WP6.2: Blueprint for Training

Face to face version of the I-PACK

KAZI

Developing intercultural competence on the workplace

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KAZI project

Rationale

KAZI means 'work' in Swahili, a language spoken by 80 million people in sub-Saharan Africa, origin of many migrants to Tuscany, the region of this Project´s leader.

According to Eurostat (2012) there are nearly 4 million people migrating every year in the EU. About 2 million of these come from outside the EU and 1,5 million are EU citizens migrating in a different Member state. Accounting for both, migrants (people who are not citizens of the country in which they reside) amount to 29 million, representing 5.8 % of the total EU population.

Following the principles set at European Council's meetings in Tampere (1999) and Le Hague (2004), and the Common Basic Principles for Immigrant Integration Policy in the European Union (2004), the Europe 2020 Strategy (2010) and the Stockholm Programme (2010) fully recognise the potential of migration for building a competitive and sustainable economy and they set out, as a clear political objective, the effective integration of legal migrants, underpinned by the respect and promotion of human rights.

The European Agenda for the Integration of Third-Country Nationals (2011) recommends the organisation of introductory programmes for newly arrived migrants easing their insertion in the society and work place, as well as well as the development of methodologies and tools to equip teachers and trainers with the skills for managing diversity.

Intercultural competence can be defined as the ability of successful communication and cooperation with people of other cultures. A person who is intercultural competent captures and understands, in interaction with people from foreign cultures, their specific concepts in perception, thinking, feeling... Intercultural competence has been listed as one of the eight key competences for lifelong learning identified by the EU.

In every country not compulsory language courses addressed to migrants are organized but they don't deal with intercultural issues about integration on the workplace.

Aims & Objectives

The project seeks to improve skills of migrants' workers in their labour relationships due to the culture differences.

The target groups are:

- 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

Some of the desired learning outcomes are the following:

- Migrants 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.

***Folkuniversite*tet** 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.

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, which 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.

I-PACK 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.

The following blueprint intends to give training centres, institutions and human resources departments of companies the tools and methodology to run and implement the I-PACK. The units present substantially the lessons plans and the different sequences of the methodology.

This is a face-to face training, addressed to the three main target groups: Migrant Workers (MWs), co-workers and employers/supervisors. Every course deals with the same issues but with a different perspective for each target group. Every module targets a specific competence and at the end there is a question based assessment tool that allows measuring how much of the learning outcome has been reached. This part of the learning should take up 30 hours of training.

Following the recommendations[1] of the European Parliament on the value of the European Credit Transfer for Vocational Education & Training network (ECVET), the I-PACK has been allotted with

[1] ECVET is applicable for all learning outcomes which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning ('EQF'), and then be transferred and recognised. This Recommendation therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, openness to mobility and social inclusion of workers and learners. It particularly facilitates the development of flexible and individualised

learning outcomes for each module of the blueprint. Learning outcomes are what the learners have acquired after following the course and the training day. These have been inventoried at the beginning of the blueprint by module apart from the text of the modules. Its purpose is to clarify the objectives of the module thus guiding the learners into a better understanding of each module.

The training

The training of the target groups is in a blended learning format. The different modules which compose the training are available online (a link to the training in the partners' languages is available at http://www.kaziproject.eu). The duration of this training is estimated at 30 hours, training exercises included. The text of these modules is available in section A of this blueprint. Each module is followed by a series of exercises aimed at becoming aware of the intercultural issues at work and improving learners' approach and behaviours at work.

Each face-to-face training course is a 5 days seminar (30 hours in total). The content is based on the e-training content but allows reaching a wider audience with the members of the target groups that are not used to and/or have difficulties in using e-learning. It is based on active learning methodologies. Section B of this blueprint offers a program and different activities for a successful completion of the training.

Finally, a resources section for further learning on the topic is made available in section C. It is composed of a bibliography and of web links.

pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning (http://www.ecvet-team.eu/system/files/documents/13/ecvet-recommendation.pdf)

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 contain three Modules targeted to each of the main three target groups:

- 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.

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, to improve their approach and behaviours.

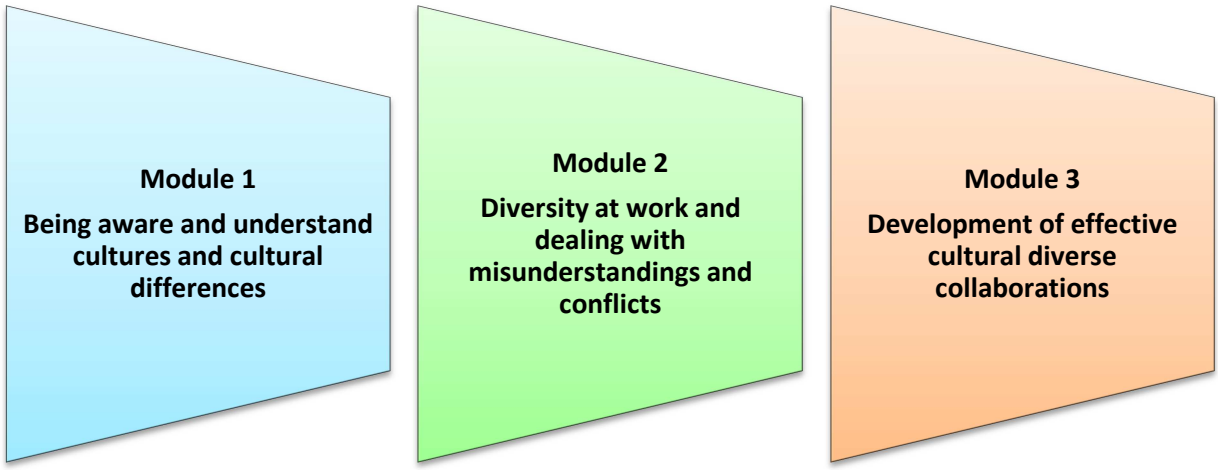
The following topics are based on the results of the needs analysis:

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	

The Modules

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



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 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 interculturality 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 is developed in different national versions and part of the content could vary according to differences in national context and local culture.

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

Instructions for trainers

The course can be used as additional material to enhance an intercultural course or as a textbook in itself. In this latter case, the total class time is estimated to be 25-30 hours.

The results of the needs analysis survey showed that the target group requires more practice and less theory. Therefore, the materials developed include very comprehensive theory and the course is based on activities that promote experience-based learning. In case that you need more theoretic materials to support your training you may consult the "References" at the end of this document.

The course has not necessarily been planned for sequential use, meaning that the 3 modules and/or the included activities in each module do not have to be used in numerical order. In addition, the modules are not ordered according to difficulty. They can be used in any order and can be selected according to their content or according to learners' interests. The course timetable is indicative and not compulsory. Of course, you can start from Module 1 and finish with Module 3 if you like.

At the end of each activity, you may find "Tips for the trainer". They include several links to websites or videos on YouTube that you can use for inspiration on your own or in the classroom in order to motivate a group discussion with the learners. If you cannot connect to internet in the classroom, you can try to download the files and copy them on your PC or on a regular CD/USB for class use.

During the last day of the course the participants are encouraged to participate in a role-play game on the topic "Dealing with misunderstandings and conflict at workplace". Some indicative roles and the scenario of the game can be found in Annex 1 of this document. However, possible adaptations may be required depending on the size of the group and other particular needs of the participants. If it is possible, the last day of the course can be a common session for all 3 target groups. The role-play game will give them a chance to work together and later discuss and exchange ideas for continual improvement and enhancement of intercultural competences at workplace.

At the end of each module, there is a self-evaluation test that the learners should fill in individually. An excel file is annexed to this document (Annex 3), that will help you to draft automatically a web chart with the results of each participant. All you need to do is fill in the excel file with the student's input. In addition to the self-evaluation, the trainers should have individual interviews with the participants in order to assess the level of acquirement of the expected learning outcomes. The evaluation of the learners will be based mostly on their input to the implemented activities and their participation in group discussions and activities. If the trainer, based on his/her experience, assesses that the learner has achieved the expected learning outcomes, a certificate will be awarded.

Do not forget that at the end of the course, all participants should fill in the evaluation form of the course (Annex 4). Their feedback is essential in order to improve the course and adjust for any inconsistencies.

Definitions

Culture

The origin of the word "culture", is derived from the Latin word "*colere*" (to cultivate) or "*cultura*" and "*cultus*" (farming, cultivation and care). Like all cultural concepts, it describes something “made by human” – in contrast to things that are already present in nature.

Culture is the full range of human behaviour patterns. It 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. It 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. People always belong to several social communities and as a resultthe cultural patterns of one person are diverse/heterogeneous.

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.

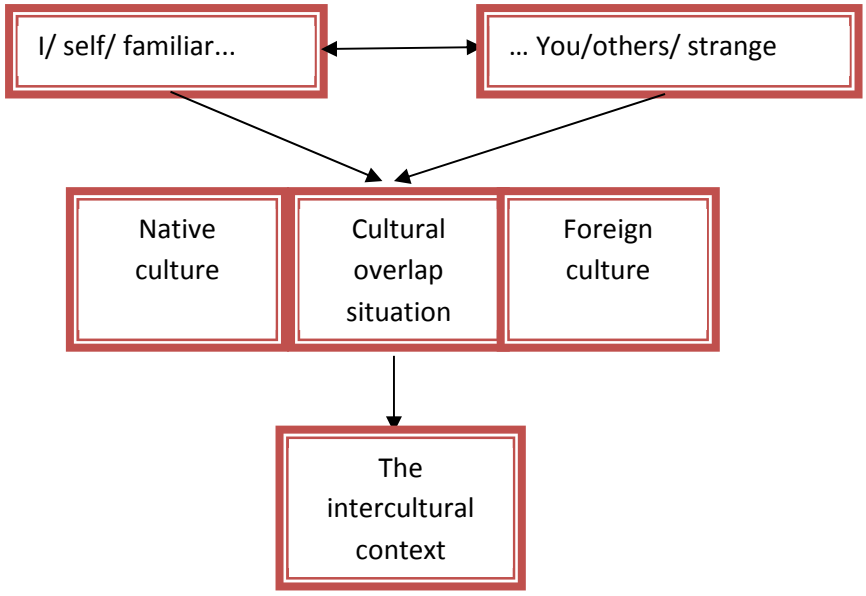
Intercultural training

“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 training is not addressed only to a few people working in an international environment. It is a training for how we live together in our societies.

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 humour, 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 themselves 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, race, 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.

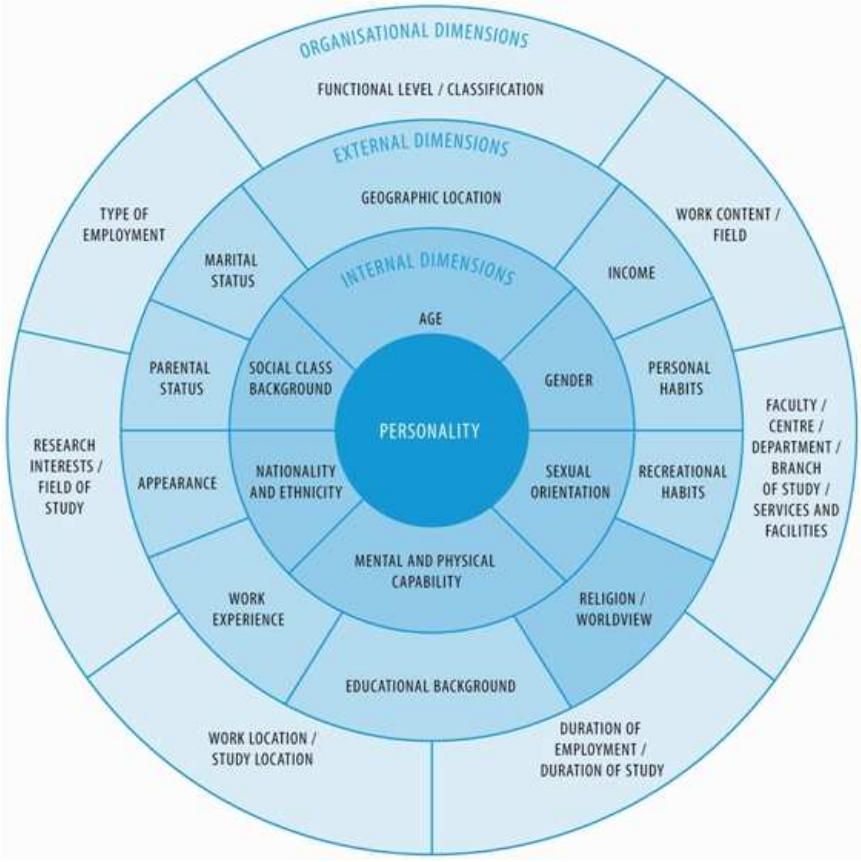
Cultural social diversity is the quality of diverse or different cultures, as opposed to monoculture. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies 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 race, 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.'[2]

Principles of diversity - The four layers model

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



Graphic[3]

The Four Layers Model [4]

[2] Source: http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html

[3] From: Gardenswartz and Rowe: ,4 Layers of Diversity' http://www.univie.ac.at/diversity/graphics.html

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 race 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.

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?

4 http://www.colormagazineusa.com/index.php?option=com_con- tent&view=article&id=219:th

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" [5]

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.

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. Race 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

[5] Source: http://webdev.hud.ac.uk/schools/hhs/james/picturing_diversi- ty/unit1.html

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 Arif'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 off-licence, 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 embraces an idea of community identity we can hopefully avoid becoming complacent about how we 'gen- eralise' 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." [6]

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 cross border 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." [7]

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

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

[7] http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migra- tion-terms-1.html#Migration-management

leads to new conditions for social cohesion and government response to public concerns. [8]

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. [9]

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. [10]

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.

[8] 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

[9] Definition of "Third Country National" on the Eurofound website.

[10] See also: http://www.migrationinformation.org/Feature/display.cfm?ID=832

Trainer's notes

1. 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 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" ~ Marriam 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"~ wickipedia
- "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 race, 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

- The concept of social identity is absolutely linked to the participation of a person to one or more social groups, which form the identities that characterize the person.
- The theory of social identity introduced by Henry Tajfel in the 1970'ies constitutes the most integrated approach up to now.

Social identity theory

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

There are two types of behavior:

- 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).

2. Basics 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 that 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 that 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 node 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".

3. 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 thegoals, motivations, emotions, and even physical reactions of people whom they feel even minimally connected to. Also these people use synchronous behaviorwhen 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 Tuckmanestablished the unforgettable phrase "forming, storming, norming, and performing" in 1965 through in his article, "Developmental Sequence in Small Groups." Based on that Tuckmandescribe 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 theteam and for team members.
- Storming=Launch processes and structures. Buildgood 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 asInitiation, 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.

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.

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 behaviors of the employees. The levels of constraints of behaviors 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 behavior – personal values or principles of the employee

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

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

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. Being dressed in clothing that have been laundered and pressed, fits well and does not have any holes or rips.

2. Be on time in your work.

3. Avoid to interrupt 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.

Migrant Workers – course syllabus

4. Learning outcomes of each module

	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	• 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	• 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 • analyse, evaluate, and relate	• 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
Module 2: Diversity at work and dealing with misunderstandings and conflicts	• the cultural stereotypes (pros and cons) • non-verbal communication – cultural differences • the body language • recognize the barriers on the workplace	• 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	• 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

		• listen, observe and interpret	
Module 3: Development of effective cultural diverse collaborations	• the situations of intercultural imbrications • rights and duties in the employment relationships • culture-specifics	• tell about intercultural differences between home country and host country and to 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 • use appropriate communication styles and behaviours; in intercultural situations	• 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/behaviours; to new cultural environments • use appropriate and effective communication in intercultural settings

5. Course timetable

The training course has total duration of 30 hours and it lasts 5 days. Each day includes 4 sessions of 1,5 hour (4 training hours in total and 2 hours for breaks).

An indicative timetable is:

1st session: 9:00 - 10:30

2nd session: 10:45 – 12:15

3rd session: 13:00 – 14:30

4th session: 14:45 – 16:30

DAY ONE

Session	Title
1	Registration
	Course Introduction
	Exercise 1 – Ice-breaking activity
	Learning outcomes of the training course – Learners' expectations
2	Introduction to intercultural training
	Definitions
3	Benefits of intercultural training
	Exercise 2 – Write down and present successful diversity management strategies and practices already implemented
4	Group discussion: Exchange of good and/or experiences related to intercultural competences at work
	Case studies

DAY TWO

Session	Title
1	Introduction to being aware and understanding cultures and cultural differences
	Activity 1 - The rucksack model: Culture as your personal luggage
	Activity 2 - Reflection: my culture
2	Activity 3 - Iceberg module of culture
3	Activity 4 - Understanding family and social structures
	Activity 5 - Coping with different religions in the workplace

4	Activity 6 - Respecting other people beliefs and principles
	Debrief
	Evaluation questionnaire

DAY THREE

Session	Title
1	Introduction to diversity at work and dealing with misunderstandings and conflicts
	Activity 7 – National stereotypes
	Activity 8 – Non-verbal communication
2	Activity 9 – Improving the state of my knowledge
	Activity 10 – Barriers on the workplace
3	Activity 11 – West vs East
4	Activity 12 – How punctual are you?
	Debrief
	Evaluation questionnaire

DAY FOUR

Session	Title
1	Introduction to development of effective cultural diverse collaborations
	Activity 13 - Read the text and learn about Intercultural competence
	Activity 14 - Exploit your chances
2	Activity 15 - Increasing self-awareness through reflection
	Activity 16 - Vance Peavy's Group Method in a Nutshell
3	Activity 17 - My rights on the workplace
4	Activity 18 - What is different?
	Debrief
	Evaluation questionnaire

DAY FIVE

Session	Title
1	Role-play game: Dealing with misunderstandings and conflict at workplace
2	Discussion: Key elements for continual improvement and enhancement of intercultural competences
3	Individual short interviews with trainer
4	Completion of course evaluation forms
	Summary and end of course

6. The modules

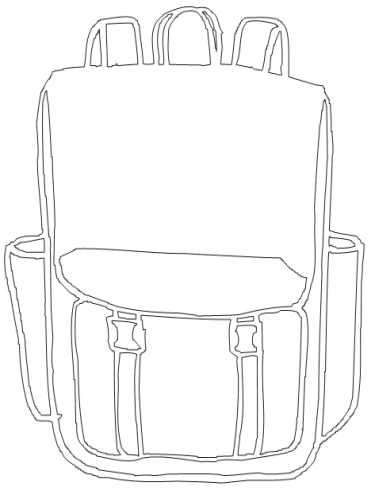
i. Being aware and understanding cultures and cultural differences

Activity 1

Title : The rucksack model: Culture as your personal luggage

Duration : 45 minutes

Methodology: individual activity



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?

Tips for the trainer:

Post the rucksacks of the learners on the board and discuss about similarities and differences as result of different cultural backgrounds.

Activity 2

Title : Reflection: my culture

Duration : 45 minutes

Methodology: Individual activity and group discussion

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?

Tips for the trainer:

Look at following link to get some ideas:

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

Activity 3

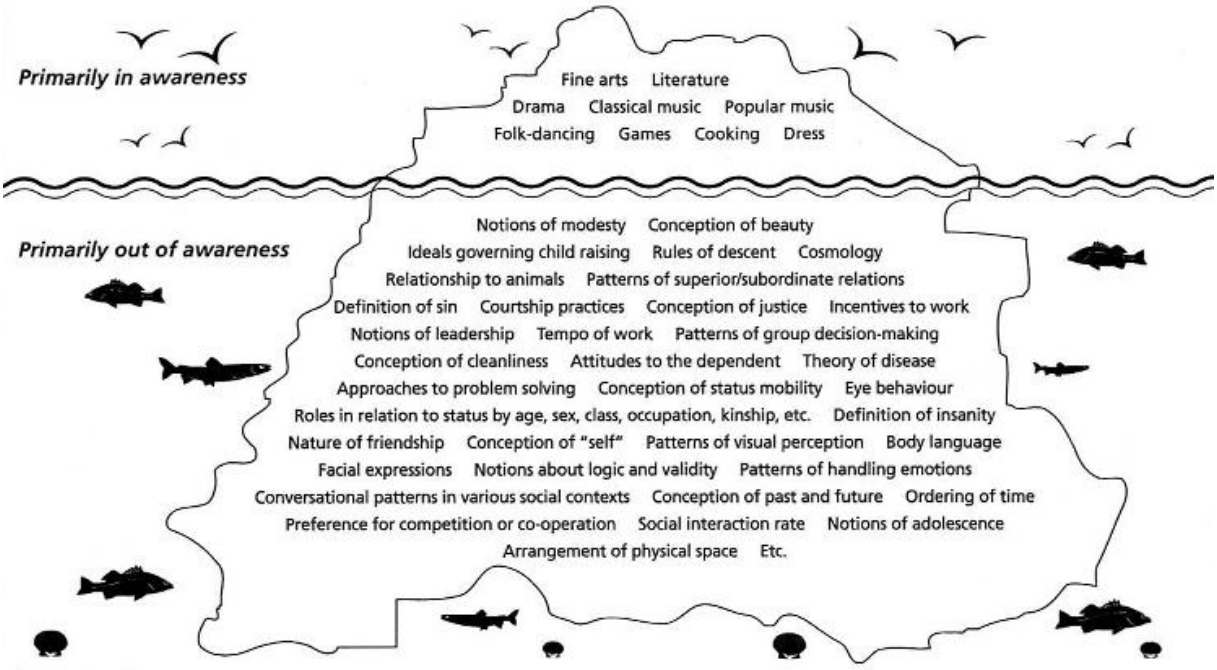
Title : Iceberg module of culture

Duration : 60 minutes

Methodology: Group activity

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

Graphic[11]

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

Work in groups of 4-5 persons. Draw and write an Iceberg with the visible and invisible culture differences at a workplace. Present your drawings to the group.

[11] http://www.swyaa.org/resources/handbook/Index/image7.jpg (02.10.2012)

Activity 4

Title : Understanding family and social structures

Duration : 45 minutes

Methodology: Group activity

Present photos of different families (nuclear, single parent, extended, etc.) and ask participants to describe the photos.

Ask them to present a typical family in their cultural environment and identify the photo that most represents their family.

Discuss the differences and how they affect their personality, social and work behaviour.

Activity 5

Title : Coping with different religions in the workplace

Duration : 45 minutes

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.

Discuss in the class, how the supervisor and colleagues can handle this situation. Discuss the alternatives :

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

How should Ahmet deal with the situation?

Activity 6

Title : Respecting other people beliefs and principles

Duration : 45 minutes

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.

Discuss in the class, how the supervisor and colleagues can handle this situation. Discuss the alternatives :

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

How should Natassa deal with the situation?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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 behaviour. 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					
Analyse, 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					

ii. Diversity at work and dealing with misunderstandings and conflicts

Activity 7

Title : National Stereotypes

Duration : 45 minutes

Methodology: Group discussion

Show some pictures of people of different nationalities. Think about stereotypes. What are different nationalities like (or said to be like)?

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

The learners are asked to come to the board and write anonymously, under each nationality, common perceptions about this culture. Discuss the answers in class.

1. What are the pros and cons of having stereotypes?
2. What are the work situations when stereotypes come in useful?
3. What are the work situations when stereotypes cause difficulties and misunderstandings?

Discuss in group your thoughts.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

20 stereotypes : http://www.youtube.com/watch?v=EXADwrMEMao

Asian stereotypes: http://www.youtube.com/watch?v=PPbvhfYQuM0

Activity 8

Title : Non-verbal communication

Duration : 45 minutes

Methodology: pair-share activity

The learners in pairs show gestures from their cultures and write down how many had the same meaning in their countries and how many were different. The results are presented to the group.

What are the most common gestures in the country where you live?

Are you used to use them?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

Activity 9

Title : Improving the state of my knowledge

Duration: 45 minutes

Methodology: case study

Imagine this scenario: an employer from a foreign country has asked for a meeting with you.

1. What kinds of information do you already have about the country?
2. What other information do you need?
3. Do you know how to find it?
4. What will you not know until you meet the employer face to face?

The learners work in groups of 4-5 persons. Write down answers and were they can find the answers. They present the results to the group.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

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=AlMf_RGlaQU

Cultural Differences in the workplace : http://www.youtube.com/watch?v=YsqtSV4dGmc

Activity 10

Title : Barriers on the workplace

Duration : 45 minutes

Methodology: individual activity

Distribute to the participants the checklist of possible barriers. Ask them to **circle** any one of them which is relevant to them. 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?				
Disabilities (e.g. hearing or visual impairment)	Access to or fear of technology	Fears (e.g. changes, not knowing anyone)	Difficulties related to behaviour	Bullying (personal or 'cyberbullying')
Age	Cultural differences	Language differences	Abilities	Discipline to work
Childcare	Lack of resources	Environment	Creed/religion	Family commitments
Pressure from the family	Previous work experiences	Finance	Accommodation issues	Lack of confidence
Lack of motivation	Lack of social skills	Emotional/ psychological problems	Limited functional skills (e.g. English, language, maths)	Mental health issues
Problems with learning because your class has mixed performance levels	Feeling that I have nothing to contribute	Pressure from the supervisor	Learning difficulties (dyslexia, dyscalculia, etc.)	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	Past experiences		

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.

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			

Discuss in group your ideas and/ or concerns.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

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=AlMf_RGlaQU

Cultural Differences in the workplace : http://www.youtube.com/watch?v=YsqtSV4dGmc

Activity 11

Title : West vs East

Duration : 60 minutes

Methodology: Class game

The learners are divided in two groups of different cultures, Western and Eastern. The cultural characteristics of each group are described in details and given to the groups (without one team seeing the characteristics of the other). The two groups work in different departments of the same company, should meet for the first time and negotiate in 30 minutes if they are going on strike or not.

Tips for the trainer:

The situation and the roles must be well explained and the learners should be encouraged to play their part respecting the personal cultural characteristics of their role. The active participation of all learners should be facilitated by an observer.

Activity 12

Title: How punctual are you?

Duration : 45 minutes

Methodology: Group discussion

Show pictures 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?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

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

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 behaviour. 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					

iii. Development of effective cultural diverse collaborations

Activity 13

Title : Intercultural competences

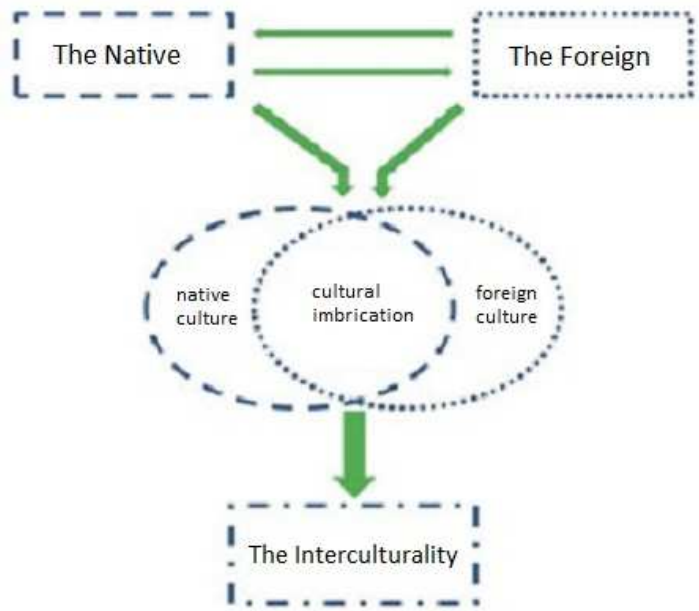
Duration : 45 minutes

Methodology: Case study

Read the text and discuss in class.

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.



Graphic[12]

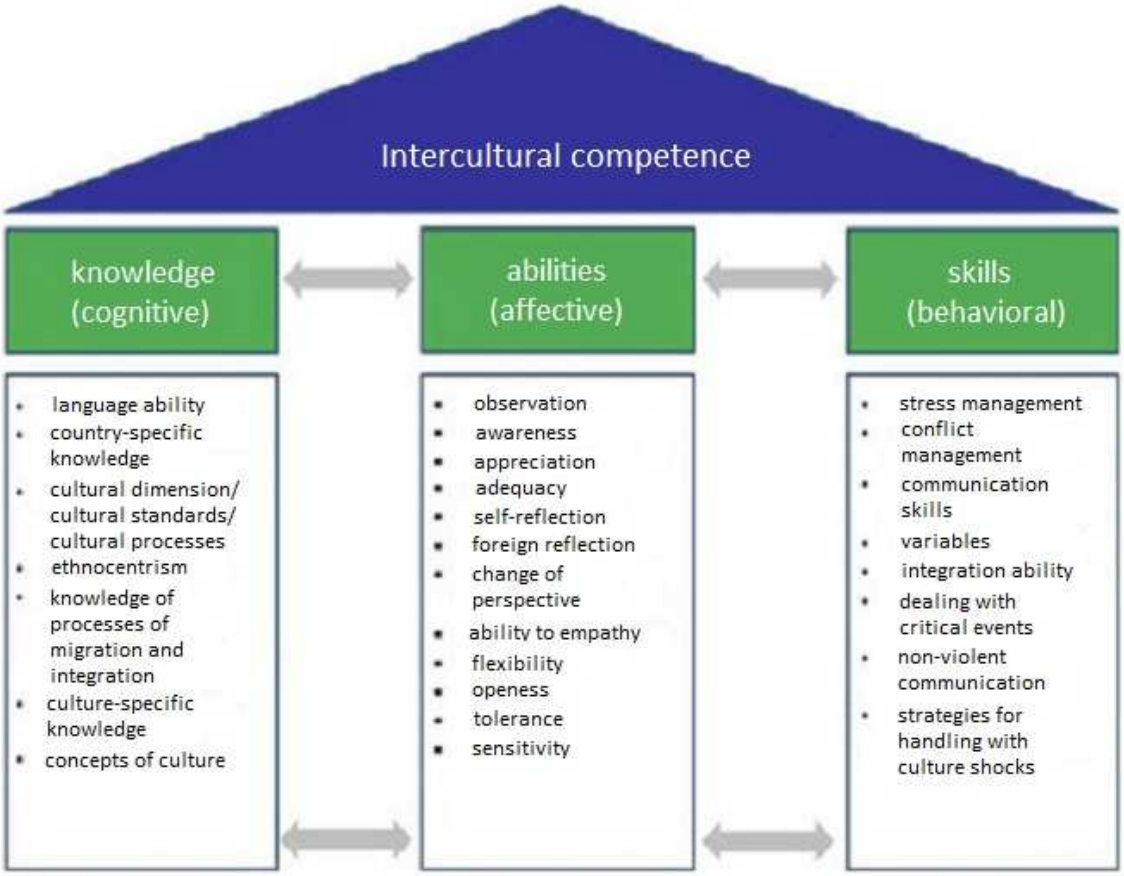
Intercultural interactions are characterised by the circumstance that previous intra culturally accepted patterns of communication and interpretation are not reliably applicable. An intercultural process can develop its own dynamics which might be hardly comprehensible for the ones involved. Correspondingly, 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

[12] http://www.ikud-seminare.de/interkulturelle-kompetenz.html (02.10.2012)

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.



Tips for the trainer:

Look at following links to get some ideas:

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

Activity 14

Title : Exploit your chances

Duration : 45 minutes

Methodology: Group activity

Discuss in groups of 4-5 persons and write down specific elements in your host country that can help your better integration at a workplace. Make different lists of:

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

Tips for the trainer:

Look at following links to get some ideas:

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

Activity 15

Title : Increasing self-awareness through reflection

Duration : 45 minutes

Methodology: Individual activity

- 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 and present to the group.

Activity 16

Title : Vance Peavy's Group Method in a Nutshell

Duration : 45 minutes

Methodology: Case study

The basic idea of the method is to become more aware of personal strengths and further developing the strengths. The method works well 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. The content area of the situation depends on the goal, what specific strengths are to be developed, for example, making first contacts with people from other cultures.

Then read through the story and find personal strengths, here, have a very broad meaning, including knowledge, skills, experiences, features of personality, empathy etc. The strengths can be either clearly seen in the story or they can be inferred from the story.

Activity 17

Title : My rights on the workplace

Duration : 60 minutes

Methodology: group discussion

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?

Work in groups of 4-5 persons and write down your answers. Then present them in class and compare the answers.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

Work in Sweden : http://www.prospects.ac.uk/work_in_sweden.htm

Working in Sweden :

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

Activity 18

Title: What is different?

Duration : 45 minutes

Methodology: Individual activity

Write down the intercultural differences between your home country and your host country. Present them to the group and explain how you solve/minimize them.

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 behaviour. 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/behaviours; 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					

Co- workers – course syllabus

1. Learning outcomes of each module

	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	• 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	• 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 • analyse, evaluate, and relate	• 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
Module 2: Diversity at work and dealing with misunderstandings and conflicts	• the cultural stereotypes (pros and cons) • non-verbal communication – cultural differences • the body language • recognize the barriers on the workplace	• 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	• 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

		interpret	
Module 3: Development of effective cultural diverse collaborations	• the situations of intercultural imbrications • culture-specifics	• tell about intercultural differences and to explain how to solve/minimize them • 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 • use appropriate communication styles and behaviours; in intercultural situations	• 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

2. Course timetable

The training course has total duration of 30 hours and it lasts 5 days. Each day includes 4 sessions of 1, 5 hour (4 training hours in total and 2 hours for breaks).

An indicative timetable is:

1st session: 9:00 - 10:30

2nd session: 10:45 – 12:15

3rd session: 13:00 – 14:30

4th session: 14:45 – 16:30

DAY ONE

Session	Title
1	Registration
	Course Introduction
	Exercise 1 – Ice-breaking activity
	Learning outcomes of the training course – Learners' expectations
2	Introduction to intercultural training
	Definitions
3	Benefits of intercultural training
	Exercise 2 - Write down and present successful diversity management strategies and practices already implemented
4	Group discussion: Exchange of good and/or experiences related to intercultural competences at work
	Case studies

DAY TWO

Session	Title
1	Introduction to being aware and understanding cultures and cultural differences
	Activity 1 – What is culture?
	Activity 2 – Make your cultural profile
2	Activity 3 – Compare culture to iceberg
3	Activity 4 – Values and behaviour
	Activity 5 – How media reflect the culture of a nation?
4	Activity 6 – Respecting other people beliefs and principles
	Debrief
	Evaluation questionnaire

DAY THREE

Session	Title
1	Introduction to diversity at work and dealing with misunderstandings and conflicts
	Activity 7 – National stereotypes
	Activity 8 - Prejudices
2	Activity 9 – Non-verbal communication
	Activity 10 – We are all foreigners
3	Activity 11 – Enter in ones shoes
4	Activity 12 - West vs East
	Debrief
	Evaluation questionnaire

DAY FOUR

Session	Title
1	Introduction to development of effective cultural diverse collaborations
	Activity 13 – Cross-cultural understanding
	Activity 14 – The three dimensions of human behaviour
2	Activity 15 – Communication styles
	Activity 16 – Direct – indirect communication
3	Activity 17 – Working concepts
4	Activity 18 – Learn to learn
	Debrief
	Evaluation questionnaire

DAY FIVE

Session	Title
1	Role-play game: Dealing with misunderstandings and conflict at workplace
2	Discussion: Key elements for continual improvement and enhancement of intercultural competences
3	Individual short interviews with trainer
4	Completion of course evaluation forms
	Summary and end of course

3. The modules

i. Being aware and understanding cultures and cultural differences

Activity 1

Title: What is culture?

Duration : 45 minutes

Methodology: Group discussion

Put the question "What is culture made of?"

The participants anonymously approach the board and write in short description the values that differentiate one culture from another. There are different columns for different cultural aspects e.g. history, religion, progress of technology, public resources etc.

Activity 2

Title : Make your cultural profile

Duration : 45 minutes

Methodology: Individual activity

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

Which influences have formed your character? Write notes about yourself and then think of 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 _____

Tips for the trainer:

Look at following links to get some ideas:

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

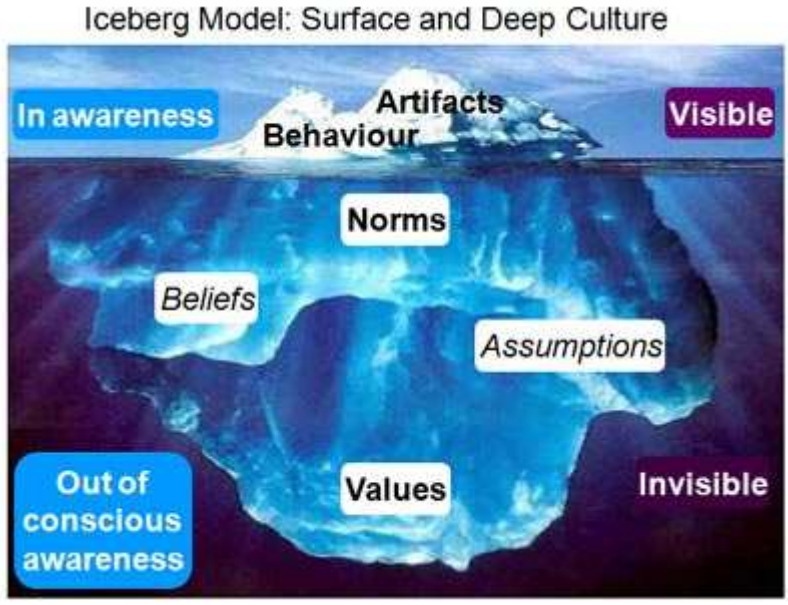
Activity 3

Title : Compare culture to an iceberg

Duration : 60 minutes

Methodology: Group 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.



Graphic[13]

Work in groups of 4-5 persons. 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

[13] http://www.diploweb.com

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

Activity 4

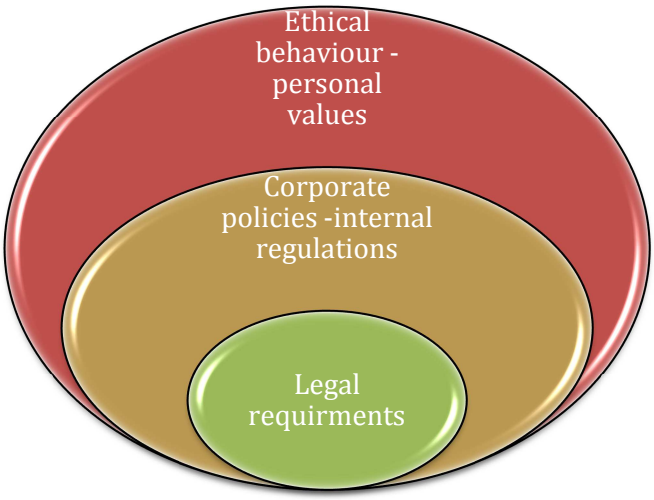
Title : Values and behaviour

Duration : 45 minutes

Methodology: Think-pair-share

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

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

Title: How media reflect the culture of a nation?

Duration : 45 minutes

Methodology: Case study

Present some 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.?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

Activity 6

Title : Respecting other people beliefs and principles

Duration : 45 minutes

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.

Discuss in the class, how the supervisor and colleagues can handle this situation. Discuss the alternatives :

(a) fire her
(b) punish her
(c) impose a dress code

(d) find a common ground

How should Natassa deal with the situation? How you think she would feel?

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 behaviour. 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					
Analyse, evaluate, and relate					

ii. Diversity at work and dealing with misunderstandings and conflicts

Activity 7

Title : National Stereotypes

Duration : 45 minutes

Methodology: Group discussion

Show some pictures of people of different nationalities. Think about stereotypes. What are different nationalities like (or said to be like)?

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

The learners are asked to come to the board and write anonymously, under each nationality, common perceptions about this culture. Discuss the answers in class.

1. What are the pros and cons of having stereotypes?
2. What are the work situations when stereotypes come in useful?
3. What are the work situations when stereotypes cause difficulties and misunderstandings?
4. How could stereotypes affect our collaboration with foreigners at work?

Discuss in group your thoughts.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

20 stereotypes : http://www.youtube.com/watch?v=EXADwrMEMao

Asian stereotypes: http://www.youtube.com/watch?v=PPbvhfYQuM0

Activity 8

Title : Prejudices

Duration : 45 minutes

Methodology: Group discussion

To change behaviour 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.

Show 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.

Initiate a group discussion.

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?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

Activity 9

Title : Non-verbal communication

Duration : 45 minutes

Methodology: group activity

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.

What are the most common gestures in the country where you live?

Are you aware of the differences in body language among different cultures?

Watch the videos for inspiration and discuss about your experiences.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

Activity 10

Title : We are all foreigners

Duration : 45 minutes

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 11

Title : Enter in one's shoes

Duration : 60 minutes

Methodology: Pair and share

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 neighbour 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?

Work in groups of 4-5 persons. Write down answers and were you can find the answers. Present them to the class.

How difficult you think is for your migrant co-workers to find this information for your country?

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

Activity 12

Title : West vs East

Duration : 60 minutes

Methodology: Class game

The learners are divided in two groups of different cultures, Western and Eastern. The cultural characteristics of each group are described in details and given to the groups (without one team seeing the characteristics of the other). The two groups work in different departments of the same company, should meet for the first time and have a business lunch.

Tips for the trainer:

The situation and the roles must be well explained and the learners should be encouraged to play their part respecting the personal cultural characteristics of their role. The active participation of all learners should be facilitated by an observer. Observe how participants react to different behaviours, which topics of discussion they choose and which they avoid. In case of a conflict observe how it will be solved.

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 behaviour. 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					

iii. Development of effective cultural diverse collaborations

Activity 13

Title : Cross-cultural understanding

Duration : 45 minutes

Methodology: Individual activity

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

Look the lists below and add any missing items or delete any unnecessary items. 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 14

Title : The three dimensions of human behaviour

Duration : 45 minutes

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 form 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 15

Title : Communication styles

Duration : 45 minutes

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 16

Title : Direct - Indirect Communication

Duration : 45 minutes

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

Tips for the trainer:

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.

Activity 17

Title : Working concepts

Duration : 60 minutes

Methodology: group activity

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

Discuss in groups 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)

Tips for the trainer:

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 18

Title : Learn to learn

Duration : 45 minutes

Methodology: group activity

Discuss in groups of 4-5 persons and present in class 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?

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 behaviour. 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/behaviours; 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 behaviour and attitudes to follow when cooperating with people of different nationality					
Show openness to intercultural learning and to people from other cultures					

Employers/ supervisors – course syllabus

1. Learning outcomes of each module

	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	• what intercultural competence is • to recognize own culture • other beliefs and principles • how different factors influence culture • cultural self-awareness/ understanding	• 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 • analyse, evaluate, and relate	• 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
Module 2: Diversity at work and dealing with misunderstandings and conflicts	• the cultural stereotypes (pros and cons) • non-verbal communication – cultural differences • the body language • recognize the barriers on the workplace	• 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	• 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

Module 3: Development of effective cultural diverse collaborations	• the situations of intercultural imbrications • culture-specifics	• tell about intercultural differences and to explain how to solve/minimize them • 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 • use appropriate communication styles and behaviours; in intercultural situations	• 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

2. Course timetable

The training course has total duration of 30 hours and it lasts 5 days. Each day includes 4 sessions of 1,5 hour (4 training hours in total and 2 hours for breaks).

An indicative timetable is:

1st session: 9:00 - 10:30

2nd session: 10:45 – 12:15

3rd session: 13:00 – 14:30

4th session: 14:45 – 16:30

DAY ONE

Session	Title
1	Registration
	Course Introduction
	Exercise 1 – Ice-breaking activity
	Learning outcomes of the training course – Learners' expectations
2	Introduction to intercultural training
	Definitions
3	Benefits of intercultural training
	Exercise 2 - Write down and present successful diversity management strategies and practices already implemented
4	Group discussion: Exchange of good and/or experiences related to intercultural competences at work
	Case studies

DAY TWO

Session	Title
1	Introduction to being aware and understanding cultures and cultural differences
	Activity 1 – Perspectives on your past
2	Activity 2 - Compare culture to an iceberg
3	Activity 3 - Values and behaviour
	Activity 4 - Respecting other people beliefs and principles
4	Activity 5 - Coping with different religions in the workplace
	Debrief
	Evaluation questionnaire

DAY THREE

Session	Title
1	Introduction to diversity at work and dealing with misunderstandings and conflicts
	Activity 6 – Assessing your comfort with diversity
	Activity 7 – Action planning and contracting

2	Activity 8 – Diversity issues
3	Activity 9 – Cultural flower
	Activity 10 - We are all foreigners
	Activity 11 – Prejudices
	Debrief
	Evaluation questionnaire

DAY FOUR

Session	Title
1	Introduction to development of effective cultural diverse collaborations
	Activity 12 – Changing management mind set
	Activity 13 – When I felt different
2	Activity 14 - The three dimensions of human behaviour
	Activity 15 - Communication styles
3	Activity 16 - Working concepts
4	Activity 17 - Direct - Indirect Communication
	Debrief
	Evaluation questionnaire

DAY FIVE

Session	Title
1	Role-play game: Dealing with misunderstandings and conflict at workplace
2	Discussion: Key elements for continual improvement and enhancement of intercultural competences
3	Individual short interviews with trainer
4	Completion of course evaluation forms
	Summary and end of course

3. The modules

i. Being aware and understanding cultures and cultural differences

Activity 1

Title : Perspectives on your past

Duration : 60 minutes

Methodology: Individual activity

Read through the following items (I to VI) and jot 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.
- 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) Race

_____
_____
_____

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?

_____
_____
_____

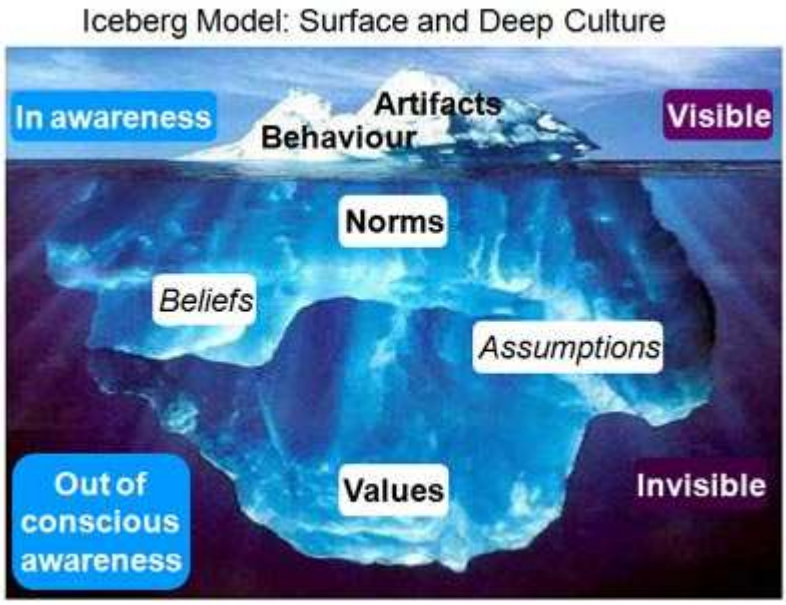
Activity 2

Title : Compare culture to an iceberg

Duration : 60 minutes

Methodology: Group 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.



Graphic[14]

Work in groups of 4-5 persons. 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

[14] http://www.diploweb.com

13. architecture

14. mass media

15. perception of beauty

Activity 3

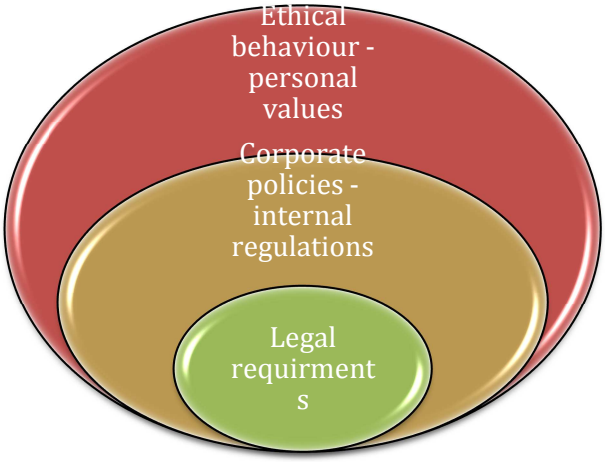
Title : Values and behaviour

Duration : 45 minutes

Methodology: Think-pair-share

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

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 4

Title : Respecting other people beliefs and principles

Duration : 45 minutes

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.

Discuss in the class, how the supervisor and colleagues can handle this situation. Discuss the alternatives :

(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?

Activity 5

Title : Coping with different religions in the workplace

Duration : 45 minutes

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.

Discuss in the class, how the supervisor and colleagues can handle this situation. Discuss the alternatives :

(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?

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 behaviour. 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					
Analyse, evaluate, and relate					

ii. Diversity at work and dealing with misunderstandings and conflicts

Activity 6

Title : Assessing your comfort with diversity

Duration : 45 minutes

Methodology: Individual activity

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 discomfort show itself."

	0	1	2	3	4	5	6	7	8	9	10	How does your discomfort show?
Age												
Gender												
Sexual orientation												
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												
Relationship to authorities												
Significance of work in one's life												

Personal hygiene												
Language ability (ink. accent)												
Use of recreational time												
Other differences												

Activity 7

Title : Action planning and contracting

Duration : 45 minutes

Methodology: Individual activity

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' form[15]

The primary action I will tale 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:

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

_____

_____

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

_____

_____

Name: _____

Frequency: _____

First meeting (time and date): _____

Activity 8

Title : Diversity issues

Duration: 60 minutes

Methodology: Group activity

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 a sage, race, 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
- Large numbers will retire soon, leaving an experience gap. - Some people have stereotypes about older and younger workers.	- Some who retire may be available to consult. - Mix of ages helps when needed to assure growth of organization.

Race	
Challenges	Opportunities

Gender (Women in management)	
Challenges	Opportunities

Education	
Challenges	Opportunities

Disability	
Challenges	Opportunities

Sexual orientation	
Challenges	Opportunities

Activity 9

Title : Cultural flower

Duration : 45 minutes

Methodology: individual activity

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

- 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 10

Title : We are all foreigners

Duration : 45 minutes

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 11

Title : Prejudices

Duration : 45 minutes

Methodology: Group discussion

To change behaviour 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.

Show 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.

Initiate a group discussion.

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?

Tips for the trainer:

Look at following YouTube clips to get some ideas:

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

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 behaviour. 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					

iii. Development of effective cultural diverse collaborations

Activity 12

Title : Changing management mind set

Duration : 45 minutes

Methodology: Individual activity

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

Place a check in the box where you believe most managers or supervisors in your organization are today in their mind set („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 13

Title : When I felt different

Duration : 45 minutes

Methodology: Individual activity

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 14

Title : The three dimensions of human behaviour

Duration : 45 minutes

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 form 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 15

Title : Communication styles

Duration : 45 minutes

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 16

Title : Working concepts

Duration : 60 minutes

Methodology: group activity

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

Discuss in groups 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)

Tips for the trainer:

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 17

Title : Direct - Indirect Communication

Duration : 45 minutes

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

Tips for the trainer:

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.

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 behaviour. 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/behaviours; 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 behaviour and attitudes to follow when cooperating with people of different nationality					
Show openness to intercultural learning and to people from other cultures					

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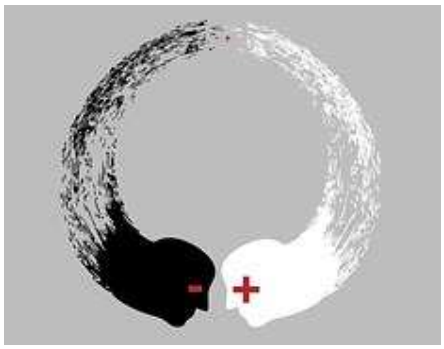
Annexes

i. Annex 1- Role playing game "Dealing with misunderstandings and conflict at workplace"



Time Required:

• 90 minutes (30 minutes for each group of 3 persons)

Materials Needed:

• One copy of Role-Play Scenario for each group

• One copy of Observer's Worksheet for each observer

• One copy of Resolving Conflict Checklist for each participant

Objective:

• Learn how to deal with misunderstandings at work and practice conflict resolution techniques.

Methodology:

Distribute to the participants a conflict scenario for role-play.

- Divide participants into groups of three.
- Each team chooses who will be the two role players and who will be the observer.
- The facilitator hands out the Role-Play Scenarios and the Observer's Sheet to the participants of each team.
- Each participant receives a copy of the Resolving Conflict Checklist.
- The participants who take on character roles should role-play the conflict.
- The observer(s) uses the Observer's Sheet to write down how the characters manage the conflict.
- After 15 minutes, the observer(s) gives feedback to the team and presents the resolution techniques that each participant used.
- The participants with the character roles explain their behaviour and their own version on how they tried to solve this conflict.

Group discussion:

• Give an example of how the participants could apply a guideline from the Resolving Conflict Checklist to resolve the conflict.

• Next time you try to resolve a similar conflict, what you think is most important to remember? Why?

Roles

1st group (for migrant workers and co-workers)

Alice

Your feelings:

- You work as a cashier at a big clothing shop and you have to work closely with Carmen on a daily basis, but you can't get along with her. She is lazy, she stops for a break without notice, she chats with the clients and you have to work twice as hard to avoid the customers' complains about the long queue. She is very annoying.

Your behaviour:

- Interrupt Carmen as much as possible.
- Show your opinion that Carmen is stupid in a nonverbal communication way.

Carmen

Your feelings:

- You work as a cashier at a big clothing shop and you have to work closely with Alice on a daily basis, but you can't get along with her. You believe that she is stressful person, obsessed on silly details and wants to have authority on you. She has excessive ambitions and irrational demands.

Your behaviour:

- Talk about your opinions and feelings without backing them up with facts.
- Show your resentment of the way Alice treats you.

2nd group (for migrant workers and co-workers)

Martin

Your feelings:

- You work at a manufacturing company and you have to work closely with Carlo on a daily basis, but you can't get along with him. He is usually late at work, he is talking a lot during work making fun of all colleagues and he talks a lot about women in an offensive way. He is rude and annoying.

Your behaviour:

- Show irony against Carlo. Keep quiet voice.
- Talk on behalf of your colleagues as well.

Carlo

Your feelings:

- You work at a manufacturing company and you have to work closely with Martin on a daily basis, but you can't get along with him. He is very shy, closed person, always very serious; you can't understand how to approach him. You are sure he has no personal life at all.

Your behaviour:

- Talk loudly and aggressively.
- Show offended of what he is telling you.

3rd group (for migrant workers and co-workers)

Aiko

Your feelings:

- You are a secretary at a service company and you have to work closely with Brian on a daily basis, but you can't get along with him. His behaviour is not professional; he makes a lot of gestures that you find inappropriate, he is asking you indiscreet questions and he makes you feel embarrassed. Sometimes you have seen him drinking during breaks.

Your behaviour:

- Show fragile and emotionally vulnerable.
- Talk only about how you feel.

Brian

Your feelings:

- You work as an employee at a service company and you have to work closely with Aiko on a daily basis, but you can't get along with her. She is always excessively polite, she is not participating in team building activities among colleagues and she keeps a lot of secrets. You believe that she is faking a nice behaviour to get promoted.

Your behaviour:

- Keep calm and don't you show any emotion.
- Ask her to see things from your point of you.

1st group (for managers and supervisors)

Bill

Your feelings:

- You are the owner of a shop with touristic souvenirs and you employ Florin who is a migrant. Florin is your employee for more than 1 year and still he is not able to communicate in your language. He understands what you are telling him in simple words but he cannot express what he thinks, almost at all.

Your behaviour:

- Use a lot of body language.
- Speak quickly and interrupt him often.

Florin

Your feelings:

- You work at a shop with touristic souvenirs for more than 1 year and your employer is Bill. He is nice to you but he doesn't understand your efforts to learn the language. You still feel as a foreigner and you don't feel confident to express your opinion.

Your behaviour:

- Don't show emotions.
- Put the blame on your employer.

2nd group (for managers and supervisors)

Martin

Your feelings:

- You are manager at a manufacturing company and you have to supervise Hasan, a Muslim migrant. He is a hard working worker but he goes on breaks regularly to pray. This slows down the productivity and creates complains from his co-workers who have to make up for his lost time.

Your behaviour:

- Show comprehension. Keep quiet voice.
- Talk on behalf of his colleagues as well.

Hasan

Your feelings:

- You are a Muslim migrant and you work at a manufacturing company. Your manager is Martin and you can't get along with him. You feel like he is not treating you the same way with your co-workers and that he does not fully respect your differences as foreigner.

Your behaviour:

- Talk loudly and aggressively.
- Show offended of what he is telling you.

3rd group (for managers and supervisors)

Brian

Your feelings:

- You work at a service company and you are a supervisor of Alina, who is a migrant. Her performance at work is very satisfactory but during breaks she opens discussions with her colleagues about politics and religion and many times she causes conflicts among staff because of her different point of views.

Your behaviour:

- Be assertive. Forbid political and religious conversations at the workplace.
- Show your opinion that Alina is stupid in a nonverbal communication way.

Alina

Your feelings:

- You are a migrant and you work as an employee at a service company. You get along with your co-workers but you feel that they are narrow-minded and don't accept diversity in opinions. You are politically active and you feel confident to defend your rights.

Your behaviour:

- Keep calm and don't you show any emotion.
- Ask him to see things from your point of you.

Observer's Worksheet for Role-Play Scenarios

INSTRUCTIONS: Observe the role-play scenarios and answer the following questions about the way the participants interacted.

- How successful were the role players in identifying the real problem?
- Comment on how listening behaviours as an outsider made it easier (or more difficult) to resolve the conflict.
- How did nonverbal communication affect the role players' ability to resolve the conflict?
- How do you think the interaction you observed would affect the working relationship between the two people involved?
- What advice do you have for the participants about resolving conflict?

Resolving Conflict Checklist

☐ Ask questions to draw out the other side of the conflict.

☐ Listen without judging.

☐ Avoid interrupting, blaming, and arguing.

☐ Give periodic feedback to check understanding.

☐ Ask for feedback to check understanding of your viewpoint.

☐ Ask for commitment to working out a solution.

☐ Set goals, create an action plan, and follow up on your solution.

ii. Annex 2- 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. [16]

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 take 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 conflictis 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)

[16] http://business.uni.edu/buscomm/Interpersonal/ConflictPrevention.htm

•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 scare 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 problemrather 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 hamstring in this stage.

3. In the case of other people being involved, show empathywith 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 solutionwhich 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 agreemen 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 commi to respect the compromise solution (NTNC).

Accommodate

Don't let your ego control your behaviour. You don't need to win everytime. 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 teamplayer. 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 you 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 urging decision, you could try postponing the discussion. Do not get involved in a conflict when you have other important issues that a 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.

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 mindset 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.

Tips for the trainer:

Look at following YouTube clips to get some ideas:

Conflict Management Trailer

https://www.youtube.com/watch?v=R7l4R_-klRA&list=PLEQIjXSjYeDPwwlpmIuCE3nDVjvmshwQV&index=102

Conflict Resolution

https://www.youtube.com/watch?v=KY5TWVz5ZDU

Conflict Management

https://www.youtube.com/watch?v=e632M8qEdyw

Four Tips for Managing Conflict

https://www.youtube.com/watch?v=QJiJ95mHftE

Managing Conflict In Your Workplace

https://www.youtube.com/watch?v=ILUkGb4sZ0s

Workplace Conflict

https://www.youtube.com/watch?v=0fBtt3Pk_dM

Mediating Employee Conflict | Conflict Resolution

https://www.youtube.com/watch?v=oqFoy8ehzuc

How to Manage Conflict at the workplace?
https://www.youtube.com/watch?v=rU30E2g3BbI&list=PLEQIjXSjYeDPwwlpmIuCE3nDVjvmshwQV&index=15

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

Activity 1. I, me and myself

Duration: 30-45 minutes

Methodology: individual activity

Can be combined with one hour in a group discussing the questions and answers if the participants agree to do so.

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!

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?

Activity 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.

Activity 3. Analyse 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 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 avoid open discussion of my differences with the other.
7. ___|___ I use my authority to make a decision in my favour.
8. ___|___ I try to find a middle course to resolve an impasse.
9. ___|___ I 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 favours 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 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:

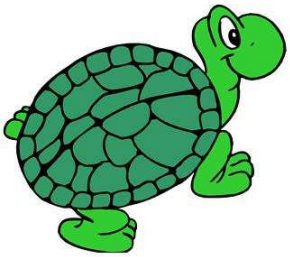
Column 4 Accommodation Score:

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.

Activity 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.

Activity 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 a conflict between different persons/staff at work. The staff are from different ethnic backgrounds, how would they behave in a conflict?

Try to imaging 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?

iii. Annex 3- Self-evaluation tool

File “Annex3_File for evaluator.xlsx”

iv. Annex 4 – 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	☐ Female ☐ Male
Age	☐ 16 to30 years ☐ 31 to 45 years ☐ 46 to 55 years ☐ More than 55 years
Mother tongue	_____

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 schedule is appropriate					
3	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	The classroom was adequate (good environmental conditions)					
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	Group activities have been			
8	Material (readings, videos) have been			
9	Modules extension has been			
10	Received information has been			
11	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
12	Clarity and Simplicity to be understood					
13	Possibility of application at work					
14	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
15	Stereotype					
16	Cultural differences between countries					
17	Communication					
18	The barriers at work					
19	Prejudice					
20	Empathy					
21	Cultural diversity between countries					
22	Concept of work for each culture					
23	Individual work					
24	Team work					
25	Behaviour values					
26	Personal strengths					
		1 Not at all	2 Slightly	3 Moderately	4 Very	5 Extremely
27	Conflict Resolution					
28	Adaptation to new situations					
29	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
30	Stereotypes			
31	Cultural differences between countries			
32	Communication			
33	The barriers at work			
34	Prejudice			

35	Empathy			
36	Cultural diversity between countries			
37	Concept of work for each culture			
38	Individual work			
39	Team work			
40	Behaviour values			
41	Personal strengths			
42	Conflict Resolution			
43	Adaptation to new situations			
44	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
9	Practical						Theoretical
10	Boring						Interesting
11	Not stimulated						Stimulated
12	Fast						Slow

	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