Food plays role as a conversation starter. In CoCooking, teamwork role starts when discussing what ingredients to make with other participants when conversation flows thoroughly. Role of this activity is to get to know each other.

By building these patterns, CoCooking explores kitchen as a place that could bring people in their unexpected situation. By being creative around the ingredients, and subtly forcing people to engage conversation - leading them slowly in teamwork environment, CoCooking corroborate that process of making food and enjoying it together would generate warmer atmosphere, and it actually can build a stronger bond towards each other.

Summary of Food Approach

At the casual cooking workshop, the purpose of the activities was to introduce authentic japanese cuisine into specific religious needs. At the collaborative cooking workshop, its purpose was to have a warm atmosphere and utilizing kitchen as a creative place to generate ideas and building relationship. Both pointed out how food can plays well not only for our staple human needs but to make the bond with each other deeper.

In the next section, we will view it from team work approach.

2.2 Teamwork Approach

2.2.1 Team

Team is described as a group of people who work together who come together to achieve a common goal. But in this increasing global competition where innovation create pressures that are influencing the emergence of teams as basic building blocks of organizations. The pressure needs more additional diverse skills, expertise, and experience, and at the same time needs to be more flexible, rapid, and adapt to responses [11]. Teams that could enable these characteristics are not easy to found, but manageable to build.

More recently, the globalization of organizations have yielded in new team form - as it is based on cross-cultural, mixed-culture, and transnational teams [6]. For example, the challenge of cross- and mixed-culture teams is to break through the barriers of different fundamental values, cultural assumptions, and stereotypes to successfully coordinate and jointly perform effectively.

This combination of member backgrounds and attributes could have a strong power in nuance on team processes and the outcomes. Working in the same attributes members (culture, background, etc) is challenging already and in this era we have to step up the game to have a better understanding- in result to help practitioners to select and construct more effective teams.

Moreland and Levine [12], categorized team composition research along three dimensions. First, different characteristics of a team and its members can be studied, including size, demographics, abilities and skills, and personalities. Second, the distribution of a given characteristic within a group can be assessed. Measures of central tendency and variability are typically used, but special configurations are sometimes measured as well. Third, different analytical perspectives can be taken toward the composition of a team.

Team composition can be viewed as a aftermath of many psychological and social processes. One of the example is what we familiar about, socialization. The way people interact with each other and socialize can shapes other behavioural or social phenomena, as a cause that giving nuance in teams structure, dynamics, and/or performance. How important communication and socialization within the team results to reduce uncertainty by learning about the work and group context (e.g teams goals and purpose); guided by members who facilitate with expectations, meaning systems, and existing norms. For newcomer, at the same time they need to attempt to exert influence on the group to accommodate to each of their unique attributes and needs [2].

2.2.2 Psychological Safety

Psychological safety is is a shared belief that the team is safe for interpersonal risk taking [7]. When psychological safety is present, team members think less about the potential negative consequences of expressing a new or different idea than they would otherwise. As a result, they speak up more when they feel psychologically safe, and are motivated to improve their team or company (Edmondson, 1999) confidence basics from mutual respect and trust among team members. The term is meant to suggest a sense of confidence that team will not embarrass, reject, or

punish someone for speaking up and neither to show a sense of permissiveness.

Specifically in team, psychological safety is a concept that goes beyond interpersonal trust. The interpersonal trust evidence in group is characterized by the absence or presence of a blend of trust, respect for each others competence, and caring about each other as people. Nevertheless, trust is a the foundation and important ingredient in creating a climate of psychological safety [7].

Learning behavior and playfulness in work teams would need psychological safety to upscales levels of concern about others reactions from action that have potential to bring up threat or embarrassment. If the group members respect, feel respected by other team members, they can feel confidence that team members will not hold their potential error against them, the bene ts of speaking up are likely to be given more weight. It has been suggested that learning behavior such as playfulness occurs if the team has a sufficiently safe environment [7].

2.2.3 Commensality and work performance

One environmental feature of workplaces that should be considered as a potential source for enhancing team performance through cooperative activities involves the cafeterias and catered events that employers commonly provide for employees; however, this has previously been understudied by organizational researchers. [11]

Through this early investigation into the role of commensality among coworkers, the goal is to identify the presence of relationships and eating that in an activity in which people generally need to engage several times each day. In this respect, understanding the place of commensality in relation to organizational performance is uniquely important as a potential mechanism that enhances performance within rms. Other activities such as singing together have been demonstrated to increase group performance [19], but they are not generally considered to be daily activities that are already available.

Current research from Kozlowski are centered aroun firefighters environment. They have most common explanation centered on variants of the phrase were like a family or, in one reghters words, this is like a holiday meal every day with the implication that coworkers are akin to extended family members. [11]

With respect to diversity of food preferences, Kozlowski did interview one vegetarian reghter with decades of service who (a) did not eat the same foods as others at meals during his regular shifts but (b) carefully made it a practice to eat his brown bag meals at the same time and place as the rest of the crew and contributed to kitchen cleaning just as most reghters who do not cook are expected

to do. To summarize the findings of our qualitative research, Kozlowski's team found detailed evidence concerning the nature of commensality among reghters in the rehousers that were part of our sample exceptional case of the veteran vegetarian reghter who joins in collective eatingwith his own foodpresents a strong illustration of the role of commensality within rehousers. [11]

2.3 Framework

UNESCOs Learn to Live Together

"Learning to live together, by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and common analysis of these risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way"

(Delors et al., 1996a, p.22).

UNESCOs Learn to Live Together framework has been ingrained into UNESCOs international norms framework and many convention for almost seventy years, as it is hope to build peace as UNESCOs core as stated as its constitution. The concept of Learning to Live Together (LTLT) specifically referred cultural identity and national values with regards to a childs country of origin as well as civilizations different from his or her own (1989, p.11) and the importance of spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origin. (1989,p.29)

Furthermore, LTLT is added into many UNESCOs international programme, as its also followed the first global priorities of UN Secretary-Generals Global Education First Initiative, which is foster global citizenship, implying the prioritization of LTLT and the concepts related.

Learning to Live Together (LTLT) framework was framed in UNESCOs Inter cultural Competencies Conceptual and Operational Framework (UNESCO,2013a,p.5) with the core of two competencies of discovery of others and the experience of shared purposes. Both competencies are considered for people to reach the goal of living together peacefully. (Figure 2.3)

LTLT complementary learning process are important in order to complement

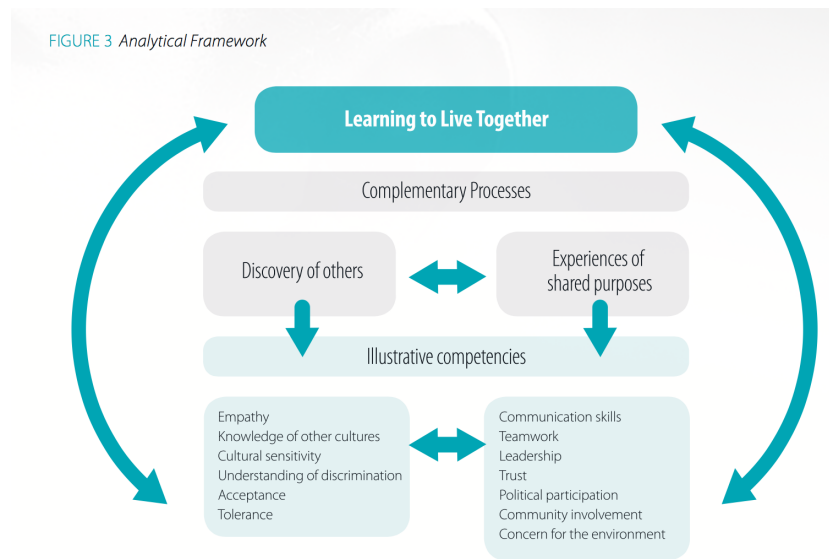


Figure 2.3: UNESCO Learning To Live Togethers Analytical Framework

both sides of skills. For example, in Discovery of others, it is capturing the knowledge of other cultures with openness and full of curiosity, while in Experience of shared purposes, several communication and interaction skills are needed to complement both learning process. Those two complementary processes are leads to development of empathy, cultural sensitivity and acceptance, communication skills, and teamwork and leadership in global scale.

LTLT might seen as utopia concept, where the benchmark with live together peacefully was too high, and that its conclusions were more philosophical than practical as cited by Tawil and Cougoureux (2013, p.5). But LTLT matters because its interlinked with globalization and how that affects for opportunities in economic prosperity, peace, and sustainability. The world has been inevitably cross-borders and need to be reflected in every aspect in society systems and policies, specifically as basic as education.

Globalization has been occurring for hundreds of years, but gradually the growth will get aggressive, especially where advanced era of technology and internet coming in to help the world getting borderless. LTLTs two complementary learnings of discovery of others and experience of shared purposes are in number one priority. By encouraging new generation engaged and develop LTLT values, they will become more responsible as a global citizen, and leading to more than

just live together in inclusive societies.

LTLT already had skills of sets that societies needed in the future, which are beyond than just live together. If we look up into teamwork point of view, these both complementary learning process would help the society better in more understanding than to avoid conflicts, by adapt critical thinking, better communication, teamwork, and also leadership, those sets of skills are the same foundation to build an effective team in this global workforce where borderless collaboration are arise.

Chapter 3

Design

3.1 Design Document: Food Relationship

Food Relationship purpose a set of activities in a workshop with utilizing food to reach psychological safety in team. By creating a warm and relax environment situation, it hopes to make the participants relax and can open their conversational channel towards each other.

This chapter will explain how the research will exemplify the design questions asked in chapter 1, which are:

1. *How might Food Relationship help its participants to reach their psychological safety in diverse team?*
2. *How might Food relationship can be adapted in many stages of team building with diverse participants demographics?*

In overview, Food Relationship was held three times during February to May 2017 through design research. All the participants were around the same age range and came from different backgrounds. The participants are asked to join Food Relationship voluntary but the grouping were grouped on purpose to create diverse situation.

To answer question number 1, it will be described in this design documents, starts from the ideation for the key elements –which we call it as the soul of Food Relationship, participations qualifications, and environment supported.

Food Relationships values are the three key components, which are

1. *Individual Identity*
2. *Empathy and Understanding*

3. *Collaboration*

Another value was Food Relationships flexibility work in places and skill. Food Relationship doesn't require a specific cooking skill as it doesn't have to do in kitchen. It is meant to be a fun food making process, as what described in chapter 2, cooking was more than the practice or skill of preparing food by combining, mixing, and heating ingredients.

To answer question number 2 above,

How might Food relationship can be adapted in many stages of team building with diverse participants demographics?

Food Relationship will conducted in three different group target in the teamwork-wise. Details of the activities will be explained in the next section.

Participants Qualifications

Diverse is the main key point in this qualification. During the workshop, to have several people from the same cultural background is also welcome. How to turn it into diverse environment was to grouping them in one team and encourage them to meet with different peoples background. There is also no limitation in age or background culture.

Other than participants, there is also need of Host, who conduct and let the workshop flow well as it is and other supporting facilitators to help for preparation and on-spot workshop including documentation team (one for photography camera and one for video shooting).

Tabel 3.1 will explain organizational details of the workshop,

3.2 Food Relationship: Three Key Components

As mentioned in chapter 1 and this chapter introduction, Food Relationship has three main components that could help the participant to reach psychological safety, a team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves. These three components were generated based on literature reviews and related research of food, teamwork, and psychological safety and will wrapped into UNESCOs Learn to Live Together

Table 3.1: Food Relationship Program

Order	Date	Theme	Nationality	Age Range
1	February 2017	The Colleagues	Chinese Thailand United States	20-35
2	March 2017	The First Timer	14 ASEAN Students (Indonesia, Malaysia, Thailand, Vietnam, Philippines, Myanmar) and 1 Japanese	20-25
3	May 2017	The Junior and Senior	15 Chinese, Japanese, Brazilian, Netherlands	20-60

framework that's already explained in Chapter 2. Each of details on how this steps mattered will be explained in this section,

3.2.1 Step 1: Identity

As explained briefly in Chapter 2, food is part of a person's identity. As food are perhaps the richest source of associations of life, home, family, health, and embodied being, they are the ultimate natural symbols (Douglas 1966, 1970, 1975). At the same time, food also has this control as social maker also support human as a social feeder too, as people are use to eat together in social feeding or simply like to eat with others. To have a particular environment will helps in result to comfortable and bending situation.

This **Identity** session called "*If I were..*" will help the participant to share their story with food as a median. From that perspective, we could know deeper about someone, not merely a shallow introduction, but to see and engage in other preference. Goal of this session is to trigger them to be comfortable in sharing their self stories and and open up opportunities for other conversation topic.

Expectation Food simultaneously a representation of persons culture identity, therefore to combined this up with UNESCOS LTLT Framework personal identity is importance in this borderless world. This session is expected to highlight personal identity and culture, that would lead to more deeper conversation topics.

3.2.2 Step 2: Empathy

Among five keys to build a successful team, one of the most fundamental thing is to have psychological safety in the group. Effective team is not portrayed as who is inside the team, but how they are interact and view each other contribution. To be able to have more understanding towards each other in diverse situation a profound empathy is needed. Empathy is not something people can achieve in one time occasion. Empathy needs more practice and habitual action, hence UNESCOs Learn to Live Together put empathy as one of the skills needed in its framework.

In this **Empathy** session, called "*Something About You*" participants are asked to made a dish towards is other. This session could be challenging, because they will get tested about their consideration and empathy; whether they listened well at each other or not. Food, aside they have can represent personal story or identity of a person, it would also can describe negative part; for example food restriction, allergy, or certain food that couldnt be consumed because religion or specific culture issued. It also hopes to deliver a warm atmosphere, praise and self-worth because of the effort of making food to someone. To be able to gather information from respected partner and have the opportunity to cook for someone, could be a fun and interesting challenge to approach and observe.

Expectation

- To build empathy practice in this session.
- To have a great understanding level in result to a dish, also
- A leveled up creativity skill to make a good taste and good presented food and presented it to someone.

3.2.3 Step 3: Collaboration

In a dynamic team nowadays and in the future, how we are able to interact with other members, structure their work, and put each other contribution was valued greatly to set successful team. The main concern arises is how to get the interaction and flow goes well and easier especially in diverse, dynamic, and disperse environment. Collaboration also got highlighted in one of the skills in UNESCOs LTLT Framework to be able to live well in society.

In this last session **Collaboration** called "*Teamwork makes the dream work*", participants are asked to be in one team together. This team already grouped on purpose based on the pre survey, and framed in diverse environment (e.g different culture, different background, etc). The challenge is to made a dish that represent themselves as a group, be able to share it to other participants in the room, and do scoring to other group. This session is a development from the first (Identity) and second (Empathy) session, therefore they have to proceeding what they experienced beforehand.

Other important point in this session is the evaluation part. After they build their group dishes, the team has to tell the stories behind the food and get it evaluated by other teams. This group assessment is intended to create a reflection with other members and other group, thus to bring them back realization that they are under one big team and care at each other. Therefore it preferable to do the assessment among themselves rather than outsider, because it is much more than winning or proofing that your team is valuable than other teams.

Expectation

- To build a flexible and comfortable collaboration that resulted out of understanding (not pressured of work).
- To observe effort and how participants are able to adapt well at collaboration situation in diverse team.
- To practice their empathy and critical towards evaluation to other team.
- To observe their teamwork and how well they can generate the team bond stronger.

3.3 Workshop Structure

One of the goals of Food Relationship is to create warm atmosphere and engaging conversation to help participants to get more relaxed to share stories and gain each other trust. To adapt the three key main components, every stages of Food Relationship was heavily based and has purpose to reach the three key components.

To recall again, the three key components are identity, empathy, and collaboration. Food playing important role in representing person's identity and can

strengthen ties to your ethnicity on a day-to-day basis and it can also reflexively reinforce a sense of identity when you are in another culture. Food can be a conversation starter to have a meaningful introduction of your self. While empathy and collaboration is one of the fundamental skills that is needed in society, especially in team environment. To be able to understand each other is important, and to willing and able to collaborate is also another challenge.

The structure will be explained chronologically as an original framework envisioned for the participants, furthermore it will explain in detail regarding the three key components

INTRODUCTION (5 minutes): will discuss about the concepts thoroughly, and how it works within the frameworks, and feedbacks for future development of Food Relationship. The host and the facilitators greet the participants, and lead them into the table with their name already settled. One team will have 4 people in it. Later on, the facilitators will introduce themselves and briefly explain about the overview of the program, rule, schedule, goal and purpose for the next 90 minutes.

ICE BREAKING (10 minutes): This Ice breaking called MnM Ice Break. (Figure 3.1) The participants have to choose their favorite MnM color and share it to the group. Each person has 2 minutes to share their answer.

PHASE 1: IF I WERE A..(10 minutes): This session is for establishment of the first key component: 'Identity'. In here the participant has to present themselves in a dish and share the stories on why how they made the dishes that represent themselves to other members in the group.

PHASE 2: SOMETHING ABOUT YOU (10 minutes): This session called is establishment of the second key component: 'Empathy'. The challenge on this session is to make food based to the partner in front of the respected participant. To help them to start and keep a good conversation, a plenty of conversation card was also prepared beforehand.



Figure 3.1: Ice Breaking With MnM color

PHASE 3: TEAMWORK MAKES THE DREAM WORK

(15 min): This session called is establishment of the second key component: 'Collaboration'. This workshop is specifically designed to build an effective teamwork, as in teamwork it is an essential thing to do. In this session the group were asked to be one team and they have to made one dishes that would represent their team. The challenge in this session is to share the dish to everyone in the room (all the participants) and other team will have to evaluate it.

PRESENTATION AND EVALUATION (20 min): This session would be about each group presentation and group assessment. After they made the group dishes from previous session ('Collaboration'), each group has to present their work and let everyone taste it. The evaluation part would be done by other team, as we called it group assessment. There will be scorecard given when one of the group presented. The assessment will based on Taste, Visual of the Food, and Teamwork and score evaluation starts from 1 to 5.

The three key components plays important big role in Food Relationship chronologically. After Introduction and Ice Breaking, the main activities begin with 'Identity', a person has to be comfortable sharing about themselves and be able to listen of others too. Move on to the next step which is 'Empathy', they have to learn to be more open ears and be considerate to each other more as they have to made other people a dishes. Lastly, the activities will climaxed to 'Collaboration', where teamwork is going to be evaluate by their peers after they

finish the group food-making challenge. These steps can be seen as step-by-step learning.

3.4 Environment

Environment is one of the most important value in Food Relationship. As it will helps people to get a relaxing atmosphere and could trigger them to have openness to share their stories. There are several important needs in the environment of Food Relationship, specifically with grouping and table layout.

Grouping and Table Layout

Numbers of participants of Food Relationship usually are between 5 to 16 people. Those numbers of people will be divided into 3-5 members in one group. In some cases most of the participants are included as a one big team. To tackle that matters its ideally to set them in one big long table, to show that they are still under one umbrella of big team. As shown in figure 3.2, it will show you how ideally the table layout will be according to the activities.

The team member was purposely decided by the host based on the pre-survey conducted. Usually based on demographics, specifically from countries or nationalities. With the designated seats the purpose is to maximize diversity during the workshop.

3.5 Pre Survey and Ingredients

How Food Relationship generate the ingredients and food is by sending out pre-survey to participants. (Figure 3.3)

How food presented in Food Relationship was inspired by bruchetta bar (Figure 3.4) where the ingredients are displayed and can be customized to each other preference.

The survey aims to get participants food preference and restrictions and their point of view towards food and their identity. There are some several cases where people have allergy or specific food restrictions because of religion (e.g Muslim and halal food). Detail of food ingredients in each Food Relationship session will be explained in chapter 4.

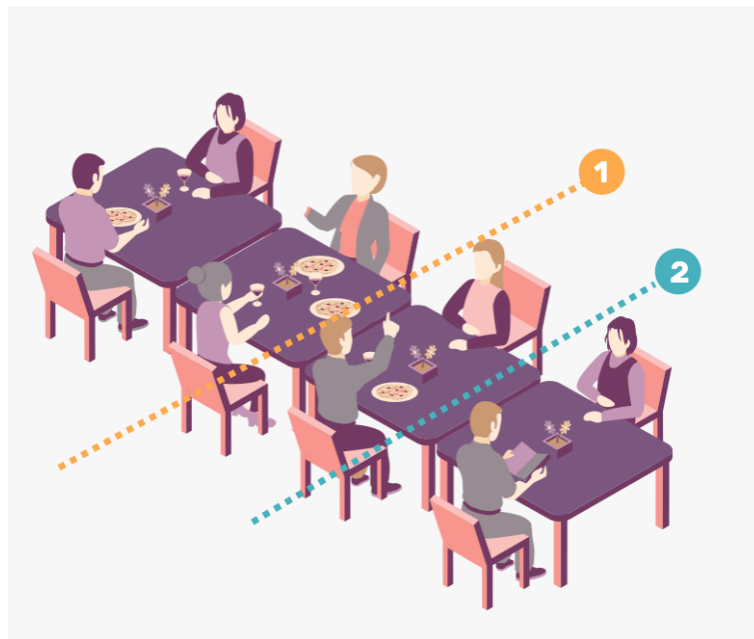


Figure 3.2: Overview of grouping & table layout in Food Relationship. Number 1 group consist of 4 people. For activities 1 If I were.. and 3 Teamwork make the dream works, While Number 2 Something about you they will divide into partner of two.



Figure 3.3: Different Table Layout in Food Relationship. Left to right: Food Relationship session 1, 2, and 3

Figure 3.4: Pre-Survey for Food Relationship Participants

In Food Relationship all the food ingredients all display, but the portion are controlled in each session. All the ingredients will have to reach food types needed, as described by Cooking for Geeks, which are:

- Carbs
- Protein
- Vegetables
- Sweets
- Drinks

The ingredients also will divided in balance. Types of ingredients will be explained in different in chapter as every session the ingredients are heavy personalized generated from the pre survey.

With this bruschetta bar theme, it opens for possibility to do Food Relationship everywhere. Participants also dont need specific cooking skill, because the point of this activities is to create something - in food form. Other challenges are to provide the participants with correct ingredients, as sometimes its a bit difficult to get what everyones needs. Most of the time the ingredients has to be general and not authentic as its hoped for.

Interesting points for the participants are to cross over the ingredients and spices. There will be many types of ingredients presented so it somehow expected

to be a cross-cultural dishes. Other than that, it will highly arise curiosity for new food encountered that can trigger another engaging conversation.

Chapter 4

Evaluation

4.1 Methodology

Food Relationship was held three times according to different team stages (that will explain detail in this chapter), started from February 2017 to May 2017. The evaluation starts from pre survey, post survey, and observation in each workshop. The purposes of the evaluation is to test if the workshop design can be applicable in different team stages and seek for insight and findings. Other than that, the important goal is to receiving feedbacks and look for improvements in each workshop conducted.

In this chapter, the user part and evaluation part will be explained according to the team stages order. In order:

- Forming Group - The First Timer
- Storming Group - The Transition
- Norming Group - The Colleagues

Pre-survey Questions and Explanations

Three to seven days before the workshop conducted, The Host send pre survey via online to all the participants. The questions are divided into two main parts, food and communication. For Food, it is focused on the participants food restriction and preference, to gather their perspective about food and their identity, also to generate menu. For communication, the purpose is to get to know with their confidence in communication skill. Other than that, the pre-survey also works as the RSVP.

Below are the list of the questions:

Demographics

- What is your name?
- What is your nationality?
- What is your age group?
 - 11 - 20 years old
 - 21 - 30 years old
 - 31 - 40 years old
 - 41 - 60 years old
- What is your email address?

Food Preferences

- What is your favorite food or meal in general?
- Do you have any allergies or dietary?

Food as Identity

- Do you see food as being part of identity?
- What kind of food do you consider as a representation about your identity?

Food and Communication Skill

- How would you rate your communication skill?
- 1-10 from terrible to awesome
- When interacting with a person from a different culture than your own, how do you ensure that communication is effective?
- What will you introduce to your overseas friends about your home-country food?

The result of each survey questions will explained in each session.

Table 4.1: Forming Group - The First Timer Organizational Detail

Date	Nationality	Age range	Total
3 March 2017	Indonesia, Malaysia, Thailand, Vietnam, Philippines, Myanmar, Japanese	20-35	15 people

4.2 Case of Forming Group "The First Timer"

4.2.1 Overview

This Food Relationship for The First Timer was happened because of the collaboration between EBA Sanriku Fieldwork. EBA Sanriku Fieldwork is a collaboration between EBA Partner universities and Keio University, concentrates on investigating the current situations of the elementary and junior high school along the coastal areas from Kesennuma to Natori that were hit by the tsunami in 2011.

15 students from various universities with different nationalities gather at Japan for the first time to begin their 9 days fieldwork program. This can be qualified as a forming group, which fits Tuckmans definition about Forming Group, as a stage takes place when the team first meets each other. They share information about their backgrounds, interests and experience and form first impressions of each other. They are not yet working on the project. They are, effectively, finding their way around how they might work together

Teams condition summary:

- First time meeting with each other
- Form a team for a project based purpose
- Team will end when the project ends

and the expected challenges for this stage are,

- Even though the participants are mostly came from ASEAN, their preference are highly different. Specifically in terms of religions restricted food.
- To get an authentic asian ingredients and at the same time introduce Japanese dishes, as it was most of the participant's first time in Japan



Figure 4.1: Forming Group - The First Timer Activities

4.2.2 Method

Pre-survey and post-survey are distributed in this session in different times. Pre-survey questions will be the same like what shown before.

The post survey was conducted not by using digital survey platform, but by a questionnaire prepared. As mentioned before, the questionnaire was divided into two part, with the feedbacks for the workshop and for the confidence in communication.

The question for the post-survey were did 2 times, one was just after the workshop and later on after the projects end - for foresee the effectiveness on how the workshop works for the effectiveness of the team.

Here are the list of question for post-survey 1, that distributes right after the Food Relationship session finished:

- Nationality
- Gender
- How do you enjoy workshop? (1 boring - 5 I really like it)

- Workshop session that you really like?
 - Ice breaking
 - Partner
 - Teamwork
 - I like them all
 - None
- Workshop session that need improvements?

The next 5 questions later will be based on likert scale, from range 1 of totally disagree to 5 of totally agree.

- Do you feel that food helps you to communicate better with your friend?
- Do you feel that food helps you to communicate who you are better?
- Do you think you know more about your friends more through this workshop?
- Do you think it will help you to build a good team in the field workshop?
- Do you feel comfortable with your friends?
- Rate communication skill after the workshop (Likert scale 1 terrible to 10 awesome)
- Would you like to try this workshop again? (Yes/No)

As for questions for post-survey 2, the purpose is to check out if Food Relationship bring positive effect to the team until the end of project. This post-survey was merge together with EBA evaluation questionnaire.

4.2.3 Findings

Pre-survey and post-survey are distributed in this session in different times. As for pre-survey result 11 people (or as shown in graph 4.2 is 84.6 % in percentage) see food as part of their identity and 1-10 scale out of terrible and good communication skill, 4 people would rate 6 as their communication skill.

- Having this Food Relationship experience they got to know each other deeper and more.

Do you see food as being part of identity?

13 responses

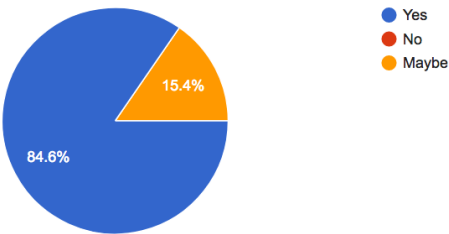
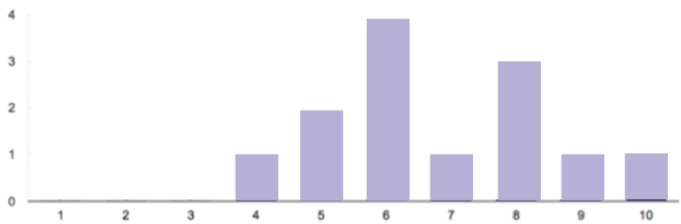


Figure 4.2: Forming Group - EBA - Food as Identity

How would you rate your communication skill?

BEFORE food relationship

13 responses



How would you rate your communication skill?

AFTER food relationship

13 responses

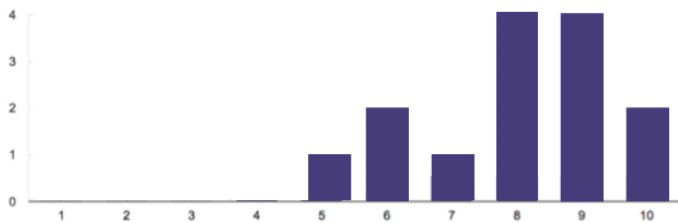


Figure 4.3: Forming Group - EBA - Communication Skill on Pre Survey

- There are a lot of unexpected topic and conversations flow in this session
- By knowing other stuffs that feel so intimate and close (e.g childhood stories), they feel like their bond is stronger
- Play and creative
- Unexpected result using food as a creative media

One of the interesting findings is the increasing number of communication skill. It will be presented in the graphic Figure 4.3 If we compare to the previous pre-survey (graph 4.3), only 1 participant who put 9 and 10 to rate their communication skills, but after the Food Relationship session, there are 4 participants put 8 to 9 and 2 people for 10 for their communication skill.

Other than that, 90% of participants are pretty satisfied with the Food Workshop and 100% of them wants to try it again sometime.

4.2.4 Summary

There are many findings The Host can get and below are some of the fews from the comment sections based in the post-survey,

- *"Food can **represents identity** of an individual"*
- *"I **learn** so many religion prohibition things from those friends from Malaysia"*
- *"Our tastes are different but we can make the one who can eat by everybody by **thinking each other**"*
- *"It was very nice time to make **friendship**. However sometimes it was thrilling time because my friends made strange dish."*
- *"Foods can make **words** within group members."*
- *"**Communication is important**. There are many things to improve the communication"*

As expected for participants who are meet for the first time, they have several expectations to engage and work on together. They have conscious mind to take more effort to get along together and make the team works well until the end of the project. At the end, most of the participants feel they build a strong connection because of the workshop and work together well.

Table 4.2: Storming Group - The Transition Organizational Detail

Date	Nationality	Age range	Total
25 April 2017	Indonesia, Malaysia, Chinese, Brazilian, The Netherlands	20-65	15 people

4.3 Case of Storming Group "The Transition"

4.3.1 Overview

Storming group by rough definition, describes as stage when team members are haven't defined clearly how the team will work, they might feel uncomfortable to adjust their own style of working. Some of them are going well but some of them are frustrated.

The Host would call this section as The Transition, because the participants consist of senior and freshmen of Global Education Project. The seniors are already in the team for 6 months to 1 year while the freshmen just began their journey in the team. As they are going to be together for the next two years, the freshmen have many expectations and nervousness if they are going to make it. The seniors also feel obligated to welcome them all and give the freshmen good impression. Both also have to transfer the knowledge to each other.

Food workshop role is to be the bridge between these two groups (Senior and Freshmen), provide them with conversation and challenges together. In total there are 14 participants joined, to breakdown, 2 are freshmen, 4 are junior, 10 are seniors (including alumni). Organizational detail of this session refer to Table 4.2.

Teams condition summary:

- Senior and Freshmen
- Long-term team (will last until 2 years or more)
- Both senior and freshmen has expectations for each other
- By nationalities and age, is included in the table (figure 4.2)



Figure 4.4: Food Relationship 3: The Junior and Senior activities

4.3.2 Methodology

Pre-survey: Psychological Safety Statement

Pre-survey was conducted 2 times, one is the similar online questionnaire like explained before and the other one is given as a ice-breaking and have a different approach. We will called is as Psychological Safety Statement Review. This different approach is using psychological safety questions survey measurement [7] and adapt it in the beginning and also at the end of the food workshop.

An overview introduction, to measure a teams level of psychological safety, Edmondson asked team members how strongly they agreed or disagreed with these statements:

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.

food relationship 2

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	Members are difficult to approach
They really care	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
We respect each other	It is hard to defining the scope and roles at first	
Awkward		

Figure 4.5: Pre Survey for Storming Group (adapted from Psychological Safety Measurement

6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

This statements are adapted from psychological safety measurements [7] divided into two parts 'Concern and Positive), where participants were asked to circle three statements that fits the whole team of Global Education. Figure 4.6 is the overview of the survey and the same survey would be asked after the food workshop, with purpose to compare if theres any changes towards the statement choices.

Table 4.3 below will show the list of the questions.

4.3.3 Findings

Based on the questions asked in the first pre-survey (online questionnaire), Figure 4.7 will show the summary

For the Statement Survey, the most top 3 statements chosen out of 13 statements are:

Concern

- We found ourselves going around in circles a lot

Positive

Table 4.3: Statements that adapted from Psychological Safety Measurement)

Concern Statements	Positive Statements
We have quality issues	They really care
There is lack of Truths	We respect each other
Awkward	It is easy to express yourselves
It is hard to defining the scope and roles at first	Everyone was very competent
We found ourselves going around in circles a lot	We try to figure out what wants to hear before saying what we think
Members are difficult to approach	
There are a lot of disagreements	

Do you see food as being part of identity?

13 responses

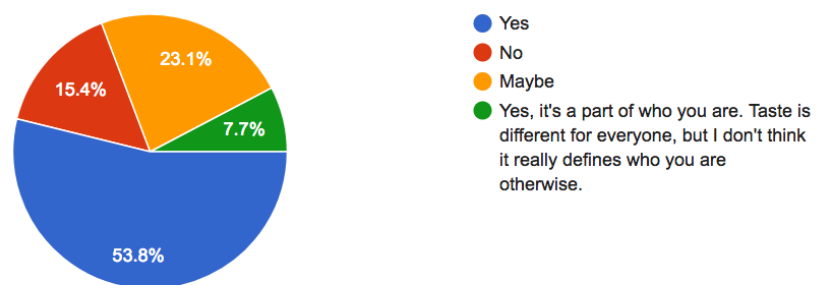


Figure 4.6: Pre Survey Result for Storming Group

- We respect each other
- It is easy to express yourselves

4.3.4 Summary

- Regarding the statement survey that based from psychological safety measurement [7], what interesting find is both freshmen and senior feel the same psychological safeness even after the Food Relationship. Majority of the participants choose two of positive statements, which are '*We respect each other*' and '*It is easy to express yourselves*' and the result stays the same even after the food workshop.
- Receiving new conversation topic. Majority of the participants choose two of positive statements, which are '*We respect each other*' and '*It is easy to express yourselves*' and the result stays the same even after the food workshop.
- The seniors feel stronger bonds, while new members feels more relaxed and comfortable. By having new conversation topic, they wall of assumptions the senior set before is slowly breaking down. Few of the participants commented, "*I thought I knew them well (his colleague), but I begin to know and understand my friend better*".
- Topics always lead around food instead of broad topics Since its food workshop, all the conversation starter somehow always begin and ends with food talks.

4.4 Case of Norming Group "The Colleagues"

4.4.1 Overview

Chronologically, the first trial of Food Relationship was for the norming group. This session was held in less than 10 participants (in total there are 5 of them) and consist of existing members of Global Education project.

Norming group by definition also count as a team that resolve their differences, appreciate colleagues' strengths. Now that your team members know one another better, they may socialize together, and they are able to ask one another for help



Figure 4.7: Above: Activities in Food Relationship: Norming Group The Colleagues, the Ingredients, and Below: Dishes participants made

and provide constructive feedback. People develop a stronger commitment to the team goal, and start to see good progress towards it.

By nationalities and age, is included in the table 4.4, while teams condition summary are:

- Already know each other for a year or more. Don't feel awkward to each other and have conversation flows thoroughly.
- Have been in several projects together. Therefore already know each others working style and can adapt well.
- Already know how to collaborate together and make things happen.

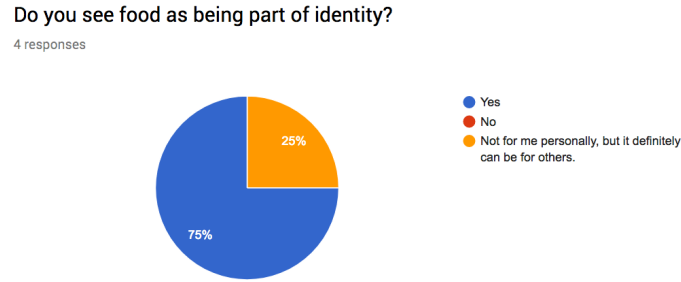


Figure 4.8: Norming Group pre-survey result

Table 4.4: Norming Group - The Colleagues Organizational Detail

Date	Nationality	Age Range	Total
28 February 2017	Chinese, United States of America, Thailand	19-35	5 people

4.4.2 Method

Based on the questions asked in the pre-survey, the summary is in the Figure 4.9 where 1 person out of 4 participants who filled the survey see food as part of their identity,

4.4.3 Findings and Summary

Because of the few participants joined in this session, the post survey was conducted in interview mode. 5 participants were asked for the feedbacks and the same questions as the post survey in the stages before, the insight summaries are:

- They feel like they already know each other but instead they got new things to discover.
- Food topic sometimes leads to childhood conversation
- Stronger bonds

By presenting food among the participants leads to more unexpected conversation. Food is related by persons culture and preference since childhood, and by having this experience, the wall of assumption for these colleagues can be break

out as they find a new interesting stories - a deep one, that couldnt be find in regular conversation.

4.5 Conclusion

Based on the results and observations of Food Relationship experiment, there may interesting topics and insights collected. Food Relationship sessions are designed to optimize the effect of food as social maker. After conducted this into three different team stages, Food Relationship is well welcome accepted into the first stages (Forming Group), which also affects to teams effectiveness within the team members - to bring on the psychological safeness. It is also can work on in other team stages to, which are Forming and Norming. Both has similar result, which is to gain an unexpected conversation, a deep and emotional level one.

Other important findings from the observations are, for the first timer, they put more effort to understanding each other. The less people knew each other, the faster they seemed to get well. When for people who already know each other, they instead build a stronger bonds.

For the forming group themselves, they are aware that they have to be together in several days to achieve the projects goal. While they put more effort to know each other, they be more open up and ready to overcome the awkward environment. They are conscious of the purpose of the team and the project too. On the other hand, people who tend to know each other tend to build an assumption towards each other. This fits on what Savitsky et al. [15] mentioned with closeness-communication bias, where people who are very close sometimes do not communicate as well as they think they should. But during Food Relationship, participants who already get to know each other for certain time were able to break the walls of assumption because of the opportunity to get more deep talks and conversations and along the way they were more careful in communicative approach.

In the workshop themed itself, few participants from the EBA or Forming Group feel more relaxed. The first time they were told to have a workshop, there are some pressure formed. They have expectations to present the best version of themselves in front of their new friends. As Food Relationship was held on the first day before they will begin their project activities, it actually helped them to be relax a bit. By using food as a medium to introduce themselves, they feel more comfortable and easy to talk to their new friends and also to present themselves.

The group activities, presentation, and group assessment also helped them to have more confidence in speaking their opinion as a group.

Overall, participants seemed to enjoy Food Relationship. Food is indeed a social maker and build it in a workshop mode could bring another value to them together, as in built in group-centered activities and gain confidence and not afraid of being vulnerable in front of their peers. Certain part of the sessions also can be flexibly adapted, not only by the ingredients but also the activities inside it. Food can be more than something to taste.

Chapter 5

Conclusions

5.1 Limitations

Psychology Safety is not something that can achieve at one night. Especially in team work environment where many stages of team are going back and forth. There are no certain steps, one following to another to build an effective team. It needs more iteration, effort, and clear goals to make teamwork a habit and comfortable.

The limitations are come in both workshop flow side and food preparation side. For the workshop side, the clear rule and direction to participants is essentially needed. Including the schedule of the whole workshop, what to do before and after, and the expectations for the participants. All of it has to communicate clearly. On the food ingredients side, the limitations came from on quantity of the food; to be able to measure good exact amount is really challenging. Furthermore, to collect ingredients that can represent culture background in authentic way; a ready to serve spices, which can use freely and not need fire to make it adds more obstacles.

Point of workshop is to make the participants work in their own comfortable way, we can not lead the participants to get what we want, especially when it comes to conversation. Conversation happened well in Food Relationship, sometimes it is also deep and getting into more emotional way. Therefore to be able to direct it or find more possibilities to channeling other topic that can be valuable in group matters.

5.2 Suggestions

Essentially, Food relationship was designed for forming group. But during the user test, it found that it has another value if it's applicable in another team stages

such in forming group and norming group. To be able to do it in another team stages, for example in performing and transformation team stage is something that the author would like to see in the future. The habitual of eating together in the team (not necessarily has to be done in a workshop mode), also really encouraging to be a natural glue.

As for the workshop, build a trash management - a clear rule or added activities for maximizing ingredients to minimize left over is another point suggestions. Another suggestion is to be more flexible in time and quantity of participants.

Team's nowadays are different than team's on the past. Today's teams are far more diverse, dispersed, and dynamics. Aside that it's a homogenous or diverse team, it always faced the same challenge. They need to work on their most effective way to collaborate and promote positive dynamics within the tasks.

5.3 Conclusion

Regarding the Food relationship session itself, it is a common knowledge that sharing of food has always been part of the human history. The casual activities of eating together, sitting together in dinner time allows people to chat and find out whats going on in each persons life. It was a natural thing to do. Eating together also a common activities to do in many occasions, specifically in work environment. Late night party, company dinner, all are purposely do as an appreciation form for the employee, or furthermore as an extra effort to bring the colleagues together to have stronger bonds beyond work relationship - all in for the purpose to build a greater team building. Other than team dinner or parties, companies also invest for team building activities. Workshops, a meeting which group of people engage in intensive discussion and activity on a particular subject or project, are often conducted as it is believed to encourage dialogue, receive fresh perspective, developing new ideas, and network your career. Food relationship aims to bridge of those two benefits together.

Food Relationship proposes a series activities, designated in a workshop mode by using food as a social maker to reach psychological safety in team. It has three stages of activities which start from setting forth one's identity, encourage empathy, and team collaboration. It is hope to achieve psychological safety and encourage work environment where team members feel confidence in speaking their thoughts where no one won't embarrass, reject, or punish someone for

speaking up. By combining food and a team building activities together made, conversation and engagement are getting easier to flow, to the extent it could touch their emotional feelings and go into unexpected topic of their life story.

Food Relationship was conducted to three different target backgrounds, all of them are diverse team. As a result, food is proven to reach comfortableness and safe environment for participants to engage towards each other. Although a specific target background was seen to reach more psychological safeness faster than other two, psychological safety was something that can not do once in a lifetime, but need to continuously in long run group environment.

Appendix

Pre-survey Questions

KMD Lunch Workshop

Hello USA Friends, welcome to Japan! I hope you will have an amazing experience during your stay! :D

My name is Dina, I am 2nd Master student in Keio Media Design (KMD) under Okawa Keiko sensei (Global Education Lab. With this survey I would like to invite you all to have a mini-cooking party while also helping me to gather data and have fun at the same time :D

It will be on:
Friday, March 3rd, 12:00 - 14:00 PM
at 6th Floor KMD Global Studio, Collaborative Complex, Keio University Hiyoshi Campus

First, let me introduce you about the project:

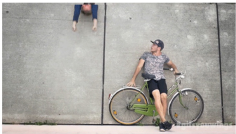
KMD Lunch Workshop or Food Relationship is a project where we utilizing food as a medium to improve communication in team building. It is also hopes as an effective and warm ice breaking where people from different background and cultures meet, shared their stories and identity in the form of food, to create mutual understanding to each other.

Without further ado, I would like you to fill out this form so I will know your food interests and restrictions so I can generate menus and activities.

If you have any questions, feel free to contact me at amndhnl.n@kmd.keio.ac.jp or message me on facebook! I am sure we will have fun there! See you around! :D

Thank you and warm regards!

Image title



What is your name? *

Short answer text

What is your nationality? *

Short answer text

What is your age group? *

☐ 11 - 20 years old

☐ 21 - 30 years old

☐ 31 - 40 years old

☐ 41 - 60 years old

What is your email address? *

Short answer text

What is your favorite food or meal in general? *

You can mention your favorite food, flavor, ingredients, or type of food (e.g. dairy products, breads, etc)

Short answer text

Do you have any allergies or dietary restrictions? *

Short answer text

Figure 5.1: Forming Group and Norming Group: Pre-survey question Page 1 of 2.

Do you see food as being part of identity? *

☐ Yes

☐ No

☐ Maybe

☐ Other...

What kind of food do you consider as a representation about your identity? *

(You can explain by a flavor, taste, or ingredients. e.g Spicy food resembles myself because I live in a country that has many spices and spicy things)

Long answer text

How would you rate your communication skill? *

1 2 3 4 5 6 7 8 9 10

Terrible ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Awesome

When interacting with a person from a different culture than your own, how do you ensure that communication is effective? *

Long answer text

What will you introduce to your overseas friends about your home-country food? *

Long answer text

Can you attend the Cooking Party? *

☐ Yes, I'll be there

☐ Sorry, can't make it

Figure 5.2: Forming Group and Norming Group: Pre-survey question Page 2 of 2.

KMD Lunch Workshop Post Survey

Form description

What is your name? *

Short answer text

What is your nationality? *

Short answer text

What is your email address? *

Short answer text

How do you enjoy the workshop? *

You can mention your favorite food, flavor, ingredients, or type of food (e.g dairy products, breads, etc)

12345

It is boring :(

I really like it!

What part of the workshop that you really like? *

☐ MnM ice breaking

☐ Dish #1: "If I were a."

☐ Dish #2: "Something about you"

☐ Dish #3: "Teamwork makes the dream works"

☐ Reflection

☐ I like them all!

☐ Everything is boring ./

☐ Reason:

☐ Other..

What part of the workshop that you think need improvement? *

☐ MnM ice breaking

☐ Dish #1: "If I were a."

☐ Dish #2: "Something about you"

☐ Dish #3: "Teamwork makes the dream works"

☐ Reflection

☐ Reason:

☐ Other..

Figure 5.3: Forming Group and Norming Group: Post-survey question Page 1 of 2.

Do you feel that food helps you communicate better with your friend? *

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ Yes! It helps me a lot!

Do you think that food helps you to communicate who you are better? *

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ Yes! It helps me a lot!

Do you think you are more comfortable showing and tell people about who you are through this activities? *

1 2 3 4 5

Not at all! ☐ ☐ ☐ ☐ ☐ Yes! It helps me a lot!

Do you think you know more about your friends through this workshop? *

1 2 3 4 5

Not at all! ☐ ☐ ☐ ☐ ☐ Yes, I know them better! We are bff now!

Do you think this workshop will help you build a good team in for your next EBA Field workshop you will do? *

1 2 3 4 5

Nope ☐ ☐ ☐ ☐ ☐ Yes of course!

Do you feel you are more comfortable with your new friends now? *

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ Yes! We are bff now!

If you rate your communication skill now after the workshop, how is it:

1 2 3 4 5 6 7 8 9 10

Terrible ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Awesome!

Would you like to try this workshop again? *

☐ Nah... I don't think so...

☐ Yes, definitely!

☐ Maybe...

Figure 5.4: Forming Group and Norming Group: Post-survey question Page 2 of 2.

Section 1 of 4

G.Edu Welcome Party / Food Workshop

Hello Global Education members!

My name is Dira, I am 2nd Master student!
With this survey I would like to invite you all to have a welcome party / food workshop while also helping me to gather data and have fun at the same time :D

It will be on:
Friday, June 26th 2017
after Weekly Meeting (16.30 - 20.00)

—

First, let me introduce you about the project:

KMD Food Workshop is a project where we utilizing food as a medium to create psychological safety in team building. It is also hopes as an effective & warm team building activities where people from different background and cultures meet, shared their stories and identity in the form of food, to create mutual understanding to each other.


—

Without further-ado, I would like you to fill out this form so I will know your food interests and restrictions so I can generate menus and activities! and also your opinion towards G.Edu so far :)

If you have any questions, feel free to contact me at: anndhini.n@kmd.keio.ac.jp
or message me on Line!

Thank you and warm regards!

I am sure we will have fun there! See you around! :D



What is your name? *

Short answer text

What is your nationality? *

Short answer text

What is your age group? *

☐ 11 - 20 years old

☐ 21 - 30 years old

☐ 31 - 40 years old

☐ 41 - 60 years old

Figure 5.5: Storming Group: Pre-survey question Page 1 of 3.

Section 2 of 4

Food Restrictions

Description (optional)

What is your favorite food or meal in general? *

You can mention your favorite food, flavor, ingredients, or type of food (e.g. dairy products, breads, etc)

Short answer text

Do you have any allergies or dietary restrictions? *

Short answer text

After section 2 Continue to next section

Section 3 of 4

Food as Identity

Description (optional)

Do you see food as being part of identity? *

☐ Yes

☐ No

☐ Maybe

☐ Other...

What kind of food do you consider as a representation about your identity? *

(You can explain by a flavor, taste, or ingredients. e.g Spicy food resembles myself because I live in a country that has many spices and spicy things)

Long answer text

When interacting with a person from a different culture than your own, how do you ensure that communication is effective? *

Long answer text

What will you introduce to your overseas friends about your home-country food? *

Long answer text

How would you rate your communication skill? *

1 2 3 4 5

Terrible ☐ ☐ ☐ ☐ ☐ Awesome

Figure 5.6: Storming Group: Pre-survey question Page 2 of 3.

Section 4 of 4

Individual Psychological Safety in G.Edu

These questions will see how you think as individual towards Global Education team.
If you are a new member, you can fill it according to your experiences, assumptions, and expectancies for the team

If you make a mistake on this Global Education team, others might turn against you *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

Members of Global Education team are able to bring up problems and tough issues *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

People on this Global Education sometimes reject others for being different *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

It is safe to take a risk on this Global Education team *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

It is difficult to ask other members of Global Education for help *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

Working with members of this Global Education, my unique skills and talents are valued and utilized *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

No one in Global Education team would deliberately act in a way that undermine my efforts *

1

2

3

4

5

Strongly Disagree

☐

☐

☐

☐

☐

Strongly Agree

Figure 5.7: Storming Group: Pre-survey question Page 3 of 3.

food
relationship

3

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	We found ourselves going around in circles a lot
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>	<u>It is hard to defining the scope and roles at first</u>	There are a lot of disagreements
Awkward		

food
relationship

1

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	<u>Everyone was very competent</u>	We found ourselves going around in circles a lot
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>	<u>It is hard to defining the scope and roles at first</u>	There are a lot of disagreements
Awkward		

Figure 5.8: Norming Group: Pre-survey question, before Food Relationship begin. Page 1 of 3.

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

6

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	We found ourselves going around in circles a lot
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>	It is hard to defining the scope and roles at first	There are a lot of disagreements
Awkward		

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

4

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	We found ourselves going around in circles a lot
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>	It is hard to defining the scope and roles at first	There are a lot of disagreements
Awkward		

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

5 (7)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	We found ourselves going around in circles a lot
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>	It is hard to defining the scope and roles at first	There are a lot of disagreements
Awkward		

Figure 5.9: Norming Group: Pre-survey question, before Food Relationship begin. Page 2 of 3.

food
relationship

11

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues

There is lack of trust

They really care

We respect each other

Awkward

It is easy to express yourselves

Everyone was very competent

We try to figure out what wants to hear before saying what we think

It is hard to defining the scope and roles at first

We found ourselves going around in circles a lot

We found ourselves going around in circles a lot

Members are difficult to approach

There are a lot of disagreements

food
relationship

12

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues

There is lack of trust

They really care

We respect each other

Awkward

It is easy to express yourselves

Everyone was very competent

We try to figure out what wants to hear before saying what we think

It is hard to defining the scope and roles at first

We found ourselves going around in circles a lot

We found ourselves going around in circles a lot

Members are difficult to approach

There are a lot of disagreements

food
relationship

13

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues

There is lack of trust

They really care

We respect each other

Awkward

It is easy to express yourselves

Everyone was very competent

We try to figure out what wants to hear before saying what we think

It is hard to defining the scope and roles at first

We found ourselves going around in circles a lot

We found ourselves going around in circles a lot

Members are difficult to approach

There are a lot of disagreements

Figure 5.10: Norming Group: Pre-survey question, before Food Relationship begin. Page 1 of 3.

food relationship CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	Members are difficult to approach
They really care	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
We respect each other	It is hard to defining the scope and roles at first	
Awkward		

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: This is my first time to know what my partner's favorite snack even though we know each other over a year.

Bad: Want to talk to other team more. Maybe any cross communication?

Other comments or feedbacks:

First time to do a workshop through FOOD!

♥ LOVE YOU DIRA ♥

How would you rate Food Workshop

Poor ● ● ● ● ● Excellent

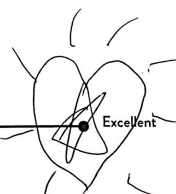


Figure 5.11: Norming Group: Pre-survey question, after Food Relationship. Page 1 of 8.

12

food relationship **CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION**
 Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is <u>easy</u> to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	Members are difficult to approach
<u>They really care</u>	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
<u>We respect each other</u>	It is hard to defining the scope and roles at first	
Awkward		

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: I think the food workshop is very interesting. It's make me very fun. Food can make we get together, also we have different background.

Bad: Maybe if has some hot tool will be good. we can make some difficutie tool.

Other comments or feedbacks:
I think it's very good. I want join again. Thank you.

How would you rate Food Workshop

Poor ● ——— ● ——— ● ——— ● ——— ● Excellent

Figure 5.12: Norming Group: Pre-survey question, after Food Relationship. Page 2 of 8.

10

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	<u>It is easy to express yourselves</u>	We found ourselves going around in circles a lot
There is lack of trust	<u>Everyone was very competent</u>	Members are difficult to approach
They really care	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
<u>We respect each other</u>	It is hard to defining the scope and roles at first	
Awkward		

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: THERE'S FOOD! WELL, I HONESTLY BELIEVE THAT IS A VERY POSITIVE ASPECT TO FEEL CLOSER TO PEOPLE I DIDN'T HAVE AS MUCH CONTACT BEFORE.

Bad: NO SPECIFIC COMMENTS :)!

* MORE SWEETS NEXT TIME!

Other comments or feedbacks:

FOOD IS A GREAT ICEBREAKER, APPARENTLY!

How would you rate Food Workshop

Poor ● ———— ● ———— ● ———— ● ———— ● Excellent

Figure 5.13: Norming Group: Pre-survey question, after Food Relationship. Page 3 of 8.

5

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	<u>It is easy to express yourselves</u>	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	Members are difficult to approach
<u>They really care</u>	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
<u>We respect each other</u>	It is hard to defining the scope and roles at first	
Awkward		

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: It's all about having fun. It would be a great ice-breaking activity.

Bad: The preparation of the food was really fun, but personally I'm not a big "food lover". I eat to live, not live to eat. It is a nice ice-breaking activity, but I'm not sure if there is additional value beyond that.

Other comments or feedbacks:

It was fun!

How would you rate Food Workshop

Poor ● — ● — ● — ● — ● Excellent

1

Figure 5.14: Norming Group: Pre-survey question, after Food Relationship. Page 4 of 8.

3

food relationship **CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION**
 Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	Members are difficult to approach
They really care	We try to figure out what wants to hear before saying what we think	There are a lot of disagreements
We respect each other	It is hard to defining the scope and roles at first	
Awkward		

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: It's just interesting !
 We can know each other during eating something.
 Really easy going ;

Bad: Some times I just ~~think~~ think about what I'm doing , though it's really interesting .

Other comments or feedbacks:
 These food was delicious .
 Thank you ! (I wish there will be more sweet food :))

How would you rate Food Workshop

Poor ● ———— ● ———— ● ———— ● ———— ● Excellent

Figure 5.15: Norming Group: Pre-survey question, after Food Relationship. Page 5 of 8.

2

food relationship CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	It is easy to express yourselves	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
We respect each other		There are a lot of disagreements
Awkward	It is hard to defining the scope and roles at first	

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: It's very relaxing and fun
It's an interesting use of food
It encourages very ~~casual~~ casual ~~that~~ but nice team conversation

Bad: Some activities were a little bit short on time (especially the last mission)

Other comments or feedbacks:
Nice job Dira!

How would you rate Food Workshop

Poor
●
●
●
●
●
 Excellent

Figure 5.16: Norming Group: Pre-survey question, after Food Relationship. Page 6 of 8.

6

food relationship **CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION**
 Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	<u>It is easy to express yourselves</u>	<u>We found ourselves going around in circles a lot</u>
There is lack of trust	Everyone was very competent	
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>		There are a lot of disagreements
Awkward	It is hard to defining the scope and roles at first	

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: It was fun, I had a good time and now I know other members from Co-Edu Better. I LOVED IT.

Bad: The tables were small, too many different food, so everything was too close to each other.

Other comments or feedbacks:
Love the music (soundtrack of the @ workshop)
I also liked the light, not over light in the room was turned on and it creates a better environment.

How would you rate Food Workshop

Poor ● ——— ● ——— ● ——— ● ——— ● Excellent

Figure 5.17: Norming Group: Pre-survey question, after Food Relationship. Page 7 of 8.

9

food relationship

CIRCLE 3 STATEMENTS THAT DESCRIBE RELATIONSHIP IN GLOBAL EDUCATION

Your identity will be anonymous and doesn't affect your grades, so please answer in honesty :)

We have quality issues	<u>It is easy to express yourselves</u>	We found ourselves going around in circles a lot
There is lack of trust	Everyone was very competent	
They really care	We try to figure out what wants to hear before saying what we think	Members are difficult to approach
<u>We respect each other</u>		There are a lot of disagreements
<u>Awkward</u>	It is hard to defining the scope and roles at first	

FEEDBACKS

Comparing to other team activity you have joined before, what is the good or bad point about Food Workshop?

Good: ① Interesting, innovative & fun, ② I am able to enjoy food while having communication with each other. ③ It makes me less awkward and nervous while chatting with others.

Bad: I ate too much. And it might restrict our conversation to food instead of broader topics.

Other comments or feedbacks:

Thanks for the great workshop! Had a great time & Prefer this one to former one because of organization and food variety.

How would you rate Food Workshop

Poor ● ———— ● ———— ● ———— ● ———— ● ✓ ● Excellent

Figure 5.18: Norming Group: Pre-survey question, after Food Relationship. Page 8 of 8.

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