

KAZI

Developing intercultural competence on the workplace

WP5. 2 Developing of the E-Training of the Interculturality Pack (I-Pack)

Elaborated by: Verein Multikulturell / Multicultural Association

Version 2

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Project number: 538406-LLP-1-2013-1-IT-GRUNDTVIG-GMP

Table of content

Introduction.....	5
A. Introduction on how to use the I-Pack.....	6
B. Definitions	10
Culture.....	10
Intercultural training.....	10
Intercultural Competence?	10
Diversity	12
Principles of diversity - The four layers model.....	13
Understanding “diversity”	14
Inclusion	15
Prejudice, discrimination, stereotyping and labelling	15
Multiple discrimination/oppression	16
Diversity and ideas of community (or communities).....	16
Equality, diversity and professional practice	16
Debates about “political correctness”	17
Data on third country migration in Europe.....	17
Migration.....	17
Third Country National (TCN).....	18
Female third country migration.....	18
C. Short definitions to remember:	18
D. Module 1 Being aware and understanding cultures and cultural differences	26
Training course for Migrant Workers (MWs).....	26
Learning Outcomes	27
Activity 1 - The rucksack model: Culture as your personal luggage.....	27
Activity 2 - Reflection: my culture	28
Activity 3 - Iceberg model of culture	29
Activity 4 - Understanding family and social structures.....	30
Activity 5 – Coping with different religions in the workplace	30
Activity 6 – Respecting other people beliefs and principles	30
Evaluation.....	31
Training course for co-workers of Migrant Workers (MWs).....	32
Learning outcomes	32
Activity 1 - What is culture?	33
Activity 2 - Create your cultural profile	33
Activity 3 - Compare culture to an iceberg.....	34
Activity 4 - Values and behavior	36
Activity 5 - How media reflect the culture of a nation?	37
Activity 6 – Respecting other people beliefs and principles	37
Evaluation.....	38
Training course for Employers and Supervisors of Migrant Workers (MWs)	39
Learning outcomes	39
Activity 1 - Perspectives on your past	39
Activity 2 – compare culture to an Iceberg	41
Activity 3 – Values and behaviour	42
Activity 4 – Respecting other people beliefs and principles	43
Activity 5 – Coping with different religions in the workplace	43
D. Module 2 Diversity at work and dealing with misunderstandings and conflicts	45

Training course for Migrant Workers (MWs).....	45
Learning Outcomes	45
Activity 1 - Country Stereotypes.....	45
Activity 2 - Research	47
Activity 3 - Improving the state of my knowledge	49
Activity 4 - Barriers on the workplace	50
Activity 5 – How punctual are you?.....	53
Activity 6 - My rights on the workplace.....	53
Evaluation.....	55
Training course for co-workers of Migrant Workers (MWs).....	57
Learning outcomes	57
Activity 1 - Stereotypes	58
Activity 2 - Prejudices	59
Activity 3 - Non-verbal communication.....	60
Activity 4 - We are all foreigners	61
Activity 5 - Enter in ones shoes	61
Evaluation.....	62
Training course for Employers and Supervisors of Migrant Workers (MWs).....	64
Learning outcomes	64
Activity 1 - Assessing your comfort with diversity	64
Activity 2 - Action planning and contracting	66
Activity 3 - Diversity issues	67
Activity 4 - Cultural flower.....	68
Activity 5 – We are all foreigners	69
Activity 6 - Prejudices	69
Evaluation.....	70
E. Module 3 Development of effective cultural diverse collaborations.....	72
Training course for Migrant Workers (MWs).....	72
Learning Outcomes	72
Activity 1 - Read the text and learn about Intercultural competence	73
Activity 2 - Read and learn.....	75
Activity 3 - Exploit your chances.....	76
Activity 4 - Increasing self-awareness through reflection.....	76
Activity 5 - Personal strengths.....	77
Activity 6- What is different?.....	77
Training course for co-workers of Migrant Workers (MWs).....	80
Learning outcomes	80
Activity 1 - Cross-cultural understanding	82
Activity 2 - The three dimensions of human behavior	82
Activity 3 - Communication styles	83
Activity 4 - Direct - Indirect Communication	84
Activity 5 - Working concepts.....	85
Activity 6 – Learn to learn.....	86
Training course for Employers and Supervisors of Migrant Workers (MWs).....	89
Learning outcomes	89
Activity 1 - Changing management mindset	89
Activity 2 - When I felt different.....	90
Activity 3 - The three dimensions of human behaviour	91
Activity 4 - Communication styles	91
Activity 5 - Working concepts.....	92
Activity 6 - Direct - Indirect Communication	93

Ask people to define what something means from their perspective rather than assuming that you see the things the same way. For example, you might ask your co-worker, “What teamwork means to you?” “What do you think is most important for good collaboration?” Keep in mind that there are some words that have a special meaning in our national language but in other languages could not exist or could be synonyms with other words that have different meaning for us..... 93

Evaluation..... 94

F. Guidelines for multicultural collaboration 96

G. Dealing with misunderstandings and conflict at workplace 106

 1. I, me and myself 106

 2. ,I’ statements..... 108

 3. Analyze your conflict management style: The Thomas Kilman Instrument..... 109

 4. What should you think of when handling management? 112

 5. Stereotypes of handling conflict management 113

Annexes 114

 Annex 1 - Course evaluation form..... 114

H. References 117

Introduction

The workplace in Europe is becoming more and more ethnically and culturally diverse. But still, many companies and managers don't exploit the benefits of the multi-opportunities, which are made possible by our diverse world. The work of diversity means ensuring that each member of the institution has the opportunity to contribute to his/her fullest potential in implementing the company's goals. To achieve this, managers, supervisors and employees, they all must understand their own biases, become aware of cultural differences and learn how diversity can give a company a competitive advantage.

We have to be aware that the idea of intercultural training may produce some conflicts, that is normal and actually natural. Recognize that people resist change and fear the unknown. Some participants may fear that the training is an opportunity to defame them to their views. Some others may dislike talking about sensitive issues. There could be some who see no reason to change the way things always have been done in the organization. Valuing and managing diversity touches people's emotions, values and beliefs. In some cases it can ask people to question and make changes in their behaviour. It asks companies to change systems, which no one questioned for years. The resistance to change in intercultural and diversity interventions is significant.

Understanding diversity involves more than learning how to avoid discrimination and how to hire migrant workers/employees. It is crucial for the common success that the value of every individual's contribution should be recognized. A good diversity management concept means acknowledging people's differences and recognizing these differences as valuable; it enhances good management practices by preventing discrimination and promoting inclusiveness.

This training concept gives you some vehicles to maintain an intercultural training with a sample of variety of training exercises. Some of the scenarios may be critical for others. This will enable participants to get to the heart of the issue, though it can bring alive for your employees and increase the motivation and identifying with the goals.

With this product the KAZI consortium develops the E-Training version of a training programme for developing intercultural competence - the Intercultural Pack (I-Pack) - at work.

A. Introduction on how to use the I-Pack

The KAZI project intends to develop a set of modular training materials (I-Pack) for carrying out training programmes (e-based and face-to-face) that contains three Modules targeted to each of the main target groups:

- Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)
- Indigenous co-workers of MWs
- Employers and supervisors of MWs.
- Others: trainers of MWs and not migrant co-workers, HR specialists, Researchers in the field

The training programme will help the members of each target group to become aware of the intercultural issues at work, to review their own beliefs and practice, thus to improve their approach and behaviours. The main sections are:

- Short introduction on how to use the I-Pack
- Definition
- Module 1 Being aware and understanding cultures and cultural differences
- Module 2 Diversity at work and dealing with misunderstandings and conflicts
- Module 3 Development of effective cultural diverse relationships
- Guidelines for multicultural collaboration
- Dealing with misunderstandings and conflict
- References

The following topics are based on the results of the needs analysis:

developing cultural awareness	understanding the employment relationship	right and duties in the employment relationships	first day on the job	punctuality and attendance
learning to do your job	getting along with the supervisor	getting along with colleagues	pursuing its own rights on the workplace	dress codes
food	body language	religion on the workplace	relations with the other gender	feeling as a migrant
	communicating with colleagues that speak little language	respecting other people beliefs and principles	negotiating constructively	

Some of the desired learning outcomes are the following:

- Migrant workers to have more facilities to develop competences to integrate in both ordinary life and in work settings.

- Improve the intercultural dialogue between migrant workers and their co-workers and supervisors.

Applicant and partners

The project is being coordinated by FORIUM, (Italy) with the participation of partner organizations from Austria, Greece, Sweden and Spain.



Fo.Ri.Um. is a training agency located in Santa Croce sull'Arno, a leather and shoe district of Tuscany region, Italy.



Folkuniversitetet is an adult educational association that offers a wide range of adult education all over Sweden.



Verein Multikulturell - Tyrolean Integration Center is a non-government organisation, aims to enhance the intercultural dialogue and education of migrants.



IDEC is a training and consultancy company based in Piraeus, Greece.



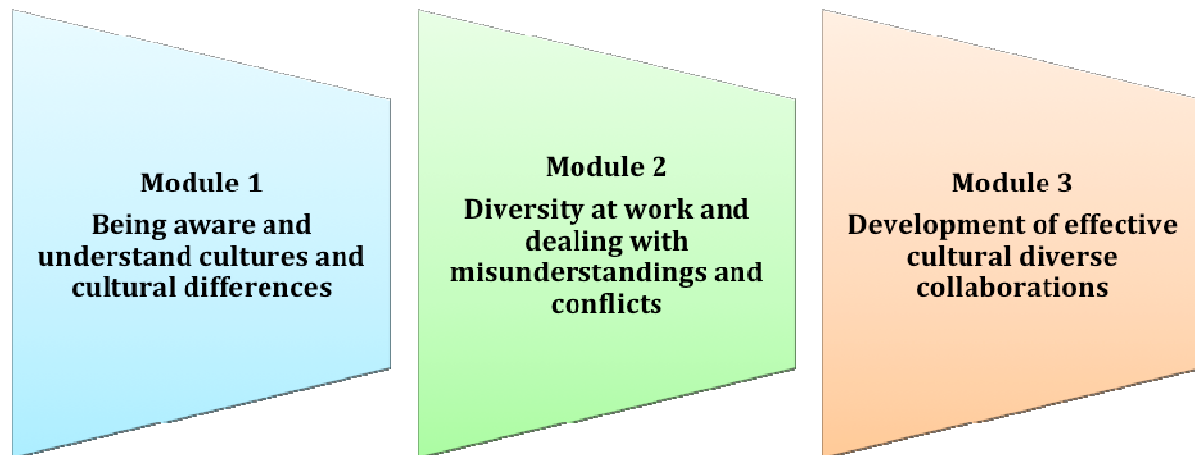
“Empresa Municipal de Desarrollo Urbano de Santander”, **SANTURBAN** has been constituted in 2001 by the City Council of Santander, only shareholder.

To see more information on the project and contact data of all partners, please visit the project's website: <http://www.kaziproject.eu> which is available in six languages.

The Modules

Every Module stands alone, so every participant can choose to attend the two Modules he/she thinks more useful.

The three Modules cover different aspects of ‘*Intercultural competences*’. The division into three sub-Modules accommodates the fact that intercultural competence is not one single competence but a set of different skills, competences, attitudes and aptitudes.



The Content in the Modules – e-learning activities can also be used for face to face activities.

Every unit in the Modules is structured with informative materials, videos, links to other useful sources and informative materials. At the end of every Module a question based assessment tool allows to measure how much of the planned learning outcome has been reached.

Every participant that successfully finishes two or all sections of the Modules will receive a certificate describing the Modules attended.

The desired learning outcomes are the following:

- to know and be able to describe what intercultural competence is and to make examples of possible misunderstanding due to it, both in ordinary life than in care work settings
- to be able to describe some of the most common dimension of intercultural differences and to position oneself:
 - Personal space (close / farther away)
 - formality (formal / informal)
 - directness (direct / indirect)
 - importance of time (punctuality / time is flexible)
 - individual vs. group (individual / group)
 - showing emotion (expressive / spontaneous / reserved / reflective)
 - approach to conflict (conflict is OK / conflict is to be avoided)
 - autonomous vs. cooperative
- to be able to tell about intercultural differences between home country and host country and to explain how to solve/minimize them
- to be able to describe what behavior and attitudes to follow when cooperating with people of different nationality.

The I-Pack is developed in partner languages at level A2 of CEFR Common European Framework of Reference for Languages, so it can be used as a resource for CLIL, Content and Language Integrated Learning, in L2 courses addressed to MWs.

The training can be used for:

- in service an initial training of MWs
- in service an initial training of co-workers of MWs

- Awareness raising activities for employers and supervisors who are employing or supervising MWs.

Use of the I-Pack can be suggested / prescribed by firms employing, by organizations training MWs, or freely chosen by members of target groups that feel the need to explore intercultural issues and want to improve their behaviour and intercultural competence. By employers the certificate can be valued as indicator of better preparation to deal with intercultural issues at work, and so required to supervisors, MWs and co-workers.

The I-Pack will be developed in different national versions and part of the content could vary according to differences in national context and local culture.

The I-Pack is hosted on an Open Source Content Management System – in our case on Moodle. The programme is structured to be used for self-administered learning on a stand-alone base.

Feedbacks about the training programme will be collected during the pilot.

The training is web based, for this reason only part of the target groups can access it. However, the course is not the only mean to reach the main target groups. The next task will develop training materials that trainers and cultural mediators can use face to face with members of the three main target groups.

B. Definitions

Societies in European Union member states have been undergoing dramatic changes: from formerly national societies living in clearly drawn geographical, linguistic and ethnic borders, Europe today presents a multicultural and multidiverse mix of social clusters living together in the European Union. Migration, labor mobility, multilingual citizens, the promotion of international exchange programs and the right of freedom of travel, freedom of residence and freedom of work have been supporting this development.

Today, diversity is a key characteristic of European societies. But despite all positive aspects of diversity, many EU member states have been reporting increasing problems with xenophobia, nationalistic and anti-migration movements, racial violence and open discrimination of minorities such as third country immigrants, asylum seekers and refugees.

Culture

Culture is the full range of human behaviour patterns. Culture is often called 'lifestyle' or 'way of life', sometimes 'mentality': A set of beliefs, knowledge, attitudes, norms, values and behaviour shared by members of a society in a certain historical time and geographical area. Culture is acquired by individuals as members of that society.

Culture always refers to social communities, which can be families, peer-groups, associations, business companies, ethnic or religious groups, geographical regions, nations, as well as world regions.

Cultures are always subject to change, both *across generations* as well as *within one generation*. Individuals are always influenced but not determined by their culture. Several factors, such as globalisation, communication and information flow, urbanisation and increasing global migration, contribute to constant cultural change. Nowadays, more and more people grow up in a bi- or multicultural environment. This does not only apply to children whose parents have different cultural backgrounds, but also to "native" children who get to know other cultural frameworks.

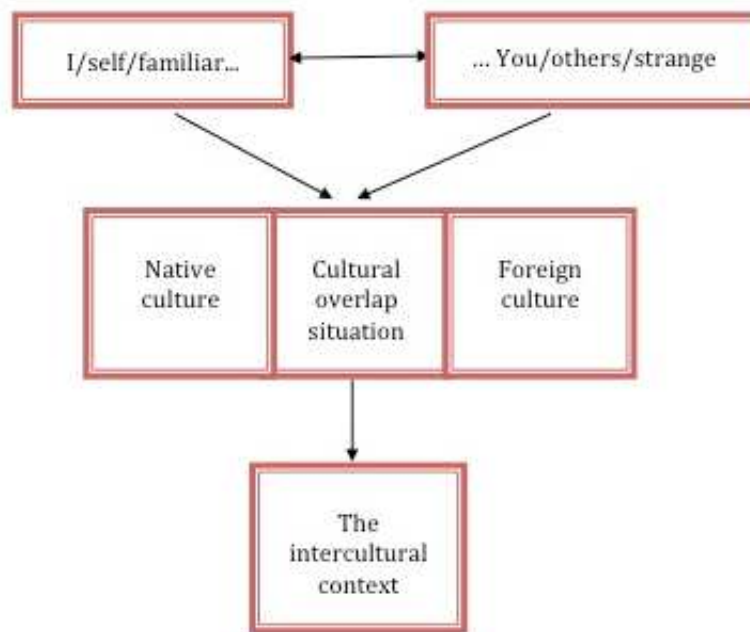
Intercultural training

"Intercultural training" can be one tool in our efforts to understand the complexity of today's world, by understanding others and ourselves a bit better. Moreover, it can be one of the keys to open the doors into a new society.

"Intercultural training" may enable us to better face the challenges of current realities. It could help us not just to cope personally with current developments, but to deal with the potential of change. Our "intercultural learning capacities" are needed now more than ever. Intercultural training is a personal growing process, but it has impact in our societies. It always invites us to reflect why we want to deal with it, which visions we have, what we want to achieve through it.

Intercultural Competence?

The scheme below explains what we refer to when we talk of interculturality:



As shown in the scheme above, the intercultural context is determined by the interaction between people from different cultural backgrounds. The intercultural context is the new situation emerging from cultural overlap. Intercultural competence shows itself in the handling of situations of cultural overlap.

Intercultural competence is the ability to communicate, encounter and cooperate with people from different cultures. It requires mutual adaptation and a high level of tolerance towards incompatibilities. Furthermore, intercultural competence is essential for cooperation and living together.

Intercultural competence is also often described by researchers as having a variety of traits; respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humor, tolerance of ambiguity, and a willingness to suspend judgment of others.

Most of the time we are not aware of our own culture, we experience our own view of the world as 'normal'. Our knowledge, emotional reactions and also our behaviour is shaped by our individual and cultural learning experiences throughout our lives.

We understand intercultural competence as the ability to (1) *recognize* and *respect* cultural factors and conditions regarding perception, appraisal, and awareness of ones-self and with respect to other people; and to (2) act in a way that makes it possible for all involved to express them in an intercultural environment.

Intercultural competence is not one single competence but rather a set of skills, aptitudes, and attitudes that support cooperative communication with people of different (socio-) cultural backgrounds. Since communication situations are many, there is not one single description of what intercultural competent behaviour is; no recipe to follow. But certain attitudes help to bridge cultures and to ease intercultural encounters:

Deal with not-knowing: You will experience situations in which other people behave and/or react in a way that does not make sense to you. Uncertainties regarding how to behave 'correctly' or how the communication partner will react are normal in intercultural encounters. The fact that our assumptions may be wrong is part of the process of becoming culturally aware. Understanding that uncertainties and situations where you do not know may occur, are normal in intercultural encounters and are not the fault of anybody, is a first step for staying calm and patient with yourself and other people.

Suspend judgements: Keep in mind that your interpretation of a situation may be wrong and affected by unconscious prejudices. Collect as much information as possible so you can describe the situation accurately before evaluating and judging it. Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation.

Be empathic: In order to better understand another person, we need to try to stand in his/her shoes, to see the situation from his/her point of view.

Become comfortable with ambiguity: The more complicated and uncertain life is, the more we tend to seek control. But intercultural encounters will put you in situations that you don't understand.

These attitudes cannot be learned in one day. To raise one's own awareness, to train oneself to remain calm and find solutions for intercultural misunderstandings or discontent is a lifelong process.

Diversity

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment;
- Respecting qualities and experiences that are different from our own;
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Working together, despite our differences, to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own, and outside the groups, to which we belong, yet are present in other individuals and groups. These include, but are not limited to, age, ethnicity, class, gender, physical abilities/qualities, origin, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

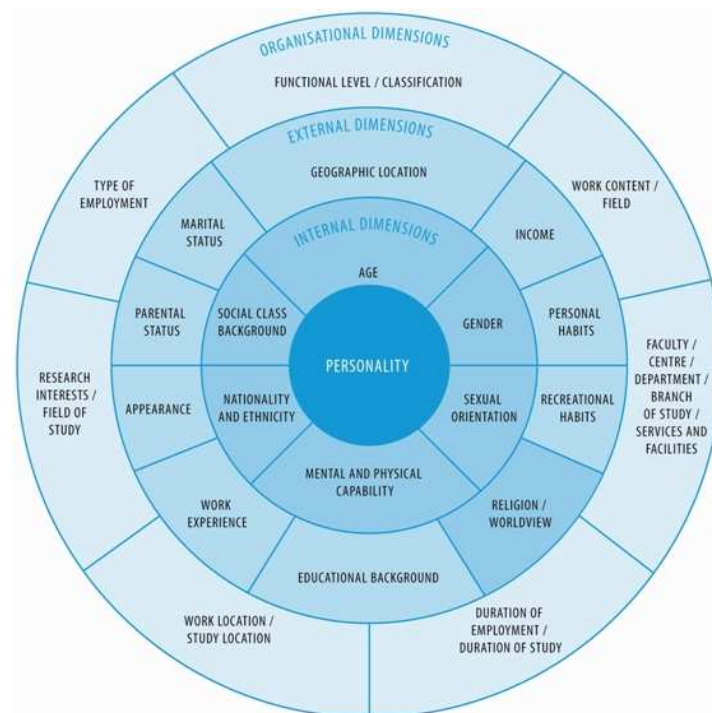
Cultural social diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

,The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of origin, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within

each individual.¹

Principles of diversity - The four layers model

Diversity can be described with the help of a four layers model developed by Gardenswartz and Rowe:



Graphic²

The Four Layers Model³

The model has four layers:

1. **Personality:** this includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other three layers throughout one's lifetime and career choices.
2. **Internal dimensions:** these include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). The many divisions that exist between and among people are at the core of the concept of diversity. These dimensions include the first things we see in other people, such as origin or gender and on which we make many assumptions and base judgments.
3. **External dimensions:** these include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about whom we like to be with, and decisions we make in hiring, promotions, etc., at work.

¹ Source: <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

² From: Gardenswartz and Rowe: '4 Layers of Diversity' <http://www.univie.ac.at/diversity/graphics.html>

³ http://www.colormagazineusa.com/index.php?option=com_content&view=article&id=219:th

4. Organizational dimensions: this layer concerns the aspects of culture found in a work setting. While much attention of diversity efforts is focused on the internal dimensions, issues of preferential treatment and opportunities for development or promotion are impacted by the aspects of this layer.

The usefulness of this model is that it includes the dimensions that shape and impact both the individual and the organization itself. While the “Internal Dimensions” receive primary attention in successful diversity initiatives, the elements of the “External” and “Organizational” dimensions often determine the way people are treated, who “fits” or not in a department, who gets the opportunity for development or promotions, and who gets recognized.

A teacher who wants to understand diversity and be an effective manager of a diverse group of pupils or students’ needs to pay attention to all these layers of diversity with the goals of using both differences and similarities to enrich the learning environment.

Four Layers Exercises

“The Four Layers of Diversity” is not only a useful model, but can be used as a teaching tool as well. To develop your own understanding of the impact of diversity on our life, teachers may use the Four Layers as a reflective tool:

1. Think about how the various factors that influenced the choices and decisions you made up to this point in your career. Which have had a positive impact? Which have had a negative impact? Which are you proud of? Which do you try to hide from others?
2. Looking at the factors again, think about those you have difficulty in accepting in other people. Which of the factors do you make snap judgments on? Which influence your decisions at work in a negative manner? What factors cause you to try to avoid contact with others?
3. To explore your values as a manager, create a list with the names of your staff members on it. Next to each person’s name, write some of the factors from the dimensions that you are both aware of and those you assume to be true about the person. For example: Jason: white, middleclass, college degree, single, Catholic. You can select different factors for each person. Then ask yourself: how do I treat this person differently, both in a positive and a negative manner, based on what I know, or the assumptions I am making, about the person? Where are my biases coming out?
4. Finally, the “Four Layers” can be used as a team building exercise by having staff members work through exercises 1 and 2 individually, and then discussing their responses together.

Understanding “diversity” ⁴

There are many definitions of diversity but they all seem to have something in common, which is a concern with valuing peoples’ differences. When we talk about differences between people we could be talking about a whole range of physical, cultural, political and religious differences. But what does ‘valuing’ difference mean? Clements (2008) suggests that it is partly about avoiding creating a ‘monoculture’ in which one size ‘fits all’.

As we’ve noted, differences between people can take many forms including skin colour, hair colour, accent, educational background, body shape and so on. However, some of these differences may be more relevant than others when it comes to thinking about diversity issues within the context of employment, service delivery and professional issues.

⁴ Source: http://webdev.hud.ac.uk/schools/hhs/james/picturing_diversity/unit1.html

For instance, in relation to policy making practice there are six strands of diversity which are identified as requiring most action, and these are:

1. Origin and ethnicity
2. Gender (including Transgender issues)
3. Disability
4. Sexual Orientation
5. Age
6. Religion, faith and belief

These strands relate to the current provision of equality legislation and reflect some of the key areas in which people are most likely to experience prejudice and discrimination. We'll think more about what is involved in prejudice and discrimination in the section below.

Inclusion

By accepting diversity as reality in workplaces as well as in European societies, inclusive awareness is essential in order to implement diversity within a workplace. Thus, the method of inclusive awareness is the second key element of the KAZI I-Pack.

Today, inclusive awareness means the acceptance of diversity of workers. A student or pupil could be male or female, black or white, native or migrant, from a poor or rich social background, good in sports or physically challenged, Catholic or Muslim, brown or blue eyed, single or in a partnership etc. Each single characteristic describes an individual within a range of diversity and each individual characteristic element needs to be respected by co-workers, employers and supervisors.

Prejudice, discrimination, stereotyping and labelling

Stereotypes are communicative features, which most people show in daily life. To some extent stereotyping is an important element of social orientation, of defining one's own identity and helps young people (pupils, students) to form their own personal opinion. On the other side, as soon as stereotyping leads towards discrimination and prejudice, social exclusion of groups or individuals, or even to forms of violence, such an action is unacceptable. But pupils have to learn how to handle stereotyping and prejudice and have to practice tolerance, respect and acceptance.

Prejudice can be described as the demonstration of biased attitudes or feelings, directed towards others, based on ideas and perceptions about their social group (Chakraborti & Garland, 2009). Prejudice can take the form of an attitude or belief, which may translate into aspects of behaviour.

Example: Ian believes that the majority of Gypsies are engaged in criminal activity, and live in dirty and unsanitary conditions. He doesn't know any Gypsies, but he has heard his dad talk about Gypsies being a menace to society. Also, in the past he has read some negative reports in his local newspaper.

Discrimination can be described as the unequal treatment of individuals, or groups of people, based on attributes such as ethnicity, age, disability, gender and so on. Discriminatory behaviour is often underpinned by prejudice and stereotyping.

Example: Elaine is told by her employer informally that she was not suitable for promotion, because

she is young, newly-married and “likely to go on maternity leave” in the near future.

Stereotyping describes the process of taking a simplified and/or exaggerated view of something or someone (or a group of people), based on the most common characteristics typically associated with them (Woodward, 2004). Stereotypes can suggest both ‘positive’ and ‘negative’ qualities, although clearly this is to some extent dependent on the way in which people value these qualities. Negative stereotypes of individual people or groups of people can lead to the kinds of negative feelings and beliefs associated with prejudice.

Example: Arif gets frustrated trying to teach his grandfather, who is 71 years old, how to use Facebook. In Ian’s words: “You can’t teach an old dog new tricks”.

Labelling involves applying a ‘label’ (often judgemental or negative in nature) to a group of people, and is closely connected with stereotyping. Clements and Jones (2007:73) note that the negative expectations, which underpin labelling can actually result in people behaving in a way which ‘lives up to’ these expectations. They note that this is like a self-fulfilling prophecy.

Example: Shireen complains that her neighbourhood is going downhill, because of all the ‘hoodies’ who are hanging around outside the offlicence, spitting, being verbally abusive and generally antisocial. She says that most young people, these days, are going “off the rails”.

Multiple discrimination/oppression

Clearly, people within society experience prejudice and discrimination in different ways and to differing degrees. Some people may feel that the discrimination that they experience is largely due to specific attributes such as their ethnicity OR gender identity OR sexual orientation. So, for instance a middle-aged, Asian man may experience prejudice and discrimination of a racial nature, and perceive this to be racial discrimination. However, other people may feel that they are discriminated against because of a combination of factors. For example, an older, lesbian, African-Caribbean woman may experience different kinds of discrimination, which may become apparent in different ways, and at different times. Being discriminated against on the grounds of multiple difference can be described as ‘multiple discrimination’ or ‘multiple oppression’.

Diversity and ideas of community (or communities)

Discussion of diversity issues often involves talking about diverse ‘communities’. However, what exactly do we mean when we talk about these diverse communities, and will all members of minority groups necessarily identify themselves with particular communities? For instance, if I become temporarily disabled as a result of being involved in an accident, will I necessarily identify as being a member of the ‘disabled community’? If I am a man who has had sexual relationships with other men, and define my sexual orientation as being ‘gay’, will I necessarily identify as being part of the ‘LGBT’ community?

Questions of identity, and sense of community identity, can be very complex. The ‘Picturing Diversity’ interviews in the following units help to convey some of this complexity from the point of view of actual ‘community members’. By thinking about and reflecting on the extent to which each individual embodies an idea of community identity we can hopefully avoid becoming complacent about how we ‘generalise’ about, and in particular ‘stereotype’ communities as a whole.

Equality, diversity and professional practice

The key aim of this learning resource is to encourage you to think about the significance and value of embracing diversity both for yourself as an individual, but importantly for the professional role that you already carry out, or are training to carry out.

The final unit in this learning resource goes into some depth to explore how diversity approaches

relate to your area of practice and highlights examples of good practice in which inclusive strategies have significantly helped to achieve operational and strategic objectives.

Debates about “political correctness”

Learners’ sometimes express the opinion that equality and diversity issues are simply about being ‘politically correct’. The implication of this is that understanding diversity is nothing more than ‘being seen to be acting, behaving or speaking’ in a way that is somehow ‘ideologically’ correct. If we subscribed to this point of view we might well conclude that there is no practical value in embracing diversity?

The problem with ‘political correctness’ as an idea is that it tends to simplify issues, particularly around the use of language. You may have heard someone say, ‘you CAN’T say that, it’s not PC’. From this perspective ‘political correctness’ can all too easily be seen as something which seeks to deny freedom of expression and prevent open discussion of the really important issues. However, freedom of expression itself is something that is often vigorously debated. For instance, should this allow people to say anything they want, even if those things are clearly racist, sexist or homophobic for example? A recent example of debates around the extent of freedom of expression came to the fore around Nick Griffin’s appearance on the BBC Panorama programme, in his role as chairperson of the British National Party.

Data on third country migration in Europe

The KAZI project deals with diversity and third country migration into Europe.

Migration is defined as “the movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.”⁵

Migration in general is managed by national and European migration laws, rules and regulations. The European Union and all EU member states have migration and immigration policies.

Migration management is “a term used to encompass numerous governmental functions within a national system for the orderly and humane management for crossborder migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection. It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.”⁶

Over the past decades, most EU Member States have experienced increasing migration. Migrants from third countries represent around four percent of the total EU population. The composition of EU’s population is thus changing, and European societies are faced with increasing diversity. This leads to new conditions for social cohesion and government response to public concerns.⁷

⁵ <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Migration>

⁶ <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Migration-management>

⁷ European Commission: COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS, Brussels 2012, p. 3

Europe is also strongly influenced by demographic changes, including the ageing population, longer life expectancies and a declining working age population. Legal migration can help to address these issues, in addition to maximising the use of the labour force and skills already available in the EU and improving the productivity of the EU economy. Demographic trends vary from region to region and need to be addressed through tailor made solutions. If the full benefits from migration are to be realized, Europe needs to find a way to better cope with its diverse and multicultural societies through more effective integration of migrants.

Third Country National (TCN) is a term often used in the context of migration, referring to individuals who are in transit and/or applying for visas in countries that are not their country of origin (i.e. country of transit), in order to go to destination countries that is likewise not their country of origin. In the European Union, the term is often used, together with “foreign national” and “non-EU foreign national”, to refer to individuals who are neither from the EU country in which they are currently living or staying, nor from other member states of the European Union.⁸

Female third country migration

Women who immigrate to Europe in the 21st century come in search of economic opportunity, to join family members, or as asylum seekers and refugees. They arrive through legal channels or can be unauthorized; they migrate voluntarily or can be forced to migrate; and some are victims of human trafficking or other forms of exploitation.⁹

This population is as large as it is diverse. There were 14.9 million female immigrants in the 27 countries of the European Union (EU) in 2009, constituting 47.3 percent of the foreign born population.

The majority (63.2 percent; or 9.4 million) of female migrants in the European Union are not from Europe themselves, and a large part of these third-country nationals are from Africa, Latin America, and Asia.

C. Short definitions to remember:

On Identity & Culture

Values

- Value is a concept that describes the beliefs of an individual or culture. A set of values may be placed into the notion of a value system.
- Values are considered subjective and vary across people and cultures. Types of values include ethical/moral values, doctrinal/ideological (political, religious) values, social values, and aesthetic values. It is debated whether some values are innate.

Personal values

- Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to each choice's associated values.
- As we grow up, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are, or not a part of our

⁸ Definition of “Third Country National” on the Eurofound website.

⁹ See also: <http://www.migrationinformation.org/Feature/display.cfm?ID=832>

own selves. Instead of just accepting those values that were ingrained in us by parents, teachers, and society, we need to stop, take a deep look at ourselves, pinpoint our values, and implement them into our lives.

Stereotypes

- In social psychology, a stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality.
- “Stereotypes exist because they are useful. They reduce the tremendous complexity of the world around us into a few simple guidelines, which we use in our everyday thoughts and decisions. However, the simpler and more convenient the stereotype, the more likely it is to be inaccurate, at least in part.” ~ Stuart Oskamp
- “Stereotypes are fast and easy but they are lies, and the truth takes its time.” ~ Deb Caletti
- “Instead of being presented with stereotypes by age, sex, color, class or religion, children must have the opportunity to learn that within each range, some people are loathsome and some are delightful.” ~ Margaret Mead
- “The problem with labels is they lead to stereotypes - and stereotypes lead to generalizations - and generalizations lead to assumptions - and assumptions lead back to stereotypes.” ~ Ellen Degeneres

Stereotypes, prejudices & discrimination

- Stereotypes, prejudice, and discrimination are understood as related but different concepts.
- Stereotypes are regarded as the most cognitive component and often occurs without conscious awareness, whereas prejudice is the affective component of stereotyping and discrimination is one of the behavioral components of prejudicial reactions.
- In this tripartite view of intergroup attitudes, stereotypes reflect expectations and beliefs about the characteristics of members of groups perceived as different from one's own, prejudice represents the emotional response, and discrimination refers to actions.

Xenophobia

- “Fear and hatred of strangers or foreigners or of anything that is strange or foreign” ~ Merriam Webster
- “Xenophobia is the dislike of that which is perceived to be foreign or strange. Xenophobia can manifest itself in many ways involving the relations and perceptions of an ingroup towards an outgroup, including a fear of losing identity, suspicion of its activities, aggression, and desire to eliminate its presence to secure a presumed purity. Xenophobia can also be exhibited in the form of an "uncritical exaltation of another culture" in which a culture is ascribed "an unreal, stereotyped and exotic quality" ~ wikipedia
- “Xenophobia is a severe aversion to foreigners, strangers, their politics and cultures. Often, the term xenophobia is used interchangeably with racism, yet the two are actually different in that one is much more specific than the other. While racism defines prejudice based solely on ethnicity, ancestry or origin, xenophobia covers any kind of fear related to an individual or group perceived as being different from the person with the phobia. People with xenophobia do not understand or accept that their condition is based in fear, yet it is the perceived threat of losing one's own identity, culture and imagined superiority or purity that initially spurs the disorder.” (AllAboutCounseling.com)

Symptoms of xenophobia

It is important to catch xenophobia early on. If left untreated, this condition can have seriously detrimental effects on not only the sufferer but also the objects of his or her prejudice. Furthermore, the xenophobic is liable to pass along his or her highly generalized and ungrounded perceptions to impressionable children and family members. Some symptoms of a xenophobic include:

- Feelings of fear or dread when exposed to people or cultural items perceived to be different

- Apparent hostility towards people or cultures perceived to be different
 - Distrust aimed specifically towards cultures perceived to be different
 - Rash generalizations and stereotypes aimed at a set of people, who can be identified by superficial qualities
 - Finding abusive and prejudiced behavior humorous
- (AllAboutCounseling.com)

Social identity theory

- Something special happens to people when in group conditions
- Group conditions influence personal psychology

There are two types of behaviour:

- The interpersonal one (friendships, positive or negative relationships according to the individual temperament)
- The intergroup one, where the person acts as a member of the group (trade union, sports team etc).

About communication

- What we see, hear, taste, touch, smell is called a sign.
- If the sign has a meaning to us, so we can interpret what it means it is called a message.
- The person who sends the message is called transmitter or sender of the message.
- The person who receives the message is called receiver of the message.
- Communication is the exchange of messages.
- In the case, for example, two persons change position as transmitters and receivers as in a discussion; communication is called two- ways.
- In the case a person is always transmitting and one or more persons are receiving, then there is one-way communication (e.g. the teacher recorded in a video).
- A two-ways communication is always more effective than an one-way communication.

In a communication we have to know that there are obstacles due to:

- Physical causes of the transmitter, the receiver or the environment, such as physical disabilities, noise, too low light, distance, fatigue etc.
- Emotional causes, such as likes and dislikes (e.g. what says Maria is always true), prejudices (e.g. men are smarter than women) and stereotypes (e.g. young boys are always immature), stress, other preoccupations etc.
- Mental causes, such as mental disabilities, prejudices (e.g. men are smarter than women) and stereotypes (e.g. young boys are always immature).

Our memory cannot remember more than 6-8 key points at the same time.

In order to have effective communication we have to:

- Listen carefully to what the transmitter tells us. It is good to note or make noises to confirm that we understand the message
- Ask questions in order to clarify, what is not clear enough
- Take notes with key words in order to remember them.

Some tips to become a better active listener

- Listen for the whole meaning also the feelings behind it.
- Show that you have understood the whole message.
- Control your understanding – repeat with your own words.
- See the problem/the matter from the other side.
- Never draw a hasty conclusion.

- Do not plan your answer, while you are listening.
- Keep your own opinions and problems at a distance.
- Never be prejudiced against the one you are talking to.
- Be concentrated and listen for the essential facts. Notice the way the talking person expresses himself, modulation, facial expression, gestures, body language.
- Listen with "the eyes".

Team Work and Collaborative Spirit

Definition

- The process of working collaboratively with a group of people in order to achieve a goal.
- Teamwork is often a crucial part of business, as it is often necessary for colleagues to work well together, trying their best in any circumstance.
- Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

<http://www.businessdictionary.com>

- Jerald Greenberg in his book "Behaviour in Organizations" defines team as "A group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable" (Greenberg 2011)

Team Work how it makes a difference in business

- The collaboration with others with the same view and scope motivate people to work harder and longer at a task, have better performance even without a reward from outside.
- Walton, Gregory M., Geoffrey Cohen, David Cwir, and Steven Spencer. 2012. in their study "Mere belonging: The power of social connections." found that people who were part of the experiment jog in place, raising their heart rate. Participants in the study who felt they were socially connected to this person (for example, were told they had the same birthday) had an increased heart rate, too.
- People to take on the goals, motivations, emotions, and even physical reactions of people whom they feel even minimally connected to. Also these people use synchronous behaviour when have to do something together such as laughing, singing, or dancing to bond a group.
- Looking for ways to bring people together and to show how people are connected doesn't just make the team's task ahead more fun or easier to bear. It can actually make them work harder and perform better.

<https://www.psychologytoday.com>

Stages of team development

- Psychologist Bruce Tuckman established the unforgettable phrase "forming, storming, norming, and performing" in 1965 through in his article, "Developmental Sequence in Small Groups." Based on that Tuckman describe the route that most teams follow in order to have high performance. Later, he added a fifth stage, "adjourning" (which is sometimes known as "mourning"). <http://www.mindtools.com/>

- Forming= Direct the team, set up clear objectives, for the team and for team members.
- Storming=Launch processes and structures. Build good relationships. Resolve conflicts. Provide support. Encourage members and express positive attitude.
- Norming=Help team members take responsibility for progress towards the goal.
- Performing=Delegation of tasks and projects.
- For others these stages or phases as Initiation, forming, productivity, completion.
- Many times teams skip to pass these phases doing works that prefer to do by ignoring how important these are for the team and the project.

Conflict Definition & Types

Conflict is:

- a process in which one party perceives that another party has taken or will take actions that are incompatible with one's own interests (Greenberg, 2011)
 - a strong disagreement between people, groups, etc., that result is often an angry argument a difference that prevents agreement: disagreement between ideas, feelings, etc.
- <http://www.merriam-webster.com>

Types of Conflict

- Substantive conflict is a form of conflict that takes place when people have different viewpoints and opinions with respect to decision they are making with others.

This kind of conflict can be beneficial to helping teams to make effective decision because it forces the various parts to communicate their ideas clearly. (Greenberg, 2011)

- Affective conflict is a form of conflict resulting when people experience clashes of personality and interpersonal tension, resulting in frustration and anger.

Affective conflict is usual result whenever people with different background join together for a project. Until they learn each other and accept one another affective conflict is possible resulting disruption to group performance (Greenberg, 2011)

- Process conflict is a form of conflict resulting from differences of opinion regarding how work groups are going to operate, such as how various duties and resources will be allocated and with whom a variety of responsibilities will reside.

In many work groups, come up disagreements about who doing what, who is responsible for which task etc. (Greenberg, 2011)

Cause of conflict

The conflicts that we face in organization come from a variety of causes including both our interactions with other people and the organization.

The most important are:

Grudge is the cause of conflict when people who have lost face in dealing with someone, attempt to take revenge.

Malevolent attributions when we believe that someone doing something with the desire to hurt us, conflict is inevitable. However, whenever we believe that we suffer harm because of factors outside someone's control (an accident) conflict is less possible to take place.

This causes problem in case which we will incorrectly characterize the harm we suffer to another as negative intent when, in reality the cause has external based.

Destructive criticism is cause of conflict when people give feedback with the negative communication way. This instead to help recipient to do better job creates anger. Competition over scarce resources.

When people overestimate their own contribution to the organization, and believe and feel that deserve more of resources than others. As the resources of company (money, equipment, and personnel) is not unlimited and, certainly conflict results when others do not see it this way

Distrust between the members of the group. (Greenberg, 2011)

Conflicts management techniques

In order to avoid the negative consequences of conflicts use the below steps:

1. Agree on a process to handle conflicts before the conflicts come up. By this everyone knows it is going to manage it.
2. Make sure that everyone knows his/her responsibility, authority, organizational system. By this way you can avoid potential conflicts when people ignore their responsibilities or overstep their authority.
3. Consider how can avoid problem rather than assign blame. Instead of asking "why did you do that?" ask "how can we make things better" (Greenberg, 2011)

When conflict arise even your effort to avoid it the below steps can help you to manage it

1. Define the conflict. If there are more people involved, it is important to define the conflict together and get the parties implicated to understand it in similar way.
2. Explore the conflict causes with the aim of knowing their origin. We will dedicate the right and proper time to this stage, avoiding hamstringing in this stage.
3. In the case of other people being involved, show empathy with them and try to learn what they think and feel.
4. Look for solution alternatives and evaluate strength and weakness of each one. Do not forget that the solution should aim at satisfying all the parties involved.
5. Make a decision on conflict solution which would be fair and satisfactory.

“Rules” of a fair conflict

- Attack the problem, not the person
- Focus on the issue, not your position about the issue
- Focus on areas of common interest and agreement, instead of areas of disagreement and opposition
- Listen without interrupting
- Thank the person for listening
- Don't mention the past situations, focus on the present
- Express your feelings without blaming anyone for them
- Take time to cool out if needed

Good management strategies for conflicts

Collaborate

Try to find a win-win solution. Both parties will benefit from the solution, even if one is more benefited than the other. Collaboration occurs when each party gives up something of value to the other. A result is no one getting full desires. (Schermerhorn, Hunt, & Osborn, 2002). This is an agreement that meets both parties.

Compromise

If the decision to be made is not very important, you may want to try compromise and accept a solution “in the middle” for the common good. Maintain something of your original position but also accept losing something else. It is important that both sides commit to respect the compromise solution (NTNC).

Accommodate

Don't let your ego control your behaviour. You don't need to win every time. A common purpose is more important than your personal needs and wills. If you realize that you are wrong do not continue to defend yourself and admit that you made a mistake.

Also, if an issue is not as important to you as it is to someone else you should consider falling back. Protecting the relationships with the team members should be among the first priorities of a team player. Maintain the harmony in the team. Even if you know you are right you could let the others learn from their own mistakes. (NTNC)

Compete

When you are absolutely sure that you are right and when you consider this is an issue extremely important, insist on your position. Use all your power to win. The same approach should be followed if the time to take a decision is short.

This is a high-assertiveness and low cooperativeness situation. It may result from outright competition in which a victory is achieved through force, superior skill, or domination by one party. (Schermerhorn, Hunt, & Osborn, 2002)

Withdraw

The best way to manage a conflict is to avoid the conflict. If it is not an important or urgent decision, you could try postponing the discussion. Do not get involved in a conflict when you have other important issues that are repressing and that they need your full attention.

Also, before you start a conflict you must be sure you have all the information needed and good psychology that makes you confident and strong.
In conflict situations when relationships are at stake, probably you need more time to cool off emotionally.

How you could build stronger bonds with your co-workers?

- Ask them about any particular talents. Learn their strengths. Encourage them verbally when they undertake an assignment outside their comfort zone.
- Be a role model by doing your best at all times. Show that you have the same expectations from them.
- Search daily for positive things to say. Constructive criticism is also useful but it should not offend anyone.
- Recognize their strengths and encourage them to share what they admire in each other.
- Keep them informed about your work progress. Do not act in secret.
- Share with them some moments of your personal life. Be more approachable and encourage them to do the same.
- Spend some time with them outside the office. Try to plan some social or fun activity for the entire group.
- Celebrate some of your life's moments with them. Celebrating e.g. birthdays, wedding etc. helps promote positive team relationships.

Heterogeneous groups function

In current era of globalization people work in multinational work environments and have collaboration and interaction with others of different cultures, beliefs, and backgrounds. Barbara Mazur in article in Journal of Intercultural Management refers that "Cultural diversity has been defined as the representation, in one social system, of people with distinctly different group affiliations of cultural significance".

A heterogeneity group consist of members with diverse orientation. The diversity can be caused by various differences such as experiences, cultural background, age, technical knowledge, studies, values, ethical rules, status, gender, etc.

Multicultural teams

A cross-cultural or multicultural environment is a working environment where the worker needs to confront different styles of working, thinking or communicating.

This can be an obstacle in the performance of a team as it can cause misunderstandings but it can also prove to be an excellent experience when is managed effectively.

Basic principles when working in a multicultural team are: observation, tolerance, active listening, diplomacy, lack of any form of aggression.

Countries are classified according to several groups based on similar behaviour and working patterns. For example Latin countries prefer direct speech, and those of Nordic countries prefer indirect speech, but be careful not to generalize too much.

Certain cultures, such as the Indian culture, do not believe in external influences or that factors such as chance or luck can have an influence on actions.

The majority of other cultures think, on the contrary, that these must be taken into account to explain the result of an action, whether good or bad.

According to cultures some individuals are used to accomplishing a task according to both their priorities and the given deadlines, others have a more multi-coloured approach and are more at ease with various tasks at various levels, with no precise deadline.

Multidisciplinary teams

Multidisciplinary teams consist of members with diverse but complimentary experience, qualifications and skills that work together to achieve a common goal.

The members of such teams have to overcome some difficulties which include competition, communication problems, different work mentality and other obstacles which result from a different mind-set and work approach.

Benefit of a multidisciplinary team is that different specialist can offer different perspectives in a case.

Disadvantage can be the time as need more time to discuss ideas, and there are more possibilities to arise conflicts.

The key elements for successful multidisciplinary team work are: Personal commitment, common goal, clear roles and responsibilities, Effective communication channels.

Ethics in business

Ethics refers to standards of conduct that guide people's decision and behaviour

Moral values refers to people's fundamental beliefs regarding what is right or wrong, good or bad. (Greenberg, 2011)

Business Ethics: right or wrong in the workplace – value management.

In every business, there are some expected behaviours of the employees. The levels of constraints of behaviours are three:

Legal requirements e.g. medical confidentiality or attorney-client privilege etc.

Corporate policies and internal regulations e.g. dress code, non-disclosure agreement, protected data etc.

Ethical behaviour – personal values or principles of the employee

Some of the main values that are included in the codes of ethics are:

Values	Examples of behaviours that apply these values
Honesty	Work with transparency Using only authorized means and resources
Accountability	Taking personal responsibility Commitment to the group work Preparation for high performance of the tasks
Confidentiality	Maintaining the confidentiality of corporate internal procedures Not gossiping, in person or on social networking sites
Respectfulness	Treating colleagues, clients, guests etc. with the appropriate level of respect whether in person, in writing or in electronic communications Demonstrating acceptance of diverse opinions Not disrupting/interfering with other's people's tasks
Integrity	Taking credit only for our own work Wise use of company's resources

	Respectful of corporate policies
Reliability	<p>Completing all assignments on time</p> <p>Arriving on time</p> <p>Using time-management strategies</p> <p>Use of computers only in an authorized manner</p>
Objectivity	<p>Upholding respect in the profession over personal biases</p> <p>Balanced reaction despite personal feelings</p> <p>Fair judgment of facts over personal interest</p> <p>Applying same criteria for everyone, no discrimination</p>
Obedience to law	<p>Respect of legal requirements</p> <p>Respect of the obligations mentioned in signed contracts with the company or the clients</p>

Professional attitude in the workplace

Imagine that you meet the A person with dirty and wrinkled clothes who speak loudly, refer to others with rude style and present himself as specialist in projects with 2 bachelors, 2 masters, and one doctoral. He speaks 4 languages and has 10 years' experience as project manager. Keep in your mind that you know his reputation but you never meet him.

It is very important for individuals to have a professional attitude, regardless of the knowledge, degrees and experience that they had.

Some advices for professional attitude:

1. Dress with appropriate way. You should be dressed in clothes that have been laundered and pressed, fit well and do not have any holes or rips.
2. Be on time in your work.
3. Avoid interrupting others by laughing or speaking loudly.
4. Use working hours, company equipment only for business and only for the company.
5. Communicate with proper and polite way.
6. Demonstrate your ability level. Part of being professional is getting the job done and doing it well
7. Avoid gossip.

D. Module 1 Being aware and understanding cultures and cultural differences

Training course for Migrant Workers (MWs)

In this module you have three different activities on awareness and understanding of cultures and cultural differences.

Activity 1 - The rucksack model: Culture as your personal luggage

Activity 2 - Reflection: my culture

Activity 3 - Iceberg model of culture

Activity 4 – Understanding family and social structures

Activity 5 – Coping with different religions in the work place

Activity 6 – Respecting other people beliefs and principles

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning Outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 1: Being aware and understanding cultures and cultural differences	<ul style="list-style-type: none"> • what intercultural competence is • to recognize own culture • the factors of cultural differences • other beliefs and principles • how different factors influence culture • cultural self-awareness/ understanding 	<ul style="list-style-type: none"> • describe what intercultural competence is • describe your cultural background • describe some of the most common dimension of intercultural differences • to cope with the feeling of migrant • identify the challenges of cultural differences at the workplace • analyze, evaluate, and relate 	<ul style="list-style-type: none"> • position oneself (Personal space -formality - directness - importance of time - individual vs. group - showing emotion - approach to conflict - autonomous vs. cooperative • develop cultural awareness • respect religion on the workplace • show respect to other people beliefs and principles • manage conflicts derived from cultural differences • respect (value other cultures) • be curious

Activity 1 - The rucksack model: Culture as your personal luggage



Graphic¹⁰

¹⁰ www.pixabay.com

Now, you have the task to fill up your own cultural rucksack - think of all the things that make you a unique person!

With the symbol of a rucksack you can express your cultural, social and personal background. Think about what symbolises your own belongings, what formed your character.

Fill up your personal rucksack: Who or what played a role (role models, stories, experiences, etc.)? Which influences were or are still active?

Activity 2 - Reflection: my culture



Graphic¹¹

1. What is culture? What is its relevance to education and work?
2. What is my culture? How does it impact on education and work in this country? Is there just one kind of work culture or are there many?
3. What aspects of your own culture might create challenges for you and for an employer or co-worker there?

What is culture?

ENGLISH

<http://en.wikipedia.org/wiki/Culture>

ITALIAN

Cos'è la cultura?

<http://it.wikipedia.org/wiki/Cultura>

SPANISH

¿Qué es Cultura?

<http://es.wikipedia.org/wiki/Cultura>

Definiciones de Cultura

<https://youtube.com/watch?v=jn55oVZe4vc>

Culturas

https://youtube.com/watch?v=NhB_rqPhtalw

Tipos de Cultura

<https://youtube.com/watch?v=lsycsRbzIF0>

¹¹ http://de.123rf.com/photo_9033811_kultur-lupe-gegen-ber-dem-hintergrund-mit-verschiedenen-association-bedingungen-vektor-illustration.html

Gestos Internacionales con las manos
<http://www.youtube.com/watch?v=0z01wc-MI8o>

GERMAN

Was ist Kultur?

<http://de.wikipedia.org/wiki/Kultur>

SWEDISH

Vad är kultur?

<http://en.wikipedia.org/wiki/Culture>

GREEK

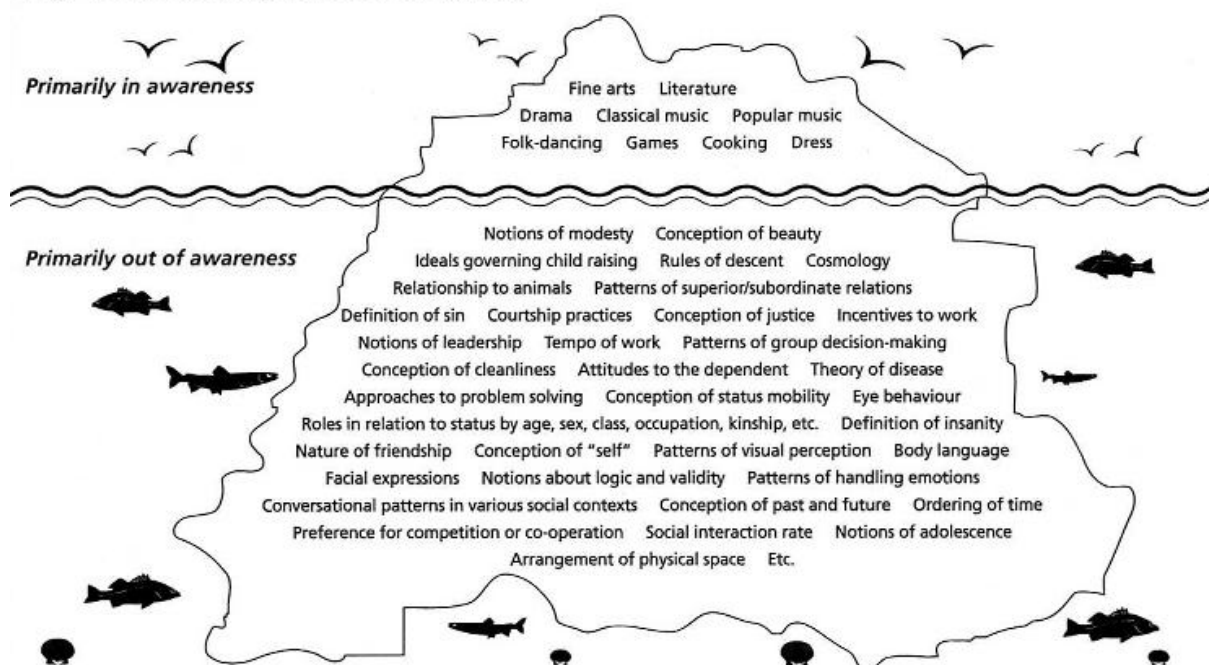
<http://en.wikipedia.org/wiki/Culture>

Write down your answers and if it's possible discuss them in a face to face session.

Activity 3 - Iceberg model of culture

The iceberg model of culture illustrates very clearly the deep rootedness and unawareness of most cultural patterns: While the larger part of culture remains secret far below the water surface, the conscious (visible) part of culture is much smaller than the unconscious (invisible) one. This perception of culture reminds one of an iceberg, as one can only see the tip, while the rest of the iceberg remains undetected below the surface.

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

Graphic¹²

The visible part of culture consists of visible practices: Symbols (among other things verbal and nonverbal language, dress, flags, status symbols), heroes (in terms of examples of behaviour) and

¹² <http://www.swyaa.org/resources/handbook/Index/image7.jpg> (02.10.2012)

rituals (collective activities, which are primarily practiced for their own sake, for instance due to social or religious reasons).

Draw and write an Iceberg with the visible and invisible culture differences at a workplace.

Activity 4 - Understanding family and social structures

Methodology: reflexive activity

Look at photos of different families (nuclear, single parent, extended, etc.) and try to describe the photos and your relating concepts.

Ask yourself what is a typical family like in your cultural environment and identify the photo that most represents your perception of family.

Reflect the differences of other perceptions of family and how they affect personality, social and work behaviour.

Activity 5 – Coping with different religions in the workplace

Methodology: Case study

Ahmet a new colleague disappears every day at regular intervals for 10 minutes. After some time his supervisor discovers that he disappears in prayer time, as he is Muslim.

Think about different options, how the supervisor and colleagues can handle this situation. Think about alternatives:

- (a) fire him
- (b) punish him
- (c) forbid to have a break
- (d) accommodate a break with changes in the work plan.

How could/should Ahmet deal constructively with the situation?

Activity 6 – Respecting other people beliefs and principles

Methodology: Case study

Natassa a young girl from Russia is Christian. She wears very conservative cloths in an environment that she has to deal with customers. Her supervisor pushes her to wear more modern clothing but she resists.

Think about different options, how the supervisor and colleagues can handle this situation. Think about alternatives:

- (a) fire her
- (b) punish her
- (c) impose a dress code
- (d) find a common ground

How could/should Natassa deal constructively with the situation?

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Explain what cultural awareness is					
Describe what intercultural competence is					
Describe my cultural background					
Describe some of the most common dimension of intercultural differences					
Cope with the feeling of migrant					
Identify the challenges of cultural differences at the workplace					
Analyze, evaluate, and relate					
Position myself (personal space - formality - directness - importance of time - individual vs. group - showing emotion - approach to conflict - autonomous vs. cooperative					
Show respect to other people beliefs and principles					
Manage conflicts derived from cultural differences					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about my own and different cultures.	Yes ☺	No ☹	Unsure ☺	
My knowledge about the culture on the workplace has increased.	Yes ☺	No ☹	Unsure ☺	

Training course for co-workers of Migrant Workers (MWs)

In this module you have five different activities on awareness and understanding of cultures and cultural differences.

Activity 1 - What is culture?

Activity 2 - Make your cultural profile

Activity 3 - Compare culture to an iceberg

Activity 4 - Values and behaviour

Activity 5 - How media reflect the culture of a nation?

Activity 6 – Respecting other people beliefs and principles

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 1: Being aware and understanding cultures and cultural differences	<ul style="list-style-type: none"> • what intercultural competence is • to recognize own culture • the factors of cultural differences • other beliefs and principles • how different factors influence culture • cultural self-awareness/ understanding 	<ul style="list-style-type: none"> • describe what intercultural competence is • describe your cultural background • describe some of the most common dimension of intercultural differences • identify the challenges of cultural differences at the workplace • analyze, evaluate, and relate 	<ul style="list-style-type: none"> • develop cultural awareness • respect religion on the workplace • show respect to other people beliefs and principles • manage conflicts derived from cultural differences • respect (value other cultures) • be curious

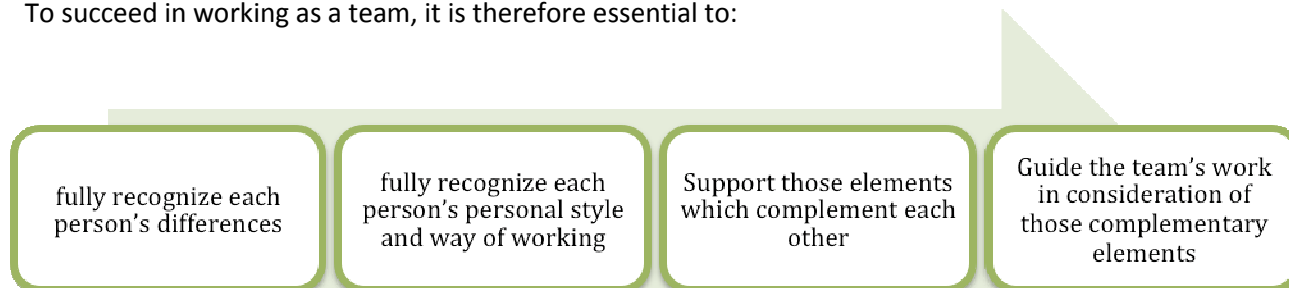
All people experience life and external world through their senses. This means that we have a different perception even for things that we think are objective and the same for everyone such as the time and space. When we are asked to describe something there are many different points of views due to the fact that we have personal points of view. Our subjectivity creates a gap between the realities and how we conceive it and/or how we describe it. Therefore the reality has many interpretations based on subjectivity and is not unique.

Different perception of individuals can cause misunderstandings in their communication. When we act in an intercultural environment, we should always remember the cognitive distortion of reality and be able to filter the information we receive.

The power of difference or the richness of diversity

Whether they are consciously or subconsciously, cultural differences have an influence on the behaviour of the team.

To succeed in working as a team, it is therefore essential to:



What skills are necessary in order to overcome cultural differences?

- Knowing how to identify “positive differences” which could give energy and richness to the team (such as the structured and strict nature of some and the flexibility of others).
- Knowing how to identify the negative differences (such as inflexibility). Analyze these and put the question to the team in order to find common solutions.

The first step to increase your awareness of cultural differences is to identify your own cultural biases and preconceptions.

Activity 1 - What is culture?

Search on the Internet the different definitions in order to notice similarities and differences.

Answer the question: What is culture made of?

Try to describe all the values that differentiate from one culture to another e.g. history, religion, progress of technology, public resources etc.

Activity 2 - Create your cultural profile

Analyze your cultural, social and personal background and express your own culture.

Which influences have formed your character? Write notes about yourself and then think which ones are important for your sense of cultural identity? e.g.

1. Nationality _____
2. Language _____
3. Ethnicity _____
4. Gender _____
5. Social Class _____
6. Religion _____
7. Occupation _____
8. Place (neighbourhood, region, and nation) _____
9. Interests/Hobbies _____
10. Educational Level _____

11. Talents _____

12. Other _____

Use internet sources and try to analyze and evaluate information over countries and revise the stereotypes.

For inspiration watch these videos on Youtube:

ENGLISH

<https://www.youtube.com/watch?v=iwSbJnmyURA>

ITALIAN

Spot Omnia LuceGas Spegni i pregiudizi

<http://www.youtube.com/watch?v=KiKPy9sUFro>

SPANISH

Identidad, Globalización y Cultura

<https://youtube.com/watch?v=ANiwq4WMKn8>

Cultura e Identidad Cultural: Desarrollo de la Competencia Intercultural

<https://www.youtube.com/watch?v=ITXOUv0xcGw>

GERMAN

Kulturschock:

<https://www.youtube.com/watch?v=nV8cnwcSFdA>

Wie begrüßt man sich in anderen Ländern?

<https://www.youtube.com/watch?v=hthPoHLirEQ>

Missverständnis:

https://www.youtube.com/watch?v=nBAT_6v6vu0

SWEDISH

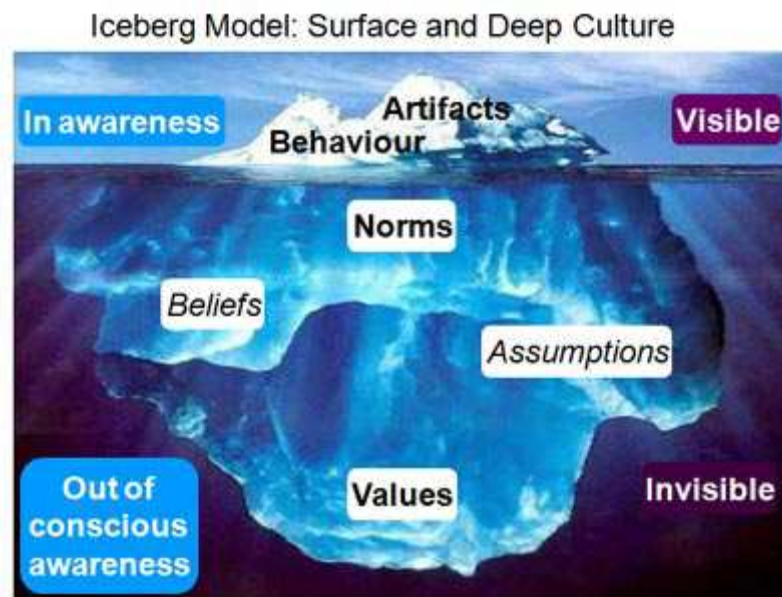
<https://www.youtube.com/watch?v=iwSbJnmyURA>

GREEK

<https://www.youtube.com/watch?v=iwSbJnmyURA>

Activity 3 - Compare culture to an iceberg

The Cultural Iceberg is a model to demonstrate the depth of culture. The visible or easily recognizable aspects of culture e.g. the way people dress or behave are only a very small part of the iceberg. The biggest parts are aspects which are not so easily recognizable or invisible such as norms and beliefs respectively. The values are the most difficult to understand and verbalize.



Graphic¹³

Place the following features of your national culture in one of the three categories and try to justify the reason why.

- A) features which you can notice quite easily
- B) features which take time to understand
- C) features which you recognize only if you are very familiar with the culture.

Write the numbers of category A above the waterline, the numbers of category B directly below the waterline and those of category C at the bottom.

1. eating habits
2. gestures
3. religious rituals
4. facial expressions
5. ethics
6. dress
7. greeting habits
8. music
9. social activities
10. value of friendship
11. driving habits
12. family relations

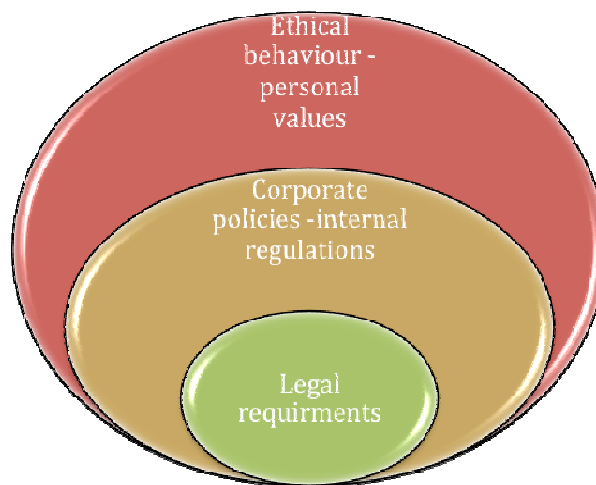
¹³ <http://www.diploweb.com>

- 13. architecture
- 14. mass media
- 15. perception of beauty

Activity 4 - Values and behavior

The behaviour of each person is based on own values and beliefs. When we cannot understand why someone behaves in a certain way this is because his/her values are contradictory to ours.

In every business, there are some expected behaviors of the employees. The levels of constraints of behaviors are three:



Match the values in the left column with the professional concept on the right column:

Values	Professional concept
Respect for individual autonomy <u>4</u>	Compassion and caring
Avoiding harm <u>1</u>	Professionalism
Commitment to excellence <u>2</u>	Fulfilment of care and social responsibility
Honesty and integrity <u>5</u>	Competence
Fairness in how services are delivered <u>3</u>	Accountability for decision-making and actions

- A) Which of the above values and beliefs do you think affect behaviour in your culture? Which do not? Give some concrete examples.
- B) How do you think those values could lead to misunderstandings for people from another culture?

Activity 5 - How media reflect the culture of a nation?

Search on the internet online magazines and newspapers and focus on the ads. Can you mark any differences related to cultural values?

Write down what products you think are more promoted in your country.

Are you aware of the advertising bans in different countries e.g. for tobacco, alcohol etc.?

See the following link and try to find more links:

ENGLISH

<http://www.bbc.com/news/world-asia-china-21349722>

ITALIAN

<http://argomenti.ilsole24ore.com/cina.html>

SPANISH

Publicidad y Cultura

<http://blog.simbolo-ic.es/diferencias-publicitarias-segun-la-cultura/>

<http://www.portafolioblog.com/2007/10/la-publicidad-cambia-segun-la-cultura-japon-es-un-claro-ejemplo/>

GERMAN

Kultur / Religion / Werte

<https://www.youtube.com/watch?v=yvisLVfMYU>

SWEDISH

<http://www.bbc.com/news/world-asia-china-21349722>

GREEK

<http://www.bbc.com/news/world-asia-china-21349722>

Activity 6 – Respecting other people beliefs and principles

Methodology: Case study

Natassa a young girl from Russia is Christian. She wears very conservative cloths in an environment that she has to deal with customers. Her supervisor pushes her to wear more modern clothing but she resists.

Think about solutions, how the supervisor and colleagues can handle this situation. Think about alternatives:

- (a) fire her
- (b) punish her
- (c) impose a dress code
- (d) find a common ground

How could/should Natassa deal with the situation? How do you think she would feel considering different alternatives?

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Explain what is cultural awareness					
Show respect to other people beliefs and principles					
Manage conflicts derived from cultural differences					
Describe what intercultural competence is					
Describe my cultural background					
Describe some of the most common dimension of intercultural differences					
Identify the challenges of cultural differences at the workplace					
Analyze, evaluate, and relate					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about my own and different cultures.	Yes ☺	No ☹	Unsure ☺	
My knowledge about the culture on the workplace has increased.	Yes ☺	No ☹	Unsure ☺	

Training course for Employers and Supervisors of Migrant Workers (MWs)

In this module you have one activity on awareness and understanding of cultures and cultural differences.

Activity 1 - Perspectives on your past

Activity 2 – Compare culture to an iceberg

Activity 3 – Values and behaviours

Activity 4 – Respecting other people beliefs and principles

Activity 5 – Coping with different religions in the workplace

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 1: Being aware and understanding cultures and cultural differences	<ul style="list-style-type: none"> • what intercultural competence is • to recognize own culture • other beliefs and principles • how different factors influence culture • cultural self-awareness/ understanding 	<ul style="list-style-type: none"> • describe what intercultural competence is • describe your cultural background • describe some of the most common dimension of intercultural differences • identify the challenges of cultural differences at the workplace • analyze, evaluate, and relate 	<ul style="list-style-type: none"> • develop cultural awareness • respect religion on the workplace • show respect to other people beliefs and principles • manage conflicts derived from cultural differences • respect (value other cultures) • be curious

Activity 1 - Perspectives on your past¹⁴

Instruction:

Read through the following items (I to VI) and note down brief notes to yourself.

I. Messages about similarities

Think back on your childhood (through high school, when you were forming your ideas and values) and remember the messages you received about people who were most like you. Messages may include:

- Teachings from parents, guardians, church, community, or school.

¹⁴ Reproduced from Diversity Activities and Training Designs by Julie O'Mara. San Diego, California: Pfeiffer & Company, 1994.

- Statements from the media – newspapers, radio, TV.
- Things you just knew – maybe no one ever said them; you just knew what was right and wrong.
- Statements from your peers and other kids in the neighbourhood or at school.

II. Messages about strangers

Think back again, and remember the messages you received about people you did not know, those who were considered strangers:

III. Messages about differences

Think again, and remember the messages you received about people different from you in:

(A) Gender

(B) Age

(C) Religion

(D) Origin

IV. More messages

Think back once more, and remember the messages you received about:

(A) People with disabilities

(B) Gays, lesbians, and bisexuals

V. Insights

What insights-learnings about yourself – have you gained from thinking about these messages?

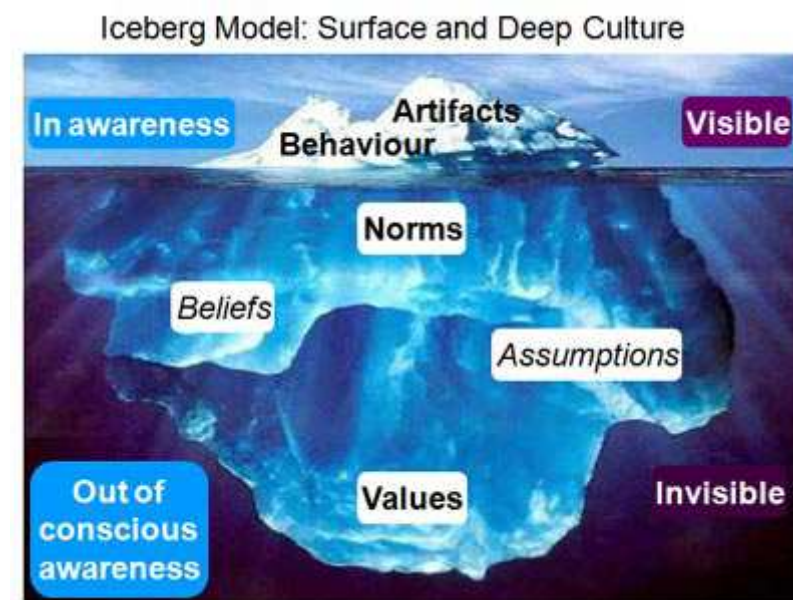
VI. Implications

What work-related implications do these messages have for you?

Activity 2 – compare culture to an Iceberg

Methodology: Reflection activity

The Cultural Iceberg is a model to demonstrate the depth of culture. The visible or easily recognizable aspects of culture e.g. the way people dress or behave are only a very small part of the iceberg. The biggest part is aspects which are not so easily recognizable or invisible such as norms and beliefs respectively. The values are the most difficult to understand and verbalize.



Graphic¹⁵

Place the following features of your national culture in one of the three categories and try to justify the reason why.

- A) features which you can notice quite easily
- B) features which take time to understand
- C) features which you recognize only if you are very familiar with the culture.

Write the numbers of category A above the waterline, the numbers of category B directly below the waterline and those of category C at the bottom.

¹⁵ <http://www.diploweb.com>

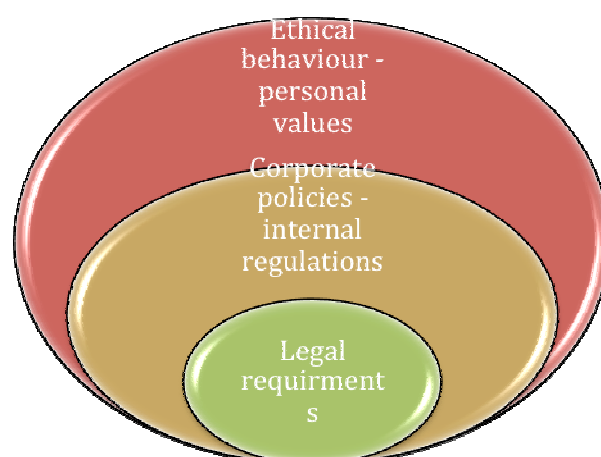
1. eating habits
2. gestures
3. religious rituals
4. facial expressions
5. ethics
6. dress
7. greeting habits
8. music
9. social activities
10. value of friendship
11. driving habits
12. family relations
13. architecture
14. mass media
15. perception of beauty

After having done regarding your own culture try to do the same for the culture of your employees. If you recognise that you are not sure about certain items maybe you can take advantage of the next informal meeting to increase your knowledge.

Activity 3 – Values and behaviour

The behaviour of each person is based on own values and beliefs. When we cannot understand why someone behaves in a certain way is because his/her values are contradictory to ours.

In every business, there are some expected behaviours of the employees. The levels of constraints of behaviours are three:



Match the values in the left column with the professional concept on the right column:

Values

Professional concept

Respect for individual autonomy 4

Compassion and caring

Avoiding harm 1

Professionalism

Commitment to excellence 2

Fulfilment of care and social responsibility

Honesty and integrity 5

Competence

Fairness in how services are delivered 3

Accountability for decision-making and actions

- Which of the above values and beliefs do you think affect behaviour in your staff? Which do not? Give some concrete examples.
- How do you think those values could lead to misunderstandings for people from another culture? What could you as supervisor do to avoid misunderstandings and to foster cooperation?

Activity 4 – Respecting other people beliefs and principles

Methodology: Case study

Natassa a young girl from Russia is Christian. She wears very conservative cloths in an environment that she has to deal with customers. Her supervisor pushes her to wear more modern clothing but she resists.

Reflect how you as supervisor and colleagues can handle this situation. Think about alternatives and consequences for your enterprise:

- (a) fire her
- (b) punish her
- (c) impose a dress code
- (d) find a common ground

How could Natassa deal with the situation? How you think she would feel? What do you as an employer/supervisor expect from her?

Activity 5 – Coping with different religions in the workplace

Methodology: Case study

Ahmet a new colleague disappears every day at regular intervals for 10 minutes. After some time his supervisor discovers that he disappears in prayer time, as he is Muslim.

Reflect how you as supervisor and colleagues can handle this situation. Think about alternatives and consequences for your enterprise:

- (a) fire him
- (b) punish him
- (c) forbid to have a break
- (d) accommodate a break with changes in the work plan.

How you think Ahmet would feel about the situation? How could he deal with the situation? What do you as employer/supervisor expect from him?

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Explain what is cultural awareness					
Show respect to other people beliefs and principles					
Manage conflicts derived from cultural differences					
Describe what intercultural competence is					
Describe my cultural background					
Describe some of the most common dimension of intercultural differences					
Identify the challenges of cultural differences at the workplace					
Analyze, evaluate, and relate					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about my own and different cultures.	Yes ☺	No ☹	Unsure ☺	
My knowledge about the culture on the workplace has increased.	Yes ☺	No ☹	Unsure ☺	

E. Module 2 Diversity at work and dealing with misunderstandings and conflicts

Training course for Migrant Workers (MWs)

In this module you have five different activities on the topic diversity at work.

Activity 1 - National Stereotypes

Activity 2 - Research

Activity 3 - Improving the state of my knowledge

Activity 4 - Barriers on the workplace

Activity 5 – How punctual are you?

Activity 6 - My rights on the workplace

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning Outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 2: Diversity at work and dealing with misunderstandings and conflicts	<ul style="list-style-type: none"> the cultural stereotypes (pros and cons) non-verbal communication – cultural differences the body language recognize the barriers on the workplace 	<ul style="list-style-type: none"> use constructively the stereotypes understand non-verbal communication signs search information on country cultural information find solutions to overcome barriers on workplace communicate with colleagues speaking little language tolerate ambiguity understand other 's worldviews listen, observe and interpret 	<ul style="list-style-type: none"> avoid conflicts due to stereotypes make examples of possible misunderstanding due to cultural diversity at work place use appropriate non-verbal communication – body language get along with supervisor get along with colleagues show punctuality and attendance withhold judgment show empathy

Activity 1 - Country Stereotypes

Think about stereotypes. How do we behave in different countries? Think of stereotypes in following countries.

1. Germany
2. France
3. Greece

4. Sweden
5. Finland
6. United Kingdom
7. Russia
8. China
9. America



Graphics¹⁶

When can stereotypes be a problem? Are there any benefits with stereotypes? Should we change our thoughts concerning stereotypes? Write down your thoughts.

Look at following YouTube clips and links to get some ideas:

ENGLISH

20 stereotypes

<http://www.youtube.com/watch?v=EXADwrMEMao>

Swedish Stereotypes

<http://www.youtube.com/watch?v=Ytrli9TRgp0>

European Stereotypes

<http://europeisnotdead.com/video/images-of-europe/european-stereotypes/>

Asian stereotypes

<http://www.youtube.com/watch?v=PPbvhfYQuM0>

ITALIAN

Italia vs Europa

<http://www.youtube.com/watch?v=uKC4XGGlnRI>

Come sono visti gli italiani all'estero

<http://www.youtube.com/watch?v=3TvOScEKsAM>

SPANISH

Estereotipos españoles

<http://www.youtube.com/watch?v=5GAVBawEHXQ>

Estereotipos franceses

¹⁶ <http://se.mystockphoto.com/photo>

http://www.youtube.com/watch?v=tQXX9XB8f50&index=5&list=PL_J-kEtpDH6MUUiRe1vV39gL8wgftfzXI

Estereotipos asiáticos

<http://www.youtube.com/watch?v=p59qHVyksps>

GERMAN

Westliche Werte und Islam

<https://www.youtube.com/watch?v=yvisLVfMYU>

SWEDISH

20 stereotyper

<http://www.youtube.com/watch?v=EXADwrMEMao>

Asiatiska stereotyper

<http://www.youtube.com/watch?v=PPbvhfYQuM0>

GREEK

20 στερεότυπα

<http://www.youtube.com/watch?v=EXADwrMEMao>

Σουηδικά στερεότυπα

<http://www.youtube.com/watch?v=Ytrli9TRgp0>

Ευρωπαϊκά στερεότυπα

<http://europeisnotdead.com/video/images-of-europe/european-stereotypes/>

Ισπανικά στερεότυπα

<http://www.youtube.com/watch?v=5GAVBawEHXQ>

Ασιατικά στερεότυπα

<http://www.youtube.com/watch?v=p59qHVyksps>

Ασιατικά στερεότυπα

<http://www.youtube.com/watch?v=PPbvhfYQuM0>

Activity 2 - Research

Do a short research concerning communication in different cultures.

Present your results, you can choose how to do the presentation.

- Write down the results
- Do a Powerpoint presentation
- Record the result and do a small video

- Find out how we communicate in different cultures
- Are there more dialects in some cultures?
- Find out if some cultures have more slang words
- Are there differences concerning non verbal communication?



Graphic¹⁷

Do the research on Internet, in the library or through interviews

Some links:

ENGLISH

Communication with people from other cultures

<http://www.wikihow.com/Communicate-Well-With-People-from-Other-Cultures>

Nonverbal Communication - Across Cultures

<http://www.youtube.com/watch?v=kn3NwMtAEHs>

ITALIAN

Come comunicare bene con persone di un'altra cultura

<http://it.wikihow.com/Comunicare-Bene-con-Persone-di-un%27Altra-Cultura>

Un'efficace comunicazione

<http://www.youtube.com/watch?v=Qk7p0xBoFKM>

SPANISH

Comunicarse bien con gente de otras culturas

<http://es.wikihow.com/comunicarse-bien-con-gente-de-otras-culturas>

Diferencias entre Portugal y España

<https://www.youtube.com/watch?v=ztIlR4XIHgo>

Gestos de culturas o países

<http://www.youtube.com/watch?v=IVMW3iRogWA>

Saludos y despedidas por el mundo

<https://www.youtube.com/watch?v=w8vkEGqLkr0>

GERMAN

Kommunikation:

<https://www.youtube.com/watch?v=8-3ywrAoMII>

<https://www.youtube.com/watch?v=E9FNgJ7CzKs>

SWEDISH

Kommunikation med människor från andra kulturer

<http://www.wikihow.com/Communicate-Well-With-People-from-Other-Cultures>

¹⁷ www.pixabay.com

Icke verbal kommunikation – Över kulturer

<http://www.youtube.com/watch?v=kn3NwMtAEHs>

GREEK

Επικοινωνία με άτομα από άλλους πολιτισμούς

<http://www.wikihow.com/Communicate-Well-With-People-from-Other-Cultures>

Μη λεκτική επικοινωνία – μεταξύ πολιτισμών

<http://www.youtube.com/watch?v=kn3NwMtAEHs>

Activity 3 - Improving the state of my knowledge

Imagine this scenario: an employer from the host country has asked for a meeting with you. What kinds of information do you already have about the country? What other information do you need? Do you know how to find it? What will you not know until you meet the employer face to face? Write down answers and find them where you can.

Some video clips for inspiration:

ENGLISH

Greetings across Cultures

http://www.youtube.com/watch?v=jncGfv_m1qs

10 Surprising Ways to Offend People in Other Countries

<http://www.youtube.com/watch?v=UTE0G9amZnk>

Communication between Cultures

http://www.youtube.com/watch?v=AIMf_RGlaQU

Cultural Differences in the workplace

<http://www.youtube.com/watch?v=YsqtSV4dGmc>

Work in Sweden

<http://work.sweden.se/>

ITALIAN

I saluti attraverso culture diverse

http://www.youtube.com/watch?v=jncGfv_m1qs

10 gesti interpretati come offese

<http://www.youtube.com/watch?v=cX2YBwDXkyk>

Comunicazione Interculturale

<http://www.youtube.com/watch?v=SjVU8nPHSxE>

SPANISH

Consejos para emigrar a otro país

<https://youtube.com/watch?v=3-B6BKnijBI>

Guía práctica para emigrar- A plane ticket

<https://youtube.com/watch?v=5VPf0nBQcX4>

GERMAN

Körpersprache:

<https://www.youtube.com/watch?v=tOlr3knyjj0>

Interkulturelle Kommunikation:

<https://www.youtube.com/watch?v=C9D3qLIMrgg>

Österreich:

<https://www.youtube.com/watch?v=PeU0mnTyKBU>

SWEDISH

Hälsningar från olika kulturer

http://www.youtube.com/watch?v=jncGfv_mlqs

10 överraskande sätt att förolämpa människor i andra länder

<http://www.youtube.com/watch?v=UTE0G9amZNk>

Kommunikation mellan kulturer

http://www.youtube.com/watch?v=AlMf_RGlAQU

Kulturella skillnader på arbetsplatsen

<http://www.youtube.com/watch?v=YsqtSV4dGmc>

GREEK

Χαιρετισμοί από διαφορετικούς πολιτισμούς

http://www.youtube.com/watch?v=jncGfv_mlqs

10 αναπάντεχοι τρόποι για να προσβάλετε άτομα από διαφορετικούς πολιτισμούς

<http://www.youtube.com/watch?v=UTE0G9amZNk>

Επικοινωνία μεταξύ πολιτισμών

http://www.youtube.com/watch?v=AlMf_RGlAQU

Πολιτισμικές διαφορές στο χώρο εργασίας

<http://www.youtube.com/watch?v=YsqtSV4dGmc>

Activity 4 - Barriers on the workplace

Check the list of possible barriers. **Circle** any one of them which is relevant to you. If there is anything else that you see as a barrier on the workplace, **add it** to the empty cells at the end of the table.

What stops me from being successful?				
Abilities	Access to or fear of technology	Age	Difficulties related to behaviour	Bullying (personal or 'cyberbullying')
Childcare	Cultural differences	Language differences	Disabilities (e.g. hearing or visual impairment)	Discipline to work

Learning difficulties (dyslexia, dyscalculia, etc)	Emotional/psychological problems	Environment	Creed/religion	Family commitments
Fears (e.g. changes, not knowing anyone)	Previous work experiences	Finance	Accommodation issues	Lack of confidence
Lack of motivation	Lack of social skills	Lack of resources	Limited functional skills (e.g. English, language, maths)	Mental health issues
Problems with learning because your class has mixed performance levels	Past experiences	Pressure from the supervisor	Pressure from the family	Not being able to attend to everything regularly
Social problems	Lack of self-appreciation	Timing of the sessions	Transport	Weather
Other people's opinion about me	Not feeling supported	Feeling that I have nothing to contribute		

After looking at the barriers you have identified, list the top ten in the table below, placing the one with the strongest impact at row number one.

My top ten barriers on the workplace		
	Barrier	Explanation of what this means to me
1		
2		
3		
4		

5		
6		
7		
8		
9		
10		

Using the list you compiled during the previous activity think about the ten barriers you identified. For each one of them, think about the kind of support that you could use.

Using the Internet, the library or other resources, complete this table with three resources that would help you to overcome the barriers.

My barriers on the workplace and the resources I need to overcome them			
	Support (1)	Support (2)	Support (3)
1			
2			
3			
4			
5			

6			
7			
8			
9			
10			

Activity 5 – How punctual are you?

Methodology: Reflection

Think of persons from different nationalities. Suppose that you have an appointment with them at 6pm. At what time would you expect each of them? How much time of delay is acceptable in various cultures? How would a person of your culture react if he/she was waiting the other person to arrive?

Look at following YouTube clips to get some ideas:

<https://www.youtube.com/watch?v=6fz6pl5xo5M>

https://www.youtube.com/watch?v=ZG_GRUPJzvU

Activity 6 - My rights on the workplace

1. What rights do I have at work?
2. Do every workplace have a connection to a trade union?
3. What responsibility do I have I as a worker?

Search on Internet for the answers

Write down your answers and if it's possible discuss them in a face to face session.

Example of internet sites:

ENGLISH

Work in Sweden

http://www.prospects.ac.uk/work_in_sweden.htm

Living and working in Sweden

<http://www.arbetsformedlingen.se/download/18.4fd70913124390604db80001061/worksweden.pdf>

Working in Sweden

<http://targetjobs.co.uk/careers-advice/working-abroad/328813-working-in-sweden>

ITALIAN

Diritti dei lavoratori

http://www.governo.it/Governo/Costituzione/1_titolo3.html

<http://www.italiano.rai.it/>

<http://www.intrage.it/Lavoro/SubChannel?Label=Diritti+dei+lavoratori>

Vivere e lavorare in Italia

<http://www.integrazionemigranti.gov.it/Pagine/default.aspx>

<http://www.justlanded.com/italiano/Italia/Guida-Italia>

SPANISH

Residir y trabajar en España- Portal de Inmigración del Ministerio de Empleo y Seguridad Social

<http://extranjeros.empleo.gob.es/es/informacioninteres/informacionprocedimientos/Ciudadanosno comunitarios/residirtrabajar.html>

Extranjería e Inmigración

<http://www.parainmigrantes.info/>

GERMAN

Arbeiten auf der Alm:

<https://www.youtube.com/watch?v=33TTxbHyrqg>

Willkommen in Österreich:

<https://www.youtube.com/watch?v=8oFAfODamLw>

SWEDISH

Arbeta i Sverige

http://www.prospects.ac.uk/work_in_sweden.htm

Arbeta och bo i Sverige

<http://www.arbetsformedlingen.se/download/18.4fd70913124390604db80001061/worksw eden.pdf>

Arbeta i Sverige

<http://targetjobs.co.uk/careers-advice/working-abroad/328813-working-in-sweden>

GREEK

Εργασία στην Ελλάδα

https://www.youtube.com/watch?v=zcfFCWP_fnk&index=1&list=PLiyidup6CCq4cJLrxV2gYXm3Sqvs WmbK3



Graphic¹⁸

¹⁸ [www. http://se.freepik.com/bild-fritt/arbetarskydd-utrustning_607996.htm](http://se.freepik.com/bild-fritt/arbetarskydd-utrustning_607996.htm)

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Avoid conflicts due to stereotypes					
Make examples of possible misunderstanding due to cultural diversity at work place					
Use appropriate non-verbal communication – body language					
Get along with supervisor					
Get along with colleagues					
Show punctuality and attendance					
Withhold judgment					
Show empathy					
Use constructively the stereotypes					
Understand non-verbal communication signs					
Search information on country cultural information					
Find solutions to overcome barriers on workplace					
Communicate with colleagues speaking little language					
Tolerate ambiguity					
Understand other 's worldviews					
Listen, observe and interpret					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant	Yes	No	Unsure	

and useful.	😊	😞	😐	
I have improved my knowledge about communication from different cultures.	Yes 😊	No 😞	Unsure 😐	
My knowledge about the rules on the workplace has increased.	Yes 😊	No 😞	Unsure 😐	

Training course for co-workers of Migrant Workers (MWs)

In this module you have five different activities on the topic diversity at work.

Activity 1 - Stereotypes

Activity 2 - Prejudices

Activity 3 - Non verbal communication

Activity 4 - We are all foreigners

Activity 5 - Enter in ones shoes

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 2: Diversity at work and dealing with misunderstandings and conflicts	<ul style="list-style-type: none"> the cultural stereotypes (pros and cons) non-verbal communication – cultural differences the body language recognize the barriers on the workplace 	<ul style="list-style-type: none"> use constructively the stereotypes understand non-verbal communication signs search information on country cultural information find solutions to overcome barriers on workplace communicate with colleagues speaking little language tolerate ambiguity understand other's worldviews listen, observe and interpret 	<ul style="list-style-type: none"> avoid conflicts due to stereotypes overcome difficulties in communication because of language skills manage diversity in mentalities use appropriate non-verbal communication – body language get along with colleagues withhold judgment show empathy

In the cross-cultural context, communication is more complicated. The message sent always includes some cultural content, either in the words, in the way it is said, or in the nonverbal signals. Even if the message is sent without any cultural content, the receiver will pass it through own cultural filter. This means that what the sender says might not be interpreted the correct way by the receiver.

A cross-cultural or multi-cultural environment is a working environment where the worker needs to confront different styles of working, thinking or communicating. Multiculturalism can be an obstacle in the performance of a team because it can cause misunderstandings but it can also prove to be an enriching experience when managed effectively.

Basic principles when working in a multicultural team are:

- observation,
- tolerance,

- active listening,
- diplomacy,
- lack of any form of aggression

Cultural differences can be a source of great richness, but also, at times, of misunderstanding.

When conflicts are avoided, interculturalism proves to be an enriching experience.

Communication problems often occur even if both sides master the language. Problems are much aggravated if the language tool is absent or insufficient. Especially, non-verbal communication is heavily influenced by cultural factors.

One common problem when working with people from different cultures is our attitude when we over-estimate and/or when we under-estimate our cultural differences. The first one occurs when we constantly try to act in a way that we think is acceptable for the foreigner but is not natural for us. The second one, on the contrary, happens when we completely ignore the cultural specificities of that person and we think that the message we sent is always received by the other person in the correct way. The balance between the two is the optimum point for effective collaboration.

Keep in mind the “rules” of a fair conflict

- Attack the problem, not the person
- Focus on the issue, not your position about the issue
- Focus on areas of common interest and agreement, instead of areas of disagreement and opposition
- Listen without interrupting
- Thank the person for listening
- Don't mention the past situations, focus on the present
- Express your feelings without blaming anyone for them
- Take time to cool out if needed

Activity 1 - Stereotypes

Think about the stereotypes of different countries. What is the first word you think of when you see people of the following nationalities?

1. German
2. French
3. Italian
4. Swedish
5. American
6. English
7. Russian
8. Iraqi
9. Chinese
10. Thai
11. Jamaican
12. Indian

What are the pros and what are the cons when we keep in mind the stereotypes? How could stereotypes affect our collaboration with foreigners at work? Write down your thoughts and experiences.

ENGLISH

Swedish Stereotypes

<http://www.youtube.com/watch?v=Ytrli9TRgp0>

European Stereotypes

<http://europeisnotdead.com/video/images-of-europe/european-stereotypes/>

SPANISH

Estereotipos españoles

<https://www.youtube.com/watch?v=5GAVBawEHXQ>

Estereotipos franceses

https://www.youtube.com/watch?v=http://www.youtube.com/watch?v=tQXX9XB8f50&index=5&list=PL_J-kEtpDH6MUUiRe1vV39gL8wgftfzXI

Estereotipos asiáticos

<http://www.youtube.com/watch?v=p59qHvyksp>

Activity 2 - Prejudices

To change behavior is much quicker than to change perceptions. Prejudices exist for people from all cultures but we have to understand that pluralism of cultures is a wealth of ideas, approaches, sources of creativity and innovation. To surround ourselves with people who look and act like us is easier but on the other side pluralism is healthier, more beautiful and stronger.

People from different countries usually wear different clothes and have different hairstyles. Why you think people adopt a certain appearance? Why some appearances are more and better received than others? Does the color of the skin/gender/religion play any role?

Watch this video for inspiration:

ENGLISH

<https://www.youtube.com/watch?v=RS3iB47nQ6E>

ITALIAN

Appuntamento a pranzo

http://www.youtube.com/watch?v=Znp_9Jz8Q_M

Spot pubblicitario

<http://www.youtube.com/watch?v=5-TsQlpK1Zk>

Il terzo segreto di Satira – Razzismo Contest

<https://www.youtube.com/watch?v=LbDmfkayV3s>

SPANISH/ENGLISH

Stealing a bike

<https://www.youtube.com/watch?v=S3ZGzhQnx80>

Gypsies

<https://www.youtube.com/watch?v=mG7XHzfSAWU>

SPANISH

Movimiento contra la intolerancia

<http://www.youtube.com/watch?v=SJnz-WSpHAA>

Un ejemplo de los prejuicios que se dan en nuestra sociedad

<https://www.youtube.com/watch?v=S3ZGzhQnx80>

Tus prejuicios son las voces de otros

<https://www.youtube.com/watch?v=mG7XHzfSAWU>

¿Cómo eliminar estereotipos y prejuicios?

<https://youtube.com/watch?v=oLpxgjY4usM>

Racismo en niños chilenos

<https://www.youtube.com/watch?v=-hDCCaKPFZk>

SWEDISH

<https://www.youtube.com/watch?v=RS3iB47nQ6E>

GREEK

<https://www.youtube.com/watch?v=RS3iB47nQ6E>

Activity 3 - Non-verbal communication

Gestures are also a way to communicate but many times gestures have different meaning for different cultures. For that reason, if a gesture means something in your culture and you send it to someone from a culture where it has no meaning, the result is that you think you have communicated a message when in fact you have not. On the contrary, if you unintentionally use a gesture that has no meaning in your culture but does have meaning in the receiver's culture, you have communicated a message without meaning to and without realizing it.

Are you aware of the differences in body language among different cultures? Watch the videos for inspiration and write down your ideas.

ENGLISH

Body Language Across Cultures

<https://www.youtube.com/watch?v=-MJH9WBW25s>

10 Surprising Ways To Offend People In Other Countries

<https://www.youtube.com/watch?v=UTE0G9amZnK>

ITALIAN

For the birds

https://www.youtube.com/watch?v=3dq2dJcZBJA&list=PL62smXZ_ZhDk5oaT3Osr2p746Vue2hDOU

10 gesti interpretati come offese

<http://www.youtube.com/watch?v=cX2YBwDXkyk>

SPANISH

Gestos internacionales con las manos

<https://www.youtube.com/watch?v=0z01wc-Ml8o>

Gestos de culturas o países: comunicación no verbal

<https://www.youtube.com/watch?v=IVMW3iRogWA>

Saludos y despedidas por el mundo

<https://www.youtube.com/watch?v=w8vkEGqLkr0>

SWEDISH

Kroppsspråk över kulturer

<https://www.youtube.com/watch?v=-MJH9WBW25s>

10 Överraskande sätt att förolämpa folk i andra länder

<https://www.youtube.com/watch?v=UTE0G9amZNk>

GREEK

Γλώσσα του σώματος σε διαφορετικούς πολιτισμούς

<https://www.youtube.com/watch?v=-MJH9WBW25s>

10 αναπάντεχοι τρόποι για να προσβάλεις κάποιον από διαφορετικό πολιτισμό

<https://www.youtube.com/watch?v=UTE0G9amZNk>

Activity 4 - We are all foreigners

Was there a time in your life when you felt as a foreigner? Try to describe how you initially felt about the communication. Explain how you felt after this experience and why you think you felt this way. Describe any challenges when you were trying to communicate and if there weren't any explain why it was easy.

Activity 5 - Enter in ones shoes

It's important to understand that for migrants, the image of our national policies is our own image. We have to recognize the problems faced by the migrants in their effort to know and benefit from the policies (such as fear, insufficient knowledge of the language, bureaucracy etc.)

Imagine this scenario: you decide to leave your country and work in a neighbor country. You do not know the habits in that country since you have never been before and you do not know the language. What kinds of information do you already have about the country? What other information do you need? Do you know how to find it? What will you not know until you meet the employer face to face?

Write down answers and where you can find the answers.

How difficult you think is for your migrant coworkers to find this information for your country?

How do you think they feel? How would you behave in their situation?

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☹	4 ☺	5 ☺
Avoid conflicts due to stereotypes					
Overcome difficulties in communication because of language skills					
Use appropriate non-verbal communication – body language					
Manage diversity in mentalities					
Get along with colleagues					
Withhold judgment					
Show empathy					
Use constructively the stereotypes					
Understand non-verbal communication signs					
Search information on country cultural information					
Find solutions to overcome barriers on workplace					
Communicate with colleagues speaking little language					
Tolerate ambiguity					
Understand other 's worldviews					
Listen, observe and interpret					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☹	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☹	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☹	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☹	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☹	

I have improved my knowledge about communication from different cultures.	Yes 😊	No 😞	Unsure 😐	
My knowledge about the culture on the workplace has increased.	Yes 😊	No 😞	Unsure 😐	

Training course for Employers and Supervisors of Migrant Workers (MWs)

In this module you have four different activities on the topic diversity at work.

Activity 1 - Assessing your comfort with diversity

Activity 2 - Action planning and contracting

Activity 3 - Diversity issues

Activity 4 - Cultural flower

Activity 5 – We are all foreigners

Activity 6 – Prejudices

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 2: Diversity at work and dealing with misunderstandings and conflicts	<ul style="list-style-type: none"> the cultural stereotypes (pros and cons) non-verbal communication – cultural differences the body language recognize the barriers on the workplace 	<ul style="list-style-type: none"> use constructively the stereotypes understand non-verbal communication signs search information on country cultural information find solutions to overcome barriers on workplace communicate with colleagues speaking little language tolerate ambiguity understand other 's worldviews listen, observe and interpret 	<ul style="list-style-type: none"> avoid conflicts due to stereotypes overcome difficulties in communication because of language skills manage diversity in mentalities use appropriate non-verbal communication – body language get along with migrant workers withhold judgment show empathy

Activity 1 - Assessing your comfort with diversity

Suggestions for using assessing your comfort with diversity.

Objectives:

To identify areas of personal discomfort in dealing with diversity.

To gain understanding about what triggers that discomfort.

Intended Audience:

Participants in a diversity training session.

Members of a work team or task force.

Time:

45-60 minutes

Materials:

Copies of Assessing Your Comfort with Diversity worksheet

Pens/pencils

Questions for further research:

Which areas have high comfort levels? Which have the lowest?

To what do you attribute the differences?

Where has the comfort level changed, either getting more or less comfortable?

What is the consequence to your relationships and career opportunities if no change is made?

What can you do to increase your comfort in places where it needs to increase?

Assessing your comfort with diversity¹⁹

Directions: Please respond to each category with either a high, medium, or low score according how comfortable you feel with a Person, who differs strongly with you in this particular dimension. Where there is low comfort, please write in the box "How does your discomfort show?"

	0	1	2	3	4	5	6	7	8	9	10	How does your discomfort show?
Age												
Gender												
Sexual orientataion												
Physical ability												
Ethnicity												
Social background												
Personal habits												
Use of time												
Religion												
Educational background												
Role of women/Role of men												
Ethnical & morally values												
Family structure & habits												
Relationship to older people												

¹⁹ from: *Diverse Teams at Work*, Lee Gardenswartz and Anita Rowe, Irwin Professional Publishing, 1995.

Relationship to authorities												
Significance of work in ones life												
Personal hygiene												
Language ability (inkl. accent)												
Use of recreational time												
Other differences												

Activity 2 - Action planning and contracting

The purpose of this activity is to provide an opportunity for participants to reflect on their learnings and to assist participants in making a commitment to take action on managing diversity. Each participant has to fill out the 'Action planning and contracting' form.

'Action planning and Contracting' form²⁰

The primary action I will take to manage diversity:

Another action I will take to manage diversity:

What will help me take this action:

What will hinder me in taking this action:

What I will do to strengthen actions that will help and confront those that will hinder me:

The outcome of these actions:

To maintain my progress on these actions, I will meet with:

²⁰ Reproduced from Diversity Activities and Training Designs by Julie O'Mara. San Diego, California: Pfeiffer & Company, 1994.

Name: _____

Frequency: _____

First meeting (time and date): _____

Activity 3 - Diversity issues

This activity provides an opportunity for participants to identify diversity issues that currently exist in their organization.

Selection of issues that present your organization with the biggest challenges. (If a needs assessment has not been done, if this activity is part of a needs-assessment process, or if the activity is being used for general purposes, consider using categories such as age, origin, gender, education, disability, sexual orientation)

For each issue selected there has to be a column for 'challenges' and one for 'opportunities' to be able to write brief statements about it:

Here is one example first:

Age	
Challenges	Opportunities
<ul style="list-style-type: none"> - Large numbers will retire soon, leaving an experience gap. - Some people have stereotypes about older and younger workers. 	<ul style="list-style-type: none"> - Some who retire may be available to consult. - Mix of ages helps when needed to assure growth of organization.

Origin	
Challenges	Opportunities

Gender (Women in management)	
Challenges	Opportunities

Education	
Challenges	Opportunities

Disability	
Challenges	Opportunities

Sexual orientation	
Challenges	Opportunities

Activity 4 - Cultural flower

Please answer the following questions to create a cultural flower. Every answer will be filled out in one of the leafes.

- My profession
- City in which I live
- My country of birth
- My religion
- My favourite pastime
- Countries were I have lived
- My favourite food
- My favourite game in the childhood
- From which countries are my best friends?



Activity 5 – We are all foreigners

Methodology: individual activity

Was there a time in your life when you felt as a foreigner?

Try to describe how you initially felt about the communication. Explain to the group how you felt after this experience and why you think you felt this way.

Describe any challenges when you were trying to communicate and if there weren't any explain why it was easy.

Activity 6 - Prejudices

Changing behaviour is much easier than to change perceptions. Prejudices exist for people from all cultures but we have to understand that pluralism of cultures is a wealth of ideas, approaches, sources of creativity and innovation. To surround ourselves with people who look and act like us is easier but on the other side pluralism is healthier, more beautiful and stronger.

Look at pictures of people from different countries wearing different clothes and having different hairstyles. Ask the participants to describe them and imagine elements of their character.

Reflect on:

1. Why you think people adopt a certain appearance?
2. Why some appearances are more and better received than others?
3. Does the colour of the skin/gender/religion play any role?

Look at following YouTube clips to get some ideas:

<https://www.youtube.com/watch?v=RS3iB47nQ6E>

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Avoid conflicts due to stereotypes					
Overcome difficulties in communication because of language skills					
Use appropriate non-verbal communication – body language					
Manage diversity in mentalities					
Withhold judgment					
Show empathy					
Use constructively the stereotypes					
Understand non-verbal communication signs					
Find solutions to overcome barriers on workplace					
Communicate with workers speaking little language					
Tolerate ambiguity					
Understand other 's worldviews					
Listen, observe and interpret					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about communication from different cultures.	Yes ☺	No ☹	Unsure ☺	

My knowledge about the culture on the workplace has increased.	Yes 😊	No 😞	Unsure 😐	
--	----------	---------	-------------	--

F. Module 3 Development of effective cultural diverse collaborations

Training course for Migrant Workers (MWs)

In this module you have four different activities on the development of effective cultural diverse collaborations.

Activity 1 - Read the text and learn about Intercultural competence

Activity 2 - Read and learn

Activity 3 – Exploit your chances

Activity 4 - Increasing self-awareness through reflection

Activity 5 - Personal strengths

Activity 6 – What is different?

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

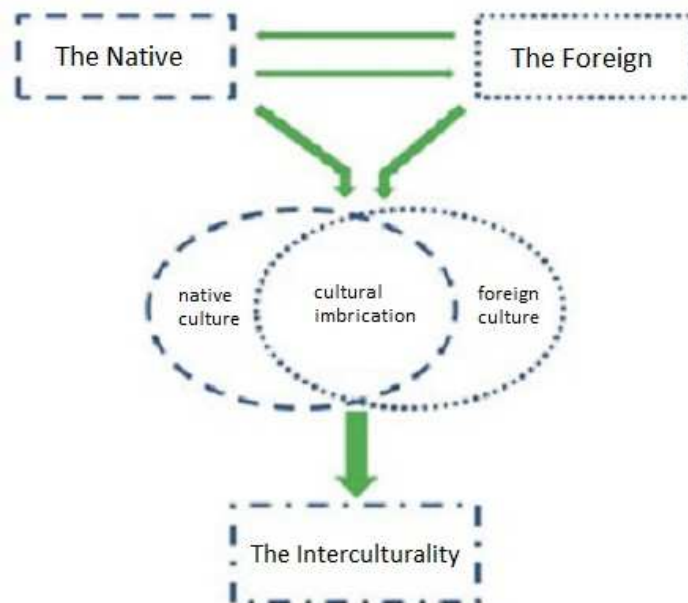
Learning Outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 3: Development of effective cultural diverse collaborations	<ul style="list-style-type: none"> the situations of intercultural imbrications rights and duties in the employment relationships culture-specifics 	<ul style="list-style-type: none"> tell about intercultural differences between home country and host country and to explain how to solve/minimize them understand the employment relationship describe what behavior and attitudes to follow when cooperating with people of different nationality show openness to intercultural learning and to people from other cultures use appropriate communication styles and behaviors; in intercultural situations 	<ul style="list-style-type: none"> express self-awareness exploit own personal strengths cope during first day on the job learn to do their job pursue its own rights on the workplace adopt dress code, food habits negotiate constructively be flexible adapt to different communication styles/behaviors; to new cultural environments use appropriate and effective communication in intercultural settings

Activity 1 - Read the text and learn about Intercultural competence

Situations of intercultural imbrications

Intercultural competence is considered necessary in so-called situations of intercultural imbrication in which persons with different cultural reference systems communicate with each other. These cultural differences are expressed in specific conventions of communication, such as interpretation, evaluation, and behaviour. Hence, interacting on an intercultural level involves the danger of *potential* misunderstandings or a lack of understanding.



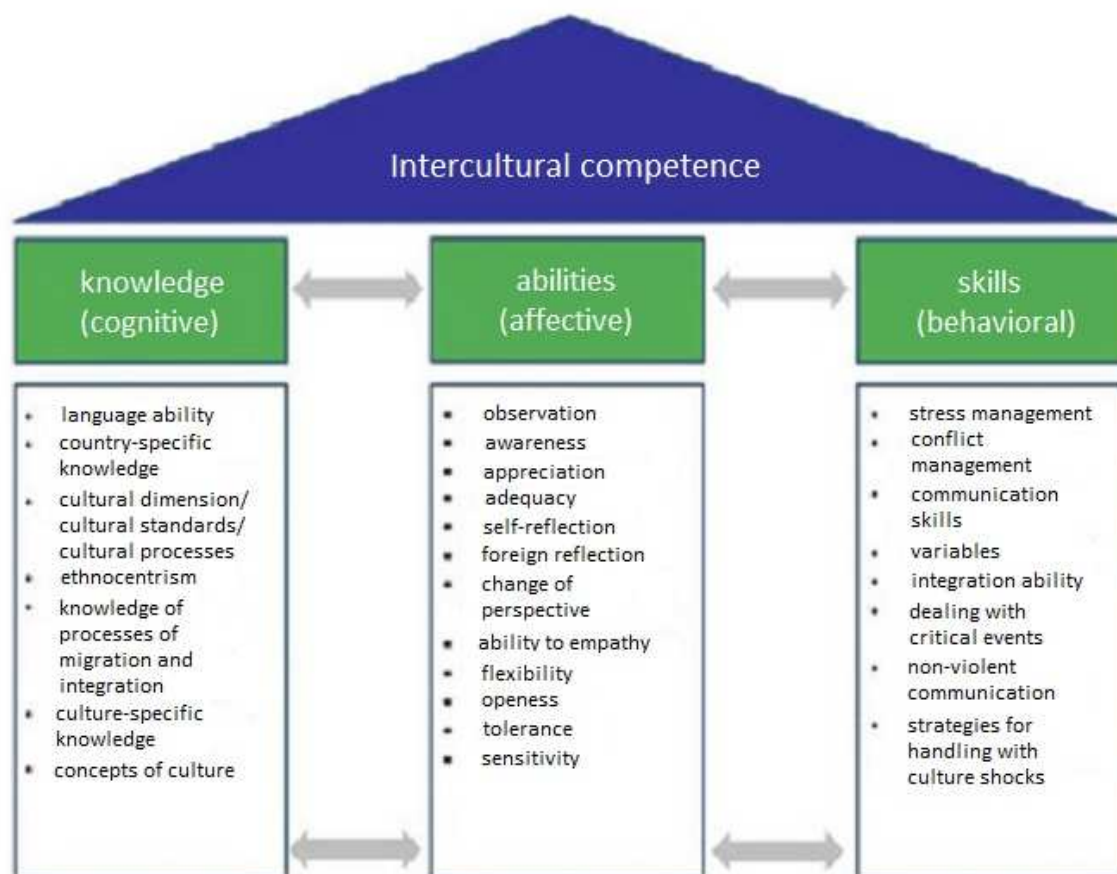
Graphic²¹

Intercultural interactions are characterised by the circumstance that previous intra culturally accepted patterns of communication and interpretation are not reliably applicable. An intercultural process can develop its own dynamics which might be hardly comprehensible for the ones involved. Correspondingly, intercultural situations are indicated by increased uncertainty and less predictability. Due to expectation divergences and thereby arising irritations, intercultural interactions tend to be more delicate and more affected by conflicts.

Therefore, intercultural competence can generally be seen as a competence (willingness, ability, performance) which enables persons to constructively deal with interactions in a cross-cultural environment.

In order to prevent generalisations, one needs to emphasise that not every interaction in which persons of different cultural backgrounds are involved is automatically problematic or more susceptible to conflicts. However, a special sensibility is advisable in order to prevent misunderstandings.

²¹ <http://www.ikud-seminare.de/interkulturelle-kompetenz.html> (02.10.2012)



Graphic²²

More information about intercultural competences:

ENGLISH

Intercultural Competence Programme Video 1: A Migrant Is..

<http://www.youtube.com/watch?v=oDX7eexmFKQ>

Intercultural Competence Programme Video: 3 Living in a foreign country

http://www.youtube.com/watch?v=84_nRxoxbbI

ITALIAN

Le mie paure sono le tue

<http://www.youtube.com/watch?v=IHNnRVSEdfo>

Noborder, senza confini: cortometraggio sull'immigrazione

<http://www.youtube.com/watch?v=iiVy2PacOuE>

SPANISH

Comunicación Intercultural

<https://www.youtube.com/watch?v=XmARI1Wh38E>

Competencias Interculturales

<https://www.youtube.com/watch?v=lvVLUhrDHSE>

²² <http://www.ikud-seminare.de/interkulturelle-kompetenz.html> (02.10.2012)

Competencias Interculturales

<https://www.youtube.com/watch?v=PkBShmtf0og>

Competencias Interculturales

<https://www.youtube.com/watch?v=XU2mAKoiEHI>

SWEDISH

Interkulturellt kompetens program video 1: En migrant är ..

<http://www.youtube.com/watch?v=oDX7eexmFKQ>

Interkulturellt kompetens program video 3: Bo i ett främmande land

http://www.youtube.com/watch?v=84_nRxoxbbI

GREEK

Η διαπολιτισμική ικανότητα Πρόγραμμα Βίντεο 1: ένας μετανάστης..

<http://www.youtube.com/watch?v=oDX7eexmFKQ>

Η διαπολιτισμική ικανότητα Πρόγραμμα Βίντεο: 3 Κατοικώντας σε μια ξένη χώρα

http://www.youtube.com/watch?v=84_nRxoxbbI

Activity 2 - Read and learn

In order to navigate in the national employment, education and training systems/institutions, and with a view to trans-European mobility, the Euro guidance network facilitates contacts with other national helping resources.

See:

ENGLISH

<http://www.euroguidance.net/English/Welcome.htm>

<http://euroguidance.eu/>

ITALIAN

<http://www.isfol.it/euroguidance>

SPANISH

Trabajar en Europa

http://europa.eu/youreurope/citizens/work/index_es.htm

SWEDISH

<http://www.euroguidance.net/English/Welcome.htm>

GREEK

<http://www.euroguidance.net/English/Welcome.htm>

Read and write down specific rules for your host country that can help you at a workplace.

The EU has provided an overall 'Citizens' rights' portal, which is also relevant for immigrant workers, refugees, and asylum seekers.

See:

ENGLISH

http://europa.eu/eu-life/rights-advice/index_en.htm

ITALIAN

http://europa.eu/geninfo/atoz/en/index_1_en.htm

SPANISH

Derechos UE

http://europa.eu/geninfo/atoz/es/index_4_es.htm

SWEDISH

http://europa.eu/eu-life/rights-advice/index_en.htm

GREEK

http://europa.eu/eu-life/rights-advice/index_en.htm

Read and write down specific rules for your host country that can help you at a workplace.

Activity 3 - Exploit your chances

Methodology: Reflection

Reflect and write down specific elements in your host country that can support a better integration at the workplace. Make different lists of:

- national ethics
- legislation
- public bodies and/or NGOs etc.
- customs
- cultural habits

Look at following links to get some ideas:

<http://www.euroguidance.net/English/Welcome.htm>

Activity 4 - Increasing self-awareness through reflection

- The first task is to think about yourself;
- What is my cultural heritage? What was the culture of my parents and my grandparents? With what cultural group(s) do I identify?
- What is the cultural relevance of my name?
- What values, beliefs, opinions and attitudes do I hold that are consistent with the dominant culture? Which are inconsistent? How did I learn these?
- How did I decide to become a practitioner? What cultural standards were involved in the process? What do I understand to be the relationship between culture and counselling?

What unique abilities, aspirations, expectations, and limitations do I have that might influence my relations with culturally diverse individuals.

Write down your thoughts.

Activity 5 - Personal strengths

The basic idea of this activity is to become more aware of personal strengths and how can I improve my strengths. The activity can be done individual or in small groups including about 5 – 8 members.

- Write down a “success story”

Write down a success story from past experiences in a situation where you have been successful in one way or another, in your daily life or at work. The content area of the situation depends on the goal, what specific strengths do you need to improve, for example, making first contacts with people from other cultures.

Read through the story and reflect and find personal strengths. Strengths can here include knowledge, skills, experiences, empathy, culture awareness etc. The strengths can be either clearly seen in the story or they can be inferred from the story.

- Write down the strengths you found in the story – this will increase your self-esteem
- Are there any strengths you need to improve? Reflect over this and try to find a solution how to improve this strengths.

Activity 6- What is different?

Duration: 45 minutes

Methodology: Individual activity

Write down the intercultural differences between your home country and your host country. Then think about solutions or possibilities to minimize them.

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☹	4 ☺	5 ☺
Express self-awareness					
Exploit own personal strengths					
Cope during first day on the job					
Learn to do my job					
Pursue my own rights on the workplace					
Adopt dress code, food habits					
Negotiate constructively					
Be flexible					
Adapt to different communication styles/behaviors; to new cultural environments					
Use appropriate and effective communication in intercultural settings					
Tell about intercultural differences between home country and host country and explain how to solve/minimize them					
Understand the employment relationship					
Describe what behaviour and attitudes to follow when cooperating with people of different nationality					
Show openness to intercultural learning and to people from other cultures					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☹	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☹	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☹	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☹	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☹	

I have improved my knowledge about Citizens' rights.	Yes 😊	No 😞	Unsure 😐	
My knowledge about intercultural competences has increased.	Yes 😊	No 😞	Unsure 😐	

Training course for co-workers of Migrant Workers (MWs)

In this module you have five different activities on the development of effective cultural diverse collaborations.

Activity 1 - Cross-cultural understanding

Activity 2 - The three dimensions of human behaviour

Activity 3 - Communication styles

Activity 4 - Direct - Indirect Communication

Activity 5 - Working concepts

Activity 6 – Learn to learn

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 3: Development of effective cultural diverse collaborations	<ul style="list-style-type: none"> the situations of intercultural imbrications culture-specifics 	<ul style="list-style-type: none"> tell about intercultural differences and to explain how to solve/minimize them describe what behavior and attitudes to follow when cooperating with people of different nationality. show openness to intercultural learning and to people from other cultures use appropriate communication styles and behaviors; in intercultural situations 	<ul style="list-style-type: none"> express self-awareness exploit diversity constructively avoid conflicts accept differences explain the mentality of the workplace in their own country be flexible adapt to different communication styles/behaviors; to new cultural environments use appropriate and effective communication in intercultural settings

There are various types of working behavior depending on the country.

Countries are classified according to several groups showing similar behaviour and working patterns. Therefore, France, Belgium, Italy, Spain and Portugal belong to the Latin-European group of countries; while the United Kingdom belong to the Anglo-Saxon group of countries and Germany, Switzerland and Austria to the Germanic group of countries.

Nordic countries	Germanic countries	Anglo-Saxon countries	Latin-European countries	Latin-American countries	Far Eastern countries	Arabic countries	Near-Eastern countries
Finland	Germany	USA	France	Argentina	Hong Kong	UAE	Greece
Norway	Austria	Canada	Italy	Venezuela	Philippines	Abou Dhabi	Turkey
Denmark	Sweden	UK	Spain	Mexico	Taiwan	Oman	Iran
Sweden		Ireland	Portugal	Columbia	Singapor	Saudi Arabia	
		Australia	Belgium	Peru	Thailand		
		South Africa					

Generally speaking, those of Latin countries prefer direct speech, and those of Nordic countries prefer indirect speech, but you have to be careful not to generalize too much.

Certain cultures, such as the Indian culture, do not believe in external influences or that factors such as chance or luck can have an influence on actions. The majority of other cultures think, on the contrary, that these must be taken into account to explain the result of an action, whether good or bad.

According to cultures some individuals are used to accomplishing a task according to both their priorities and the given deadlines, others have a more multi-colored approach and are more at ease with various tasks at various levels, with no precise deadline.

Cross-cultural differences often cause failed business negotiations. The root of these problems might be a lack of appreciation of basic differences in work-related values across cultures. Different cultures value work differently. People for whom work is a central life interest tend to work longer hours. Thus, Japanese managers tend to work longer hours than their North American or British.

Geert Hofstede, a social scientist, studied over 116,000 IBM employees in forty countries about their work-related values. His results show that differences occurred across cultures in four basic dimensions of work-related values:

- Power distance is the extent to which an unequal distribution of power is accepted by society members. In small power distance cultures, inequality is minimized, superiors are accessible, and power differences are downplayed. In large power distance societies, inequality is accepted as natural, superiors are inaccessible, and power differences are highlighted.
- Uncertainty avoidance is the extent to which people are uncomfortable with uncertain and ambiguous situations. Strong uncertainty avoidance cultures stress rules and regulations, hard work, conformity, and security. Cultures with weak uncertainty avoidance are less concerned with rules, conformity, and security, and hard work is not seen as a virtue. However, risk taking is valued.
- Another cultural value that differs across cultures is known as masculinity/femininity. More masculine cultures clearly differentiate gender roles, support the dominance of men, and

stress economic performance. More feminine cultures accept fluid gender roles, stress sexual equality, and stress quality of life.

- Individualistic cultures stress independence, individual initiative and privacy. Collective cultures favor interdependence and loyalty to family or clan.

Another cultural value that differs across cultures is known as long-term/short-term orientation. Cultures with a long-term orientation tend to stress persistence, perseverance, thrift, and close attention to status differences. Cultures with a short-term orientation stress personal steadiness and stability, face-saving, and social niceties.

Activity 1 - Cross-cultural understanding

Cross-cultural understanding is to recognize the similarities and differences of your own culture with other cultures.

Look the lists below and try to define which of these items are important for your own national culture.

Repeat the exercise for another culture with which you are familiar.

Geopolitical	Social	Personal
Climate	Social classes	Physical contact/ proximity
System of government	Role of family	Face movements/ gestures
National wealth/ available resources	Concept of beauty	Speech volume/ speed
Population density	Arts/ architecture	Handshakes and greetings
Role of religion	Taboos	Body language
Location	Social events	Dress
	History	
	Eating habits	
	Customs	

Activity 2 - The three dimensions of human behavior

Human behavior has 3 dimensions:

- Universal: common behavior for all groups (inherited). That means that the behavior of people from other culture is not going to be completely different.
- Cultural: common behavior for a particular group of people, different from another group (learned).
- Personal: unique behavior for each one, even within the same group (both inherited and learned). That means that the behavior of people from other culture is not going to be the same for everyone. People act individually.

Examine the list below and put a “U” if you think this behavior is universal, “C” if you think is cultural and “P” if it is personal. Try to think of more examples for each category.

- _____ Feeling sad when your parent dies
- _____ Sleeping very early at night
- _____ Eating dinner after 8pm
- _____ Playing football
- _____ Eating vegetables
- _____ Speaking Russian as a foreign language
- _____ Having friends
- _____ Regretting harming someone by accident
- _____ Worrying for own child
- _____ Bringing a gift to somebody's birthday
- _____ Preferring sports than reading books
- _____ Not trusting strangers
- _____ Calling the waiter by clapping the hands
- _____ Eating dessert only after the meal
- _____ Shaking hands when first meet someone

Activity 3 - Communication styles

The most common differences in communication styles among different cultures are indirect/ high context and direct /low context.

Context refers to the amount of understanding that a person brings to a communication.

For example, Thailand is a high context culture. People are not very extrovert, they don't say things directly and rather imply. This is because they belong to a collectivist culture, where members have an intuitive understanding of each other because they work together and they share common experiences. In cultures like this, words are not always necessary to pass a message, non verbal communication is enough. Also, many times the message is what is not said or done.

On the contrary, western societies have low context cultures, not collectivist but rather individualist. In this case direct communication is necessary. Nothing is implicit. The message needs to be

expressed in words in exact words, without implying or suggesting. People tend not to read anything into what is not said or done.

Read the following statements and write “I” if you think it matches to an indirect/high context culture or “D” if you think it matches to direct/low context culture. Think and write down some specific examples of behavior.

- ___ Brothers and sisters communicate like this.
- ___ You do what you are asked to do without saying “Yes I will”.
- ___ You have to pay attention to the body language.
- ___ Use of details is frequent.
- ___ People speak out their word.
- ___ It’s best to repeat what was agreed.
- ___ People feel comfortable to disagree.
- ___ “Yes” means yes.
- ___ “Yes” means I am listening.
- ___ People are used to small talk and catching up before turning to business.

Activity 4 - Direct - Indirect Communication

Try to rephrase the following statements and make the direct ones indirect and vice versa. e.g. “That’s an interesting viewpoint” in direct speech could mean “I don’t completely agree” or “We need to discuss it further”.

Direct phrases	Indirect phrases
This is not a good idea	
That’s not the point	
I think we should....	
This is not accurate	
You’re wrong	
I don’t agree	
	I know very little about this....
	I understand what you are saying
	We will try to do it
	Can we change the subject?
	Maybe there is another idea

Tip: Ask people to define what something means from their perspective rather than assuming that you see the things the same way. For example, you might ask your coworker, “What teamwork means to you?” “What do you think is most important for good collaboration?” Keep in mind that there are some words that have a special meaning in our national language but in other languages could not exist or could be synonyms with other words that have different meaning for us.

Activity 5 - Working concepts

Expectations vary across cultures. For example:

- Swedes are known to be realistic in their offers
- Russians and Chinese prefer extreme offers
- Japanese are concerned with internal consensus and harmony so they prefer teams of negotiators
- Europeans find small teams more efficient and cost effective
- Australia is a low power distance country while Asian countries such as Hong Kong are high

Search on the internet and write down the main differences among the working concepts in various countries:

- Individualism VS Collectivism (It has to do with whether people's self-image is defined in terms of "I" or "We")
- Low VS High Power Distance (*Power distance* defines the degree to which people accept hierarchical authority and how far they are willing to subordinate)

For inspiration visit the links below:

ENGLISH/GREEK

<http://blog.usabilla.com/designing-for-a-cross-cultural-user-experience-part1/>

<http://www.eupedia.com/forum/threads/26956-Map-of-Individualism-%28vs-Collectivism%29>

ITALIAN

<http://www.yourinspirationweb.com/2013/12/04/le-differenze-culturali-nel-web-design/>

<http://www.uniurb.it/lingue/matdid/pencarelli/2012-13/Cap%206%20Herbig.pdf>

<http://coscienza-di-classe.blogspot.it/2012/03/individualismo-vs-collettivismo.html>

SPANISH

Negociación y cultura

<http://www.gestiopolis.com/administracion-estrategia-2/negociacion-cultura-al-negociar-en-diferentes-paises.htm>

Conocer la cultura , clave a la hora de hacer negocios internacionales

https://www.youtube.com/watch?v=vE_ogCvzfo8

Cómo negociar en China

<https://www.youtube.com/watch?v=sTOsSk8fNU>

Trabajar en equipo

<http://www.youtube.com/watch?v=-zKgOI0wpMw>

SWEDISH

<http://blog.usabilla.com/designing-for-a-cross-cultural-user-experience-part1/>

<http://www.eupedia.com/forum/threads/26956-Map-of-Individualism-%28vs-Collectivism%29>

Activity 6 – Learn to learn

Methodology: reflection

Reflect and write down your ideas:

- What you think is more important for the migrant workers to learn in order to be more effective at work? Make a list and rate the importance of different working aspects e.g. national know-how, terminology, body language, communicate with clients etc.
- How you help them to improve their skills? How you think you could help them?
- What you think you could learn from your migrant co-workers?

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Express self-awareness					
Exploit diversity constructively					
Avoid conflicts					
Accept differences					
Explain the mentality of the workplace in your own country					
Be flexible					
Adapt to different communication styles/behaviors; to new cultural environments					
Use appropriate and effective communication in intercultural settings					
Tell about intercultural differences and to explain how to solve/minimize them					
Describe what behavior and attitudes to follow when cooperating with people of different nationality					
Show openness to intercultural learning and to people from other cultures					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about	Yes	No	Unsure	

communication.	😊	😞	😐	
My knowledge about intercultural competences has increased.	Yes 😊	No 😞	Unsure 😐	

Training course for Employers and Supervisors of Migrant Workers (MWs)

In this module you have two different activities on the development of effective cultural diverse collaborations.

Activity 1 - Changing management mindset

Activity 2 - When I felt different

Activity 3 – The three dimensions of human behaviour

Activity 4 – Direct and indirect communication

Activity 5 – Working Concepts

Activity 6 – Learn to learn

Please follow the instructions and try to write down your ideas and thoughts where needed. After the last activity you should answer some questions to finalise this course and to receive a certificate describing the Module you attended.

Learning outcomes

	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
Module 3: Development of effective cultural diverse collaborations	<ul style="list-style-type: none"> the situations of intercultural imbrications culture-specifics 	<ul style="list-style-type: none"> tell about intercultural differences and to explain how to solve/minimize them describe what behavior and attitudes to follow when cooperating with people of different nationality show openness to intercultural learning and to people from other cultures use appropriate communication styles and behaviours; in intercultural situations 	<ul style="list-style-type: none"> express self-awareness exploit diversity constructively avoid conflicts accept differences explain the mentality of the workplace in their own country be flexible adapt to different communication styles/behaviours; to new cultural environments use appropriate and effective communication in intercultural settings

Activity 1 - Changing management mindset²³

Below you can find ten items on a continuum. The management of each organization will behave collectively somewhere on the continuum.

Instruction:

²³ Reproduces from Diversity Activities and Training Designs by Julie O'Mara. San Diego, California: Pfeiffer & Company, 1994.

Place a check in the box where you believe most managers or supervisors in your organization are today in their mindset („1“ is closest to the items on the left; „5“ is closest to the items on the right; and „3“ means the behaviour is in the middle on the continuum). Place an X where you believe they need to be in three and five years.

From -----> To

	1	2	3	4	5	
People as an expense						People as an asset
Managing others						Leading others
Control						Commitment
Paternalism						Empowerment
Relying on rules						Focusing on outcomes
Sameness						Flexibility
Internal competition						Internal collaboration
Low responsibility						Accountability
Stability/passivity						Innovative risk taking
Close supervision						Greater autonomy

Activity 2 - When I felt different

The purpose of this activity is

- to provide an opportunity for participants to share their feelings and emotions in circumstances in which they have felt different
- to allow participants to reflect on how feeling different impacts self-esteem, teamwork, and productivity
- to provide a new insight for participants who have never felt different and
- to allow participants to reflect on how long people remember the impact of feeling different.

Instructions:

Complete the information requested. Try to get in touch with the feelings and emotions that you felt during the experience.

1. Describe a time when you felt different.

2. Describe the experience. What were the circumstances?

3. Describe your feelings regarding this experience.

4. Describe the messages you received about yourself.

5. Describe how you would respond to that experience today.

Activity 3 - The three dimensions of human behaviour

Methodology: individual activity

Human behaviour has 3 dimensions:

- Universal: common behaviour for all groups (inherited). That means that the behaviour of people from other culture is not going to be completely different.
- Cultural: common behaviour for a particular group of people, different from another group (learned).
- Personal: unique behaviour for each one, even within the same group (both inherited and learned). That means that the behaviour of people from other culture is not going to be the same for everyone. People act individually.

Examine the list below and put a “U” if you think this behaviour is universal, “C” if you think is cultural and “P” if it is personal. Try to think of more examples for each category.

- _____ Feeling sad when your parent dies
- _____ Sleeping very early at night
- _____ Eating dinner after 8pm
- _____ Playing football
- _____ Eating vegetables
- _____ Speaking Russian as a foreign language
- _____ Having friends
- _____ Regretting harming someone by accident
- _____ Worrying for own child
- _____ Bringing a gift to somebody's birthday
- _____ Preferring sports than reading books
- _____ Not trusting strangers
- _____ Calling the waiter by clapping the hands
- _____ Eating dessert only after the meal
- _____ Shaking hands when first meet someone

Activity 4 - Communication styles

Methodology: individual activity

The most common differences in communication styles among different cultures are indirect/ high context and direct /low context.

Context refers to the amount of understanding that a person brings to a communication.

For example, Thailand is a high context culture. People are not very extrovert, they don't say things directly and rather imply. This is because they belong to a collectivist culture, where members have an intuitive understanding of each other because they work together and they share common

experiences. In cultures like this, words are not always necessary to pass a message, non-verbal communication is enough. Also, many times the message is what is not said or done.

On the contrary, western societies have low context cultures, not collectivist but rather individualist. In this case direct communication is necessary. Nothing is implicit. The message needs to be expressed in words in exact words, without implying or suggesting. People tend not to read anything into what is not said or done.

Read the following statements and write “I” if you think it matches to an indirect/high context culture or “D” if you think it matches to direct/low context culture. Think and write down some specific examples of behaviour.

- ___ Brothers and sisters communicate like this.
- ___ You do what you are asked to do without saying “Yes I will”.
- ___ You have to pay attention to the body language.
- ___ Use of details is frequent.
- ___ People speak out their word.
- ___ It’s best to repeat what was agreed.
- ___ People feel comfortable to disagree.
- ___ “Yes” means yes.
- ___ “Yes” means I am listening.
- ___ People are used to small talk and catching up before turning to business.

Activity 5 - Working concepts

Methodology: reflection

Expectations vary across cultures. For example:

- Swedes are known to be realistic in their offers
- Russians and Chinese prefer extreme offers
- Japanese are concerned with internal consensus and harmony so they prefer teams of negotiators
- Europeans find small teams more efficient and cost effective
- Australia is a low power distance country while Asian countries such as Hong Kong are high

Reflect and write down the main differences among the working concepts in your enterprise/team:

- Individualism VS Collectivism (It has to do with whether people’s self-image is defined in terms of “I” or “We”)
- Low VS High Power Distance (*Power distance* defines the degree to which people accept hierarchical authority and how far they are willing to subordinate)

Look at following YouTube clips to get some ideas:

<http://blog.usabilla.com/designing-for-a-cross-cultural-user-experience-part1/>

<http://www.eupedia.com/forum/threads/26956-Map-of-Individualism-%28vs-Collectivism%29>

Activity 6 - Direct - Indirect Communication

Methodology: individual activity

Try to rephrase the following statements and make the direct ones indirect and vice versa. e.g. "That's an interesting viewpoint" in direct speech could mean "I don't completely agree" or "We need to discuss it further".

Direct phrases	Indirect phrases
This is not a good idea	
That's not the point	
I think we should....	
This is not accurate	
You're wrong	
I don't agree	
	I know very little about this....
	I understand what you are saying
	We will try to do it
	Can we change the subject?
	Maybe there is another idea

Ask people to define what something means from their perspective rather than assuming that you see the things the same way. For example, you might ask your co-worker, "What teamwork means to you?" "What do you think is most important for good collaboration?" Keep in mind that there are some words that have a special meaning in our national language but in other languages could not exist or could be synonyms with other words that have different meaning for us.

Evaluation

After the Module, evaluate your skills using the scale from 1 to 5 (1: the lowest - 5: the highest). It is necessary to review each skill/competence carefully and consider examples of how and when you have demonstrated this behavior. For this self-assessment, honesty and objectivity will ensure meaningful results.

I am able to:	1 ☹	2 ☹	3 ☺	4 ☺	5 ☺
Express self-awareness					
Exploit diversity constructively					
Avoid conflicts					
Accept differences					
Explain the mentality of the workplace in your own country					
Be flexible					
Adapt to different communication styles/behaviors; to new cultural environments					
Use appropriate and effective communication in intercultural settings					
Tell about intercultural differences and to explain how to solve/minimize them					
Describe what behavior and attitudes to follow when cooperating with people of different nationality					
Show openness to intercultural learning and to people from other cultures					

After the Module try to answer the following questions:

The e-learning met my expectations.	Yes ☺	No ☹	Unsure ☺	Other answer
I will be able to apply the knowledge learned.	Yes ☺	No ☹	Unsure ☺	
The training objectives for each topic were identified and followed.	Yes ☺	No ☹	Unsure ☺	
The content was organized and easy to follow.	Yes ☺	No ☹	Unsure ☺	
The materials distributed were relevant and useful.	Yes ☺	No ☹	Unsure ☺	
I have improved my knowledge about communication.	Yes ☺	No ☹	Unsure ☺	

My knowledge about intercultural competences has increased.	Yes 😊	No 😞	Unsure 😐	

G. Guidelines for multicultural collaboration

Intercultural context is determined by interaction between people from different cultural background and relating cultural overlap. To avoid misunderstandings and conflicts people need to develop and practice the ability to communicate, act and cooperate in a way respecting, valuing and dealing with the existing cultural differences. Due to the research and the results of the project the KAZI project team can draw the following conclusions and recommendations to improve multicultural collaboration. To improve understanding and comprehensibility we structured the points following the ten strategies for effective Cross-Cultural Communication:



Distinguish Perspectives:

- Learn to deal with the lack of knowledge, with situations in which people behave and/or react in a way that does not make sense to you.
- Learn to cope with uncertainties about how to behave “correctly” and how about the communication partner will/should react; these situations are normal in intercultural encounters and not the fault of anybody
- Learn to see the world with the view of the others; other cultures have other customs, – show openness to intercultural learning and people from other cultures
- use appropriate communication styles and behaviours; in intercultural situations
- be aware of different cultural dimension, cultural standards and cultural processes due to geopolitical (climate, government system, national wealth and available resources, population density, role of religion, location etc.), social (social classes, role of family, concept of beauty, arts and architecture, taboos, social events, etc.) and personal (physical contact/proximity, face movements/gestures, etc.) circumstances.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Distinguish Perspectives	<ul style="list-style-type: none"> • be aware of rights and duties in the employment relationships • be aware of own and host country culture-specifics • tell about intercultural differences between home country and host country and to explain how to solve/minimize them • show openness to intercultural learning and to people from other cultures use appropriate communication styles and behaviours; in intercultural situations 	<ul style="list-style-type: none"> • understand the employment relationship • be aware of own and migrant co-worker culture-specifics • show openness to intercultural learning and to people from other cultures use appropriate communication styles and behaviours; in intercultural situations 	<ul style="list-style-type: none"> • have a knowledge about processes of migration and integration • have culture specific knowledge about your employees cultures, their concepts of culture and country specific knowledge • adapt to different communication styles/behaviours; to new cultural environments • use appropriate and effective communication in intercultural settings • describe what behaviour and attitudes to follow in the enterprise when cooperating with people of different nationality • be a best practice role-model for multicultural competence • observation of the dealing with multicultural issues within your team

Build Self-Awareness:

- Our knowledge, emotional reactions and also our behaviour is shaped by our individual and cultural learning experiences throughout our lives. But most of the time we are not aware of our own culture; we experience our own view of the world as 'normal'. Therefore it is important to increase self-awareness through reflection processes (What is my cultural heritage? What was the culture of my parents and my grandparents? With what cultural group(s) do I identify? What values, beliefs, opinions and attitudes do I hold that are consistent with the dominant culture? What cultural standards were involved in the process? What unique abilities, aspirations, expectations, and limitations do I have that might influence my relations with culturally diverse individuals; etc.)

- People dealing with multicultural issues should be aware if there are any strenghts they need to improve and they should reflect this and try to find a solution how to improve their strenghts.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Build self-awareness	<ul style="list-style-type: none"> • be aware of own and host country culture-specifics and how they influence own way of acting • express self-awareness • exploit own personal strengths 	<ul style="list-style-type: none"> • be aware of own and migrant workers culture-specifics and how they influence own way of acting • express self-awareness • exploit own personal strengths 	<ul style="list-style-type: none"> • be aware of own and migrant workers culture-specifics and how they influence own way of acting • express self-awareness • exploit own personal strengths • provide climate and occasions that enable people to reflect their own acting and reacting to multicultural issues

Recognize the Complexity:

- Cultural diversity does not only mean the use of different languages but also diverse cultural patterns and ways to react;
- Being aware of cultures and cultural differences and that to cope with these there need to be developed several forms of cooperation and diverse concepts of living and working together
- To cope effectively with differences patterns of orientation regarding the interpretation and organization of reality need to be developed;
- Recognize the importance to develop strategies for handling with culture shocks.
- Cross-cultural understanding is to recognize the similarities as well as the differences of your own culture with other cultures.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Recognize the Complexity	<ul style="list-style-type: none"> • show openness to intercultural 	<ul style="list-style-type: none"> • show openness to intercultural learning 	<ul style="list-style-type: none"> • show openness to intercultural learning

	<p>learning and to people from other cultures</p> <ul style="list-style-type: none"> • be aware that there are differences and try to change the perspective – to see things from the point of view from the others • use appropriate communication styles and behaviours in intercultural situations • adapt to different communication styles/behaviour s; to new cultural environments • negotiate constructively • observe patterns and costumes of the host country to better understand your colleagues; • reflect what you observe; 	<p>and to people from other cultures</p> <ul style="list-style-type: none"> • be aware that there are differences and try to change the perspective – to see things from the point of view of the others • use appropriate communication styles and behaviours in intercultural situations • adapt to different communication styles/behaviours to new multicultural colleagues • negotiate constructively • observe patterns and costumes of the migrant co-worker to better understand your colleagues • reflect what you observe; 	<p>and to people from other cultures</p> <ul style="list-style-type: none"> • be aware that there are differences and try to change the perspective – to see things from the point of view of the others • use appropriate communication styles and behaviours in intercultural situations • adapt to different communication styles/behaviours to new multicultural colleagues • negotiate constructively • observe patterns and costumes of the migrant co-worker and of native co-workers to better understand your team, • reflect what you observe; • react appropriate, if you observe intercultural problems within your staff
--	--	--	--

Avoid Stereotyping:

- be aware that your interpretation of a situation may be wrong and affected by unconscious perception patterns and prejudices.
- The fact that our assumptions may be wrong is part of the process of becoming culturally aware.
- In order to prevent generalisations, one needs to emphasis that not every interaction in which persons of different cultural backgrounds are involved is automatically problematic or more susceptible to conflicts. However, a special sensibility is advisable in order to prevent misunderstandings.
- Collect as much information as possible so you can describe the situation accurately before evaluating and judging it.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Avoid Stereotyping	<ul style="list-style-type: none"> • Suspend judgements • Be aware of differences between your own culture and the host countries culture without doing an evaluation; • Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation 	<ul style="list-style-type: none"> • Suspend judgements • Be aware of differences between your own culture and the host countries culture without doing an evaluation; • Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation 	<ul style="list-style-type: none"> • cope during first day on the job • learn to do their job • pursue its own rights on the workplace • adopt dress code, food habits • negotiate constructively • be flexible • adapt to different communication styles/behaviours; to new cultural environments • use appropriate and effective communication in intercultural settings

Respect Differences:

- Dealing with diversity, different cultural values, behaviours and interpretations.
- Dealing with related misunderstandings and conflicts;
- Become comfortable with ambiguity – the more complicated and uncertain life is, the more we tend to seek control. In Intercultural Settings it is normal that there arrive situations where you lack understanding.
- Be open for new situations;
- use appropriate and effective non-violent communication in intercultural settings;
- practice tolerance;
- learn to deal adequate with critical events

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs

Respect differences	<ul style="list-style-type: none"> • Practice openness for indifferent situations; try to understand the point of view of the others; • Accept that others have other values and costumes; • Observe but do not value; • Use appropriate and effective communication in intercultural settings, especially non-violent communication • Learn to deal adequate with critical situations • adopt dress code, food habits • adapt to different communication styles/behaviors; to new cultural environments; (some cultures prefer direct speech or indirect speech, there are differences in working styles and power distance which have to be dealt with) 	<ul style="list-style-type: none"> • Practice openness for indifferent situations; try to understand the point of view of the others; • Accept that others have other values and costumes; • Observe but do not value; • Use appropriate and effective communication in intercultural settings, especially non-violent communication • Learn to deal adequate with critical situations • Understand dress codes, food habits as cultural differences • React adequate to different communication styles/behaviours 	<ul style="list-style-type: none"> • Practice openness for indifferent situations; try to understand the point of view of the others; • Accept that others have other values and costumes; • Observe but do not value; • Use appropriate and effective communication in intercultural settings, especially non-violent communication • Learn to deal adequate with critical situations • Understand dress codes, food habits as cultural differences and react to them adequately if your enterprise requests another dress code • React adequate to different communication styles/behaviours • Develop strategies to cope with differences within your team/enterprise • Create circumstances in the work area that allow your team to handle differences appropriate • Interfere in time, when problems arise • Provide your team the occasion to exchange so that they have the opportunity to improve understanding;
----------------------------	--	---	--

Listen Actively:

- In order to better understand another person, we need to try to stand in his/her shoes, to see the situation from his/her point of view.
- The improvement of Understanding starts with listening to the other person and being empathic and sensitive for their needs and ideas;

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Listen actively	<ul style="list-style-type: none"> • Listen before talking and putting clear your own point of view; • Try to understand while you are listening to the other person • Understanding does not mean to agree, but it will help you to know more about the other culture; • Try to be empathic for the needs of the other person 	<ul style="list-style-type: none"> • Listen before talking and putting clear your own point of view; • Try to understand while you are listening to the other person • Understanding does not mean to agree, but it will help you to know more about the other culture; • Try to be empathic for the needs of the other person 	<ul style="list-style-type: none"> • Listen before talking and putting clear your own point of view; • Try to understand while you are listening to the other person • Understanding does not mean to agree, but it will help you to know more about the other culture; • Try to be empathic for the needs of the other person • Provide occasions and circumstances to your team which enable them to listen to each other and to improve understanding • Be a role model for them

Be Honest:

- in order to deal effectively with intercultural differences it is important to be honest concerning own needs and cultural values
- It is important to improve stress and conflict management, so that situations of discomfort and problems may be reflected, discussed and solved together adequately. (not talking always increases the difficulties within the team;
- Behaviours and attitudes to follow within the enterprise when cooperating with people have to be expressed adequately.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs

Be honest	<ul style="list-style-type: none"> • Try to express and talk about your own needs and values adequately at the right occasion and time • Contribute honestly to the resolution of existing problems • If feelings of frustration and anger arrive try to get a time out in order to solve the problem more efficiently at a later moment 	<ul style="list-style-type: none"> • Try to express and talk about your own needs and values adequately at the right occasion and time • Contribute honestly to the resolution of existing problems • If feelings of frustration and anger arrive try to get a time out in order to solve the problem more efficiently at a later moment 	<ul style="list-style-type: none"> • Try to express and talk about your own needs and values adequately at the right occasion and time • Contribute honestly to the resolution of existing problems • Communicate clear rules and guidelines which have to be followed within the team or enterprise • Give space to discussion for points where flexibility is possible; • Provide occasions to talk about different needs and resolution of existing problems; • Be aware of problems and solve them on time;
------------------	---	---	--

Be flexible:

- In intercultural context mutual adaptation and a high level of tolerance towards incompatibilities is needed.
- Intercultural competences include also abilities as flexibility and patience, interest, curiosity, openness, motivation and a sense of humour.
- In multicultural environments the adaption to different habits and communication styles is needed;

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Be flexible	<ul style="list-style-type: none"> • Be tolerant towards differences - suspend judgements and validation • Practice tolerance and patience 	<ul style="list-style-type: none"> • Be tolerant towards differences - suspend judgements and validation • Practice tolerance and patience • Cope with different communication and working styles – try to 	<ul style="list-style-type: none"> • Be tolerant towards differences - suspend judgements and validation • Practice tolerance and patience • Cope with different communication and working styles – try to

	<ul style="list-style-type: none"> Cope with different communication and working styles – try to gain the best out of it 	gain the best out of it	gain the best out of it <ul style="list-style-type: none"> Give your team/employees examples of best practice flexibility to cope with differences
--	---	-------------------------	---

Think twice:

- As interacting on an intercultural level involves the danger of *potential* misunderstandings or a lack of understanding it is recommended to slow down and think before acting.
- Intercultural interactions are characterised by the circumstance that previous intra cultural accepted patterns of communication and interpretation are not reliably applicable – therefore it is no use to build up on used patterns of cooperation.
- An intercultural process can develop its own dynamics which might be hardly comprehensible for the ones involved. Correspondingly, intercultural situations are indicated by increased uncertainty and less predictability. Due to expectation divergences and thereby arising irritations, intercultural interactions tend to be more delicate and more affected by conflicts.
- To avoid conflicts and irritations try to exploit diversity constructively.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Think twice	<ul style="list-style-type: none"> Try to avoid a lack of understanding or misunderstandings by improving conversations Try to observe and reflect before acting in used patterns Be aware of possible dynamics of conflicts and misunderstandings Avoid judgements and irritations Realise advantages of diversity 	<ul style="list-style-type: none"> Try to avoid a lack of understanding or misunderstandings by improving conversation Try to observe and reflect before acting in used patterns Be aware of possible dynamics of conflicts and misunderstandings Avoid judgements and irritations Realise advantages of diversity 	<ul style="list-style-type: none"> Try to avoid a lack of understanding or misunderstandings by improving conversation Try to observe and reflect before acting in used patterns Be aware of possible dynamics of conflicts and misunderstandings Avoid judgements and irritations Realise advantages of diversity

Ask questions:

- Collect as much information as possible so you can describe the situation accurately before evaluating and judging it;
- Support cooperative communication by trying to understand each other and each others values and cultural habits;
- Accept that uncertainties and situations of lack of understanding are normal in intercultural encounters and not the fault of anybody, so calm down and be patient with you and the others; Questions will help to reduce uncertainties.

Recommendations	Migrant workers (MWs) in industries, SMEs, and services; perspective MWs (unemployed or currently in training)	Native co-workers of MWs	Employers and supervisors of MWs
Ask questions	<ul style="list-style-type: none"> • Ask questions that help you to understand the other point of view • Especially in professional context work related questions that help you to understand working style and help you to cooperate and rely on each other • Questions show understanding and interest 	<ul style="list-style-type: none"> • Ask questions that help you to understand the other point of view • Especially in professional context work related questions that help you to understand working style and help you to cooperate and rely on each other • Questions show understanding and interest 	<ul style="list-style-type: none"> • Ask questions that help you to understand the other point of view • Especially in professional context work related questions that help you to understand working style and help you to cooperate and rely on each other • Questions show understanding and interest • Provide opportunities for your staff to talk and to exchange on working issues

H. Dealing with misunderstandings and conflict at workplace

When groups of people work together, misunderstandings and conflict are inevitable. In a business organization, both misunderstanding and conflict can lead to serious problems. Misunderstanding can cause expensive mistakes and business failures, while individuals engaged in internal conflict have less time and energy to spend on working toward the organization's goals. On the other hand, both misunderstanding and conflict are valuable tools for reaching the authentic understanding that allows a group of people to collectively accomplish a task. Misunderstandings allow the group to locate topics where clearer, more complete, or more detailed communication is needed. Similarly, conflicts are a signal that some kind of problem exists, which must be corrected if the group is to remain productive.

Without a doubt, most conflict in the workplace is caused by misunderstandings of one kind or another. If these misunderstandings can be prevented in the first place, or resolved before conflict develops, communication has been used to its very best advantage.

Communicators should always try to avoid misunderstanding by using a clear, concise business style and following expected communication formats. Even the best communicators will sometimes find themselves misunderstood, though, or find that they sometimes have trouble understanding others. The choice of communication channels, personalities of the individuals involved and the organizational environment itself can all play a role in the final quality of communication.²⁴

The following activities will help to understand some misunderstandings and conflicts on the workplace.

1. I, me and myself

Duration: 30-45 minutes

Methodology: individual activity

A reflective exercise that should be used as a primer, gives the individual the opportunity to think and reflect about some general questions, regarding the topic conflict management and related to the answers given to those questions. This activity is for the learners to carry out individually and should be as spontaneous as possible.

Aims:

- To make the participants think about things they usually do in a conflict and to put their answer on paper.
- Start the process of reflective thinking by reading and give their own answers meaning and context (with or without help from the teacher/trainer).
- Optional: To discuss and reflect about their answers in a group session moderated by the teacher/trainer.

Instructions:

An introduction is made by the teacher/trainer.

The teacher/trainer stresses the importance of giving as spontaneous answers as possible!

²⁴ <http://business.uni.edu/buscomm/Interpersonal/ConflictPrevention.htm>

The teacher/trainer should determine the ability of the individual in answering the questions to be able to support where necessary.

Make sure the participants get enough space to ensure “privacy”.

Hand-out

I, me and myself

Primer for personal development

Answer the following questions spontaneously, you can write more than one answer to each question.

How do I react in a conflict?

How do I handling a conflict?

What makes a challenge for me in a conflict?

Some of my best behaviour in a conflict are:

How do other people describe my conflict management?

Do you see a pattern? Underline keywords that you think is important for you concerning conflict management.

In regard to your answers and current situation, what do you miss? What can you improve yourself?

2. ,I' statements

Duration: 30- 45 minutes

Methodology: individual activity

Aims:

- To learn how to communicate desires without causing any conflicts
- To find ways of giving constructive feedback.

One way to engage conflict constructively is to communicate our desires and interests to others and share the rationales behind those interests. When we are affected by others, it can be extremely helpful to give feedback on how we were impacted.

"I feel _____ when (you) _____ because _____. What I'm hoping we might try is _____."

The formula above is best used by adapting it to your communication style, "voice" and culture. What's most important is that all 4 key elements are included in your communication, regardless of the order.

- Identify and share your feelings and emotions about the situation.
- Identify and articulate the cause of those feelings.
- Provide lots of context and explanation for why those feelings are caused – the more the better!
- Identify and articulate what your needs and desires are – what your ideal looks like – and frame it in a way that invites others into a conversation about how that might be achieved, what their role in your vision might be, and how their own interests might be satisfied as well.

3. Analyze your conflict management style: The Thomas Kilman Instrument

Duration: 45 minutes

Methodology: individual activity

Aims:

- To identify your personal conflict management style
- To better understand the way you react to conflicts and disagreements

Think of two different situations where you have a conflict, disagreement or argument, with someone. An example might be a co-worker or someone you live with. Then, according to the following scale, fill in your scores for situation A and situation B. For each question, you will have two scores.

For example, on question #1 the scoring might look like this: 1. 2/4.

Write the name of each person for the two situations here:

Person A _____

Person B _____

1 = never 2 = seldom 3 = sometimes 4 = often 5 = always

Person | Person

- | A | B | |
|---------------|---|--|
| 1. ____ ____ | | I avoid being "put on the spot"; I keep conflicts to myself. |
| 2. ____ ____ | | I use my influence to get my ideas accepted. |
| 3. ____ ____ | | I usually try to split the difference to resolve an issue. |
| 4. ____ ____ | | I generally try to satisfy the others' needs. |
| 5. ____ ____ | | I try to investigate an issue to find a solution acceptable to us. |
| 6. ____ ____ | | I usually avoid open discussion of my differences with the other. |
| 7. ____ ____ | | I use my authority to make a decision in my favor. |
| 8. ____ ____ | | I try to find a middle course to resolve an impasse. |
| 9. ____ ____ | | I usually accommodate to the other's wishes. |
| 10. ____ ____ | | I try to integrate my ideas with the other's to come up with a joint decision. |
| 11. ____ ____ | | I try to stay away from disagreement with the other. |
| 12. ____ ____ | | I use my expertise to make a decision that favors me. |
| 13. ____ ____ | | I propose a middle ground for breaking deadlocks. |
| 14. ____ ____ | | I give in to the other's wishes. |
| 15. ____ ____ | | I try to work with the other to find solutions that satisfy both our expectations. |
| 16. ____ ____ | | I try to keep my disagreement to myself in order to avoid hard feelings. |
| 17. ____ ____ | | I generally pursue my side of the issue. |
| 18. ____ ____ | | I negotiate with the other to reach a compromise. |
| 19. ____ ____ | | I often go with the other's suggestions. |
| 20. ____ ____ | | I exchange accurate information with them so we can solve a problem together. |
| 21. ____ ____ | | I try to avoid unpleasant exchanges with the other. |
| 22. ____ ____ | | I sometimes use my power to win the argument. |

23. ____|____ I use “give and take” so that a compromise can be made.
 24. ____|____ I try to satisfy the other’s expectations.
 25. ____|____ I try to bring all our concerns out in the open so that issues can be resolved.

Scoring: Add up your scores on the following question

A B	A B	A B	A B	A B
1. ____ ____	2. ____ ____	3. ____ ____	4. ____ ____	5. ____ ____
6. ____ ____	7. ____ ____	8. ____ ____	9. ____ ____	10. ____ ____
11. ____ ____	12. ____ ____	13. ____ ____	14. ____ ____	15. ____ ____
16. ____ ____	17. ____ ____	18. ____ ____	19. ____ ____	20. ____ ____
21. ____ ____	22. ____ ____	23. ____ ____	24. ____ ____	25. ____ ____

Total Score: ____|____ ____|____ ____|____ ____|____ ____|____
 A | B A | B A | B A | B A | B

Column 1 Avoidance Score:

Column 2 Competition Score:

Column 3 Compromise Score:

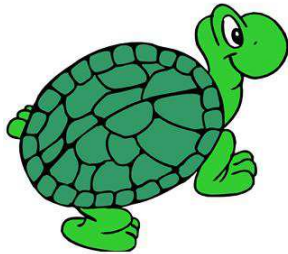
Column 4 Accommodation Score:

Column 5 Collaboration Score:

On the next page you will find an explanation of each conflict management style.

Conflict Management Menagerie

Characterising five common responses to conflict



Turtle – Avoider: All conflict is to be avoided at any cost. Contentious issues are shunned and allowed to remain unchallenged. This results in a loss of goals and in damage to relationships. The turtle character communicates an air of helplessness in the face of conflict, believing that solutions to disagreements and divergence of energies are not easily found. Like the turtle when danger looms, they quickly withdraw into their thick-shelled carapace of avoidance.

Lion – Competition: The Lion is king and the king must be seen to be in control and to win. Conflict is a way of demonstrating control. Relationships are only important for their usefulness. How others view them is not as important as their pride in the strength they can display over weakness. To lose in conflict, which for them can simply mean giving way, is seen as a sign of weakness.



Ostrich – Compromiser: Favours the middle ground, resulting in all sides in the conflict winning a little and losing a little. They regard sacrificing part of the goal as being preferable to the conflict continuing. The attitude can be born out of lack of experience, lack of confidence, or not having a viable strategy for addressing conflict. Although they can identify the problem, if they feel that their interests are at risk they will ignore the problem and settle for a short-term solution.

Teddy Bear – Accommodator: Avoids discussing the conflict in order to protect the relationship. They feel it is easier to accommodate the other party by smoothing over any problem. They fear addressing the issue and running the risk of damaging the relationship by causing possible hurt.



Owl – Collaboration: A wise old bird, the owl views conflict as a healthy occurrence. He knows that the Chinese character for Conflict combines the characters for Danger and Opportunity. The owl is creative in helping those involved to find a solution that does not damage the relationship. They help others to explore and identify the difficulty and are only satisfied when a problem is resolved and tensions are dissolved.

Source: Adapted from M.A. Rahim and N.R. Mager (1995). "Confirmatory Factor Analysis of the Styles of Handling Interpersonal Conflict: First-Order Factor Model and Its Invariance across Groups," *Journal of Applied Psychology* 80, 1, 122-132.

4. What should you think of when handling management?

Duration: 45 minutes

Methodology: individual activity

Aims:

- To find ways to handle potential conflicts
- To learn how to choose the appropriate “tools” to solve a conflict

Conflict happens. It is inevitable. It is going to happen whenever you have people with different expectations. This makes conflict management critical, whether avoiding arguments, disputes, lasting conflict or ultimately, litigation. Conflict can be avoided if steps are taken early in a discussion to diffuse anger and facilitate communication, and it can be resolved by applying a series of thoughtfully applied steps.

How should you avoiding and resolving disputes in the early stages, before they become full-blown conflicts?

Write down 5-7 examples of “tools” / things you should use to avoid or/and solve conflicts and explain why you have chosen them.

One example:

Attack the Problem, Not the Person.

5. Stereotypes of handling conflict management

Duration: 45 minutes

Methodology: individual activity

Aims:

- To be aware how nationality influences the way we manage a conflict
- To learn how to take into account cultural differences when arguing with a person with different nationality

Assume that there are conflicts between different persons/staff at work. The staffs are from different ethnic backgrounds, how would they behave in a conflict?

Try to imagine and describe what type of conflict management the following persons should do:

- Spanish
- German
- Italian
- Swedish
- Indian
- English

Can you learn any conflict management from this?

Annexes

Annex 1 - Course evaluation form

The following questionnaire is part of the actions of the KAZI training. Our interest includes improving the quality of the training offered. Your opinion will be of great help. The questionnaire is **anonymous**. Your responses are **confidential** and will only be used for the purposes of this project. Thank you for your participation!

Date		Questionnaire number	
------	--	----------------------	--

A. GENERAL INFORMATION					
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male					
Age <input type="checkbox"/> 16 to 30 years <input type="checkbox"/> 31 to 45 years <input type="checkbox"/> 46 to 55 years <input type="checkbox"/> More than 55 years					
Mothertongue _____					
B. STRUCTURE AND ORGANIZATION OF THE COURSE					
Please mark with a cross (x) what extent you agree with in the following statements					
	1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
1	The course is well organized				
2	The way the course is developed is simple and comprehensible				
C. FACILITIES AND MATERIAL					
Please mark with a cross (x) what extent you agree with in the following statements					
	1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
1	Online platform was easy to use				
2	The materials were suitable for the course				
D. CONTENT					
Please mark with a cross (x) what extent you agree with in the following statements					
	1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
1	The course has helped me to develop my communication skills with my workmates				
2	Now I manage issues related to intercultural competence				
3	The course will help me with teamwork				
4	Practical exercises have reflected the reality of work				
5	Developed activities helped me to a better concept understanding				

ACTIVITIES

Please mark with a cross (x) the closest option to your point

	Not enough	About right	Too many
6 Individual activities have been			
7 Material (readings, videos) have been			
8 Modules extensión has been			
9 Received information has been			
10 Duration of course has been			

Rate the quality of contents covered in the course based on their:

	1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
11 Clarity and Simplicity to be understood					
12 Possibility of application at work					
13 Possibility of application in daily life					

Here are a number of concepts covered in the course. Please indicate if you have the concepts clear.

	1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
14 Stereotype					
15 Cultural differences between countries					
16 Communication					
17 The barriers at work					
18 Prejudice					
19 Empathy					
20 Cultural diversity between countries					
21 Concept of work for each culture					
22 Individual work					
23 Team work					
24 Behaviour values					
25 Personal strengths					
26 Conflict Resolution					
27 Adaptation to new situations					
28 Universal, cultural and personal behaviour					

Here are a number of concepts covered in the course. Please indicate with a cross (x) in relation to the amount of information you have received

	Too little	About right	Too much
29 Stereotypes			
30 Cultural differences between countries			
31 Communication			
32 The barriers at work			
33 Prejudice			
34 Empathy			
35 Cultural diversity between countries			
36 Concept of work for each culture			
37 Individual work			

38	Team work			
39	Behaviour values			
40	Personal strengths			
41	Conflict Resolution			
42	Adaptation to new situations			
43	Universal, cultural and personal behaviour			

E. GLOBAL ASSESSMENT OF THE COURSE

Please mark with a cross (x) the closest option to your point

		1	2	3	4	5	
1	Useless						Useful
2	Easy						Difficult
3	Enjoyable						Detestable
4	Satisfactory						Unsatisfactory
5	Confused						Clear
6	Deep						Shallow
7	Reduced						Long
8	Practical						Theoretical
9	Boring						Interesting
10	Not stimulated						Stimulated

	1 Very poor	2 Below average	3 Average	4 Above average	5 Excellent
RATE THE WHOLE COURSE					

WE WOULD LIKE TO KNOW HOW TO IMPROVE THIS TRAINING SO ANY SUGGESTIONS OR IDEAS ARE WELCOMED

Thanks for your feedback

I. References

Bandler, R. & Grinder J. (1976). *The Structure of Magic I: A Book About Language and Therapy*. Palo Alto, CA: Science & Behavior Books.

Chakraborti, N. & Garland, J. (2009) *Hate Crime*. London: Sage.

Council of Europe: White Paper on Intercultural Dialogue:
http://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp (EN)

Clements, P. (2008) *Policing a Diverse Society*. 2nd Ed. Oxford: Oxford University Press.

Clements, P & Jones, J (2007) *The Diversity Training Hand- book*. 2nd Ed. London: Kogan Page.

Gardenswartz Lee and Rowe Anita, *Diverse Teams at Work*, Irwin Professional Publishing, 1995.

Intercultural Dialogue:
<http://www.culturalpolicies.net/web/intercultural-dialogue-resources.php>

Johns G. and Saks A. M., “Organizational Behaviour: Understanding and Managing Life at Work”, 2007.

Key Competences for Lifelong Learning. A European Reference Framework:
http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf (EN)

Martin J. N. and Nakayama T. K. (2007) *Intercultural Communication in Contexts*. Mc Graw Hill International Edition, New York.

Mazzetti M. (2003) *Il dialogo transculturale. Manuale per operatori sanitari e altre professioni di aiuto* [The transcultural dialogue. Handbook for health personnel and help professionals], Carocci, Roma.

O’Mara Julie. *Diversity Activities and Training Designs*. San Diego, California: Pfeiffer & Company, 1994.

Ronen S. and Schenkar O., “clustering countries on attitudinal dimensions”, 1985.

Research voor Beleid: Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals:
<http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf> (EN)

Thompson, N. (2009) *Promoting equality, valuing diversity*. Lyme Regis: Russell House Publishing.

Woodward, K. (2004) *Questioning identity: gender, class, ethnicity*. London: Routledge/The Open University

Barker, T., & Landrum, C. (2012). *Office of Student Conflict Resolution*, University of Michigan, Ann Arbor.

Gordon, T., (2001). Leader effectiveness training, L.E.T: Proven skills for leading today's business into tomorrow. (1st Perigee ed.) New York, NY: Berkley.

Links:

<http://wps.prenhall.com>

<http://www.csp.org.uk>

<http://www.culturaldiversity.com.au/practice-guides/cultural-awareness> (27.05.2013)

<http://www.culturocity.com/articles/whatis-cultural-awareness.htm> (27.05.2013)

http://www2.warwick.ac.uk/fac/cross_fac/globalpeople/resourcebank/gppublications/

Pictures from www.pixabay.com