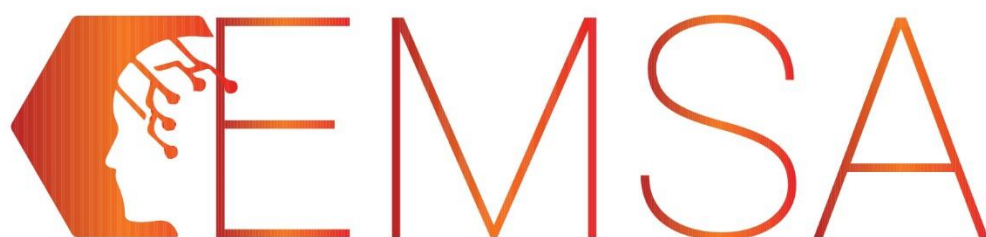


JOINT DEVELOPMENT, PILOTING AND VALIDATION OF
ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA
AND TRAINING MATERIALS FOR THIRD COUNTRIES



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM:

8. CULTURAL AWARENESS AND EXPRESSION
METHODOLOGICAL TOOLS

**TASK ID AND TITLE 2.3: JOINT DEVELOPMENT OF THE CURRICULA AND
TRAINING MATERIALS FOR ERF**

PARTNER RESPONSIBLE FOR THIS ACTIVITY: DIMITRA EDUCATION & CONSULTING

PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Lump Sum Grants
Project title:	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
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COORDINATED BY



PROJECT PARTNERS



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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	8. Cultural Awareness and Expression
<p>Learning Outcomes for the Competence</p>	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> ✓ <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> ✓ <i>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> ✓ <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> <p>In terms of skills:</p> <ul style="list-style-type: none"> ✓ <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> ✓ <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> ✓ <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> <p>In terms of competences:</p> <ul style="list-style-type: none"> ✓ <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i> ✓ <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</i>

	✓ <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
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Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	3
<input type="checkbox"/> Open-ended questions	
<input checked="" type="checkbox"/> Close-ended questions	1
<input checked="" type="checkbox"/> Group discussion	5
<input checked="" type="checkbox"/> Brainstorming	1
<input type="checkbox"/> Individual exercise	
<input checked="" type="checkbox"/> Group exercise	2
<input checked="" type="checkbox"/> Experiential workshop	1
<input checked="" type="checkbox"/> Role play	1
<input type="checkbox"/> Video projection and analysis	
<input type="checkbox"/> Other (Case study)	3
Total Number of Methodological Tools:	17

Referencing the Methodological Tools

**PPT for PowerPoint Presentation/MT for other Methodological Tools + Competence Number.Topic
Number_Number of Methodological Tool**

Examples:

PPT1.1_1 = PowerPoint presentation, on ERF competence number 1, on Topic 1, 1st tool

MT3.2_4 = Methodological tool, on ERF competence 3, on Topic 2, 4th tool



COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological Tool Code and Title	<p>PPT6.1_1 Lecture on Understanding the diversity of cultural expressions and the importance of cultural heritage</p> <p>PPT6.2_1 Lecture on Cultural Intelligence</p> <p>PPT6.3_1 Lecture on Effective communication skills in intercultural contexts</p>
Competence Number and Title	<p>6. Cultural Awareness and Expression</p>
Learning Outcomes (of all the 3 Competence Topics) covered by the Methodological Tool	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> ✓ <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> ✓ <i>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> ✓ <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> <p>In terms of skills:</p> <ul style="list-style-type: none"> ✓ <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> ✓ <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> ✓ <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> <p>In terms of competences:</p>

	<ul style="list-style-type: none"> ✓ <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i> ✓ <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</i> ✓ <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
Methodological Tool Aim	<ul style="list-style-type: none"> ✓ The ability to effectively interact with people from different backgrounds. ✓ A sense of agency and the confidence to contribute positively to a more inclusive world. ✓ A broader understanding of global issues and the interconnectedness of cultures. ✓ Practical communication skills for working effectively in intercultural environments. ✓ Needed skills to overcome common communication barriers, and practice conflict resolution strategies that can be applied in diverse cultural contexts.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ There is a big list of references you can use to inform yourself about the topic if you are not familiar with it. ✓ Look at the notes, you will find several points about the activities are mentioned there. ✓ Look through the MT structure and make sure you know how to apply it.
Attachments for the use of the Methodological Tool	

ADDITIONAL METHODOLOGICAL TOOLS

1. EXPERIENTIAL WORKSHOP

Methodological Tool Code and Title	MT6.1_1
Competence <u>Topic</u> Number and Title	6.1 Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	This workshop should last for 20 minutes and should show the differences and similarities of the cultures. Learners will use arts to represent themselves and try to think in a teamwork how to be united. The discussion raised during the activity expected to pave the way to the lecture.
Hints and tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity.
Attachment/s to use the Methodological tool	The MT is displayed in the PPT6.1_1

<i>Methodological Tool Title</i>
Experimental workshop
<i>Description of the Experiential Workshop</i>
<p>This experimental workshop engages participants in a creative exercise to explore and express cultural heritage. Over the course of 10 minutes, participants will gather digital images, music, and art pieces that resonate with their culture. Working in groups, they'll combine their chosen items into a collective art piece that captures their interpretation of cultural heritage. The final product could be a photo collage, poem, song playlist, or any form they choose. Participants will then reflect on the experience, discussing cultural differences, challenges, and the unifying aspects they discovered.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> • Introduction and Explanation: 5 minutes • Activity Time: 10 minutes (for individual gathering and creation) • Collaboration and Finalization: 10 minutes (for group unification of pieces) • Group Presentations and Reflection: 10-15 minutes • Debriefing: 5 minutes
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> • Set a positive and inclusive tone, encouraging respect and openness to each participant's culture. • Clearly explain that the aim is not to create a perfect piece of art but to creatively express and share cultural heritage. • Encourage participants to choose pieces that hold personal cultural significance and discuss them within the group. • Be mindful of managing time, especially during the collaborative and debriefing segments.
<i>Implementation Steps (for the Participants)</i>

<ul style="list-style-type: none"> ✓ Introduction: Brief participants on the activity’s purpose and the concept of cultural heritage. ✓ Form Groups: Use breakout rooms to divide participants into groups, ensuring diversity in each group. ✓ Individual Selection (10 minutes): Each participant selects or creates a piece (art, music, etc.) that represents their culture. ✓ Group Collaboration (10 minutes): Groups work together to integrate their individual selections into one unified artwork. ✓ Presentation (10-15 minutes): Each group shares their collaborative piece, explaining the choices and discussing any cultural insights. ✓ Debrief: Ask debriefing questions to help participants reflect on the experience.
<p><i>Allocation of tasks (if applicable)</i></p>
<ul style="list-style-type: none"> • <i>Learners select personal cultural items, collaborate with group members, and discuss reflections.</i>
<p><i>Necessary Equipment and Materials (if applicable)</i></p>
<ul style="list-style-type: none"> • a video conferencing tool with breakout room functionality, and a shared document or slideshow for each group’s final piece.
<p><i>Online Classroom Setting (if applicable)</i></p>
<p>Be aware of:</p> <ul style="list-style-type: none"> Breakout Rooms: Set up breakout rooms in advance for seamless transitions. Screen Sharing: Enable screen sharing for participants to show their selected pieces. Chat Function: Encourage the use of the chat for questions or additional sharing.
<p><i>Expected Results</i></p>
<p>Cultural Awareness: Participants will gain insights into the diverse cultural backgrounds within their group. Collaboration: Participants will experience the challenges and rewards of collaborating across cultural differences. Creative Expression: Groups will produce a collective work of art that represents an amalgamation of cultural heritage perspectives. Reflection on Unity and Difference: Through the activity, participants will explore how differences can foster unity when respected and acknowledged.</p>
<p><i>Debriefing Questions</i></p>



<ol style="list-style-type: none"> 1. Did you experience any challenges in merging different cultural elements? 2. What aspects of this activity made you feel more connected or aware of other cultures?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Remind participants that this activity aims to embrace diversity and show how cultural differences can combine to create something unique and meaningful. ✓ Encourage open-mindedness and stress that all contributions are valuable, regardless of artistic expertise. ✓ Emphasize that any challenges in reaching consensus are part of the learning process, reflecting real-world cultural collaboration.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
N/A
<i>Attachment/s (if applicable)</i>
N/A

2. ROLE PLAY

Methodological Tool Code and Title	MT 6.1_2
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i>

	3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	The activity encourages critical thinking on appropriate preservation methods, awareness of cultural sensitivity, and the importance of thorough documentation, conservation standards, and international cooperation.
Hints and tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the time-line of the activity.
Attachment/s to use the Methodological Tool	N/A

<i>Methodological Tool Title</i>
Role Play
<i>Role Play Scenario</i>
In this role-play, participants reenact the events surrounding the 2014 incident with Tutankhamun's mask, where an attempt to repair the mask led to controversy due to the improper use of epoxy glue. Participants research the incident, analyze what went wrong, and consider alternative solutions from the perspective of the restoration team. The aim is to help participants understand the challenges of cultural heritage preservation and the importance of proper conservation techniques.
<i>Roles</i>
<ul style="list-style-type: none"> • Conservators: Participants act as the primary restorers responsible for maintaining the integrity of the mask. • Museum Curators: Team members focusing on cultural significance, emphasizing careful handling and exhibition of the artifact. • Heritage Documentation Specialists: Individuals in charge of cataloging and recording the condition and conservation process. • Educators: Those tasked with creating a public awareness strategy for transparency and community engagement in cultural preservation.



<ul style="list-style-type: none"> • Legal Advisors: Participants consider the legal implications of preservation and advise on regulations, such as guidelines set by UNESCO.
<p><i>Allocation of Roles</i></p>
<p>Trainer: Assigns roles within each group based on participant interests or lets each group decide. Participants: Each person in a group takes on one role and conducts a brief research task related to their role’s responsibilities and perspective on the incident.</p>
<p><i>General Guidelines (for the Trainer)</i></p>
<p>Encourage thorough research to understand the sequence of events and identify where the restoration process went wrong. Explain the importance of each role and the unique perspective it brings to the issue of cultural preservation. Highlight that the goal is to simulate real-life problem-solving, emphasizing ethics and responsibility in cultural conservation. Provide links or suggestions for reputable resources for the research phase.</p>
<p><i>Implementation Steps (for the Participants)</i></p>
<ul style="list-style-type: none"> • Introduction (5 minutes): Explain the incident involving Tutankhamun’s mask and introduce the goal of the activity. • Group Assignment and Research (15 minutes): Divide participants into groups, assign roles, and allow time to research the incident and the role-based responsibilities. • Role Play and Discussion (15 minutes): Each group discusses their findings and formulates a preservation plan, deciding on what they would have done differently. • Presentation (10 minutes): Each group presents their alternative approach to handling the restoration. • Debriefing and Reflection (10-15 minutes): Discuss insights and learnings from the role-play.
<p><i>Estimated Duration (broken down into steps, if necessary)</i></p>
<p>Total Time: 45-55 minutes</p> <ul style="list-style-type: none"> • Introduction: 5 minutes • Research: 15 minutes • Role Play Discussion: 15 minutes • Presentation: 10 minutes • Debriefing: 10-15 minutes
<p><i>Necessary Material and Equipment (if applicable)</i></p>
<p>N/A</p>



Online Classroom Setting (if applicable)	
<i>Make sure you:</i>	
<ul style="list-style-type: none"> • Pre-assign or assign participants to breakout rooms for their groups. • Enable screen sharing so participants can show visuals or articles during presentations. • Provide a shared online document where groups can outline their findings and decisions. 	
<i>Checklist to Evaluate the Role Play (this can be also provided in document form in the last row)</i>	
<ul style="list-style-type: none"> ✓ Did the group identify the main issue in the preservation process accurately? ✓ Did each role contribute a relevant perspective on the incident? ✓ Did the group propose a feasible and ethical alternative preservation plan? ✓ Were participants able to articulate the cultural and legal importance of their preservation approach? ✓ Did the group work collaboratively, respecting and integrating each perspective? 	
<i>Debriefing Questions</i>	
<ol style="list-style-type: none"> 1. How did this experience change your view on the complexity of cultural preservation? 2. How did each role's perspective impact the group's decision-making process? 	
<i>Remarks by the Trainer</i>	
<ul style="list-style-type: none"> ✓ Highlight that preservation often involves balancing historical accuracy with the need for public display and education. ✓ Encourage participants to reflect on how this role-play illustrates the importance of patience, research, and teamwork in cultural conservation. 	
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>	
N/A	
<i>Attachment/s (if applicable)</i>	
N/A	

3. CASE STUDY

Methodological Tool Code and Title	MT6.1_3
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Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>DEFINE CULTURAL DIVERSITY BY IDENTIFYING AND EXPLAINING VARIOUS CULTURAL TRADITIONS AND PRACTICES WITHIN DIFFERENT COMMUNITIES.</i> 2. <i>EMPLOY EFFECTIVE INTERCULTURAL COMMUNICATION BY ENGAGING IN RESPECTFUL AND INFORMED DIALOGUES WITH INDIVIDUALS FROM DIVERSE CULTURAL BACKGROUNDS.</i> 3. <i>IMPLEMENT STRATEGIES TO ADAPT BEHAVIOR AND PRACTICES IN MULTICULTURAL SETTINGS, SHOWING SENSITIVITY AND RESPECT TOWARDS DIFFERENT CULTURAL NORMS AND VALUES.</i>
Methodological Tool Aim	<p>Through examining the Dolce & Gabbana campaign, participants will analyze how cultural misinterpretations can damage brand reputation and alienate audiences, especially in international contexts. The activity aims to foster critical thinking about respectful cross-cultural marketing and the importance of cultural sensitivity.</p>
Hints and tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Make sure that learners follow the timeline of the activity
Attachment/s to use the Methodological Tool	N/A

<i>Methodological Tool Title</i>
D&G Loves China" campaign Case study
<i>Case Study Source (e.g., URL)</i>
https://www.youtube.com/watch?v=594Q9CJQbD4
<i>Case Study Content</i>
<p>That stereotypes are a double-edged sword is evident in a campaign launched by Dolce & Gabbana in 2018. We are talking about the “D&G Loves China” campaign, where three unfortunate videos saw Chinese model Zuo Ye attempting to eat pizza, pasta, and cannoli with chopsticks. While Chinese folk music played in the background, a Mandarin-speaking voiceover said, “Welcome to the first episode of ‘Eating with Chopsticks’ by Dolce & Gabbana”.</p> <p>Everything looked and sounded wrong, from the embarrassing sexual innuendo to the voiceover, which mocked Chinese pronunciation.</p> <p>No wonder the campaign was a complete shipwreck for D&G. The ads were labeled as patronizing, “offensive” and stereotypically “backward”. Gabbana was so piqued by the comments that he replied from his Instagram account, pouring salt in the wound</p> <p>Eventually, D&G’s maxi fashion show in Shanghai had to be canceled (with one hundred models ready for the catwalk and 1,500 guests including local celebrities and influencers), with a considerable loss for the brand.</p> <p>The mishap triggered a boycott in China and Stefano Dolce and Domenico Gabbana eventually had to plead for forgiveness in a cringing video.</p>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> • Introduction and Explanation: 5 minutes • Group Analysis and Discussion: 15-20 minutes • Presentation of Findings: 5-10 minutes

<ul style="list-style-type: none"> • Debriefing and Reflection: 5 minutes
<p><i>General Guidelines (for the Trainer)</i></p>
<ul style="list-style-type: none"> • Encourage participants to engage with the case study critically and without bias, acknowledging that cultural perspectives vary widely. • Emphasize that the purpose of this activity is to understand the impact of cultural sensitivity and the consequences of cultural misrepresentation, not just to critique the brand. • Remind participants to consider both the short-term and long-term impact of such campaigns on brand image and consumer trust.
<p><i>Implementation Steps (for the Participants)</i></p>
<ol style="list-style-type: none"> 1. Introduction: Trainer provides background on the Dolce & Gabbana incident and explains the objective of analyzing the campaign. 2. Group Assignment: Divide participants into groups and give each group the case study and discussion questions. 3. Case Analysis: Each group discusses the campaign, reflects on the questions provided, and considers additional relevant points. 4. Present Findings: Each group shares their perspectives on the campaign’s cultural missteps and suggests what could have been done differently. 5. Reflection: Trainer asks debriefing questions to encourage personal reflections and insights.
<p>Open-ended Question</p> <p>Please answer the question below.</p>
<p>Question:</p> <ol style="list-style-type: none"> 1. Do you agree with the public perception that this campaign was offensive? Why or why not? 2. What could Dolce & Gabbana have done differently to avoid these issues? 3. Can you think of other campaigns that raised similar issues with cultural identity and stereotyping? 4. What strategies can brands use to avoid cultural misrepresentation in their campaigns? 5. In your view, how does cultural sensitivity (or lack thereof) impact a brand’s ability to operate in global markets?

<ul style="list-style-type: none"> • <i>No Expected answer, learners should reply from their knowledge and perspectives and based on the information they got during the course.</i>
<i>Debriefing Questions</i>
<ul style="list-style-type: none"> • What insights did you gain about the potential risks of cultural stereotyping? • How does this case study impact your perspective on the importance of cultural awareness in global marketing?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Highlight the importance of collaboration with cultural experts to avoid cultural missteps. • Emphasize that respecting cultural identity is crucial not only for the brand’s success but also for fostering global inclusivity. • Encourage participants to think about the value of diverse perspectives in creative teams, especially when designing campaigns for a global audience.
<i>Attachment/s (if applicable)</i>
<p>https://www.youtube.com/watch?v=594Q9CJQbD4</p>

4. GROUP EXERCISE

Methodological Tool Code and Title	MT6.1_4
Competence <u>Topic</u> Number and Title	6.1. Understanding the cultural expressions, cultural heritage and cultural communications
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.</i> 2. <i>Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.</i>



	3. <i>Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.</i>
Methodological Tool Aim	This activity encourages participants to reflect on their own cultural backgrounds and values while gaining insights into others', promoting awareness and appreciation of cultural diversity.
Hints and Tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity
Attachment/s for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
Active Listening exercise
<i>Group Exercise (if adapted from existing exercise)</i>
N/A
<i>Description of the Group Exercise</i>
Participants work in pairs or small groups and take turns asking each other open-ended questions about cultural experiences, personal beliefs, and values. During this process, participants practice active listening by paying attention, refraining from interrupting, and showing respect for each speaker's experiences and viewpoints. This activity builds cross-cultural awareness, empathy, and effective communication skills.
<i>Estimated Duration (broken down into steps, if necessary)</i>

<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> • Introduction and Instructions: 5 minutes • Pair or Group Sharing: 20-25 minutes (2-3 minutes per question per participant) • Debriefing: 5-10 minutes
<p><i>General Guidelines (for the Trainer)</i></p>
<ul style="list-style-type: none"> • Emphasize the goal of building listening skills through curiosity and respect. • Encourage participants to listen with empathy, allowing the speaker to express themselves fully without interruption. • Highlight that active listening involves understanding verbal and non-verbal cues to fully appreciate the speaker’s experiences. • Remind participants that this is a safe space for sharing; confidentiality and respect are essential.
<p><i>Implementation Steps (for the Participants)</i></p>
<ul style="list-style-type: none"> • Introduction: Trainer explains active listening, emphasizing listening without interrupting or immediately responding. • Pairing or Grouping: Participants are divided into pairs or small groups and given a list of open-ended questions. • Asking and Listening: Each participant takes turns asking questions and listening to their partner’s responses. • Sharing Insights: After the main activity, each participant can briefly share an insight they gained from the experience. • Reflection: Trainer leads a debriefing session with guided questions to encourage reflection.
<p><i>Allocation of tasks (if applicable)</i></p>
<ul style="list-style-type: none"> • Participants: Actively listen, reflect, and respond to questions posed by their partner or group members. • Trainer: Sets up the exercise, provides guidelines, facilitates the debrief, and models active listening.
<p><i>Necessary Equipment and Materials (if applicable)</i></p>
<ul style="list-style-type: none"> • N/A

<i>Online Classroom Setting (if applicable)</i>
<p>Make sure: Encourage participants to turn on their cameras and use active listening body language cues (e.g., nodding, maintaining eye contact).</p>
<i>Expected Results</i>
<ul style="list-style-type: none"> • Improved Active Listening Skills: Participants practice listening without interrupting, interpreting, or judging. • Enhanced Cross-Cultural Awareness: Through sharing, participants gain insights into diverse cultural perspectives and values. • Increased Empathy: Participants reflect on the personal experiences of others, building empathy and understanding.
<i>Debriefing Questions</i>
<ul style="list-style-type: none"> • What did you learn about your partner’s cultural experiences? • How did practicing active listening impact your understanding of others? • Were there any moments where you wanted to respond immediately? How did you manage that?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Encourage participants to continue practicing active listening in their everyday interactions. • Emphasize that active listening is a foundational skill for cross-cultural understanding and empathy. • Remind participants that everyone’s experiences and definitions of culture and family are unique and worth respecting.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise</u> only)</i>
<ul style="list-style-type: none"> • Participants could record their responses to selected questions in audio or video format. • Peers listen to each recording in its entirety before responding thoughtfully with written reflections or questions. • Reflection Prompts could be included for each question to guide deeper listening and understanding.



<ul style="list-style-type: none"> • Follow-up Discussion could happen on a discussion board or forum where participants post their insights after listening, promoting asynchronous exchange and reflection.
<i>Attachment/s (if applicable)</i>
N/A

5. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.2_1
Competence <u>Topic</u> Number and Title	6.2 Cultural Diversity and How to ensure it
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> 2. <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</i>
Methodological Tool Aim	This discussion builds awareness of how participants can apply the four components of CQ—cognitive, physical, motivational, and metacognitive—to adapt behaviors and communication effectively. Through guided reflection and shared experiences, participants improve their cultural sensitivity and adaptability.
Hints and Tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity

Attachment/s for the usage of the Methodological Tool	N/A
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<i>Methodological Tool Title</i>
<i>Group Discussion Topic</i>
Share a time when you were in a culturally unfamiliar situation. How did you adapt your behavior, communication, or mindset to successfully navigate the situation?
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> • Encourage participants to be open, respectful, and supportive of diverse perspectives. • Move between breakout rooms to monitor discussions, ensuring participants stay on topic and engage with the reflective questions. • Provide follow-up questions to help deepen insights and prompt participants to think critically about their experiences.
<i>Implementation Steps (for the Participants)</i>
<ol style="list-style-type: none"> 1. Group Assignment: Trainer divides participants into small groups (breakout rooms for online settings). 2. Initial Sharing: Each participant shares an experience of a culturally unfamiliar situation. 3. Discussion and Reflection: Group members discuss the experiences and reflect on: <ul style="list-style-type: none"> • How they adapted their behavior, communication, or mindset. • What cues they noticed that indicated cultural differences. 4. Follow-Up Questions: Trainer provides follow-up questions if necessary: <ul style="list-style-type: none"> • What cues indicated cultural differences (verbal, non-verbal, behaviors)? • Looking back, what would you have done differently?



<p>5. Main Room Reflection: Groups return to the main room, and each group shares key insights and lessons learned.</p>
<p><i>Estimated Duration (broken down into steps, if applicable)</i></p>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> • Introduction and Group Setup: 5 minutes • Breakout Room Discussion: 20 minutes • Main Room Reflection: 10-15 minutes
<p><i>Online Classroom Setting (if applicable)</i></p>
<p><i>Make sure that you:</i></p> <ul style="list-style-type: none"> • Encourage participants to have cameras on and use active listening cues (e.g., nodding). • Set timers to help participants stay on schedule.
<p><i>Expected Answers</i></p> <ul style="list-style-type: none"> • Participants will describe culturally unfamiliar situations and share how they adapted their behaviors or mindset.
<p><i>Debriefing Questions</i></p>
<p>What aspect of CQ (cognitive, physical, motivational, metacognitive) did you see reflected most in your responses?</p>
<p><i>Remarks by the Trainer</i></p>
<p>Emphasize that cultural intelligence is a skill that improves through practice and exposure to diverse experiences. Acknowledge that adapting in unfamiliar situations can be challenging, but it builds valuable interpersonal and intercultural skills.</p>

Encourage participants to carry these insights into future interactions.
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)
<p>Participants could record or write a response describing a culturally unfamiliar situation and how they adapted.</p> <p>Peer Reflections: Participants review and respond to a few peers' stories, sharing insights or discussing similarities and differences.</p> <p>Online Forum or Discussion Board: Key takeaways can be posted on a discussion board where participants share reflections on effective adaptations or unexpected challenges.</p> <p>Trainer Feedback: Trainer provides summarized feedback on the main themes that emerged, offering additional insights or follow-up questions to deepen understanding.</p>
Attachment/s (if applicable)
N/A

6. GROUP EXERCISE

Methodological Tool Code and Title	MT6.2_2
Competence <u>Topic</u> Number and Title	6.2 Cultural Diversity and How to ensure it
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> 2. <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</i>
Methodological Tool Aim	The aim of this activity is to develop participants' skills in facilitating intercultural dialogue, particularly when leading diverse, cross-cultural teams.

Hints and Tips for the trainer to use the Methodological Tool	✓ Make sure that learners follow the timeline of the activity
Attachment/s for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
<i>Group Exercise Source (if adapted from existing exercise)</i>
N/A
<i>Description of the Group Exercise</i>
Participants are tasked with preparing to lead a multicultural team meeting, where they must ensure effective communication and inclusivity among team members from different cultural backgrounds (Germany, Japan, Brazil, and Egypt). In groups, participants research cultural norms, values, and communication styles specific to each culture. They then discuss potential challenges and devise strategies to facilitate respectful, productive intercultural dialogue.
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Total Time: 45 minutes</p> <ul style="list-style-type: none"> • Introduction and Instructions: 5 minutes • Group Research and Discussion: 25 minutes • Group Presentations and Reflection: 15 minutes
<i>General Guidelines (for the Trainer)</i>

<ul style="list-style-type: none"> • Encourage participants to approach cultural differences with curiosity and respect. • Highlight the importance of active listening, empathy, and adapting communication to fit different cultural contexts. • Provide examples of intercultural challenges (e.g., direct vs. indirect communication) to help participants anticipate potential difficulties.
<p><i>Implementation Steps (for the Participants)</i></p>
<ul style="list-style-type: none"> • Introduction: Trainer introduces the concept of intercultural dialogue and outlines the activity. • Group Division: Divide participants into groups and assign each group a task to research the cultures involved (Germany, Japan, Brazil, Egypt) and identify cultural values, communication styles, and teamwork norms. • Research and Discussion: Each group discusses how they would prepare for a team meeting, considering ways to bridge cultural differences. • Plan Presentation: Groups present their strategies and anticipated challenges, sharing ideas on how to foster a constructive and inclusive dialogue. • Reflection and Key Takeaways: Trainer leads a reflection on the exercise, summarizing key insights from each group.
<p><i>Allocation of tasks (if applicable)</i></p>
<ul style="list-style-type: none"> • Participants should research and discuss cultural norms, identify potential communication challenges, and develop a plan for effective dialogue.
<p><i>Necessary Equipment and Materials (if applicable)</i></p>
<p>N/A</p>
<p><i>Online Classroom Setting (if applicable)</i></p>
<p><i>Make sure:</i> Encourage participants to turn on cameras and use active listening cues.</p>
<p><i>Expected Results</i></p>
<ul style="list-style-type: none"> • Participants gain insights into cultural norms and differences within the team. • Participants learn strategies to facilitate inclusive dialogue, helping them anticipate and manage cross-cultural challenges.

<ul style="list-style-type: none"> • Through foresight, participants reduce the likelihood of misunderstandings, improving collaboration within multicultural teams.
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What cultural differences did you identify as most likely to impact communication? 2. Did you face any surprises or challenges while preparing the scenario?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> • Emphasize that intercultural dialogue is about bridging gaps with empathy and adaptability. • Highlight that while cultural understanding is essential, individual differences also play a role; it's critical to approach each person with an open mind.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)</i>
<ul style="list-style-type: none"> • Participants research cultural characteristics for each country and complete a worksheet on potential communication challenges and dialogue strategies. • Participants post their strategies and read/respond to others' approaches to gain diverse perspectives. • Trainer reviews and summarizes the main strategies and insights in a video or written summary, providing additional context or suggestions for improvement.
<i>Attachment/s (if applicable)</i>
N/A

7. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.2_3
Competence <u>Topic</u> Number and Title	6.2 Cultural Diversity and How to ensure it



<p>Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool</p>	<ol style="list-style-type: none"> 1. <i>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> 2. <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> 3. <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</i>
<p>Methodological Tool Aim</p>	<p>The aim of this activity is to prompt participants to analyze and critically compare different cultural integration models, such as the "melting pot" and "salad bowl," while exploring the factors that influence these models in different countries. Participants will reflect on the integration model in their own country and discuss potential strategies for fostering a multicultural environment that respects and celebrates cultural diversity.</p>
<p>Hints and Tips for the trainer to use the Methodological Tool</p>	<p>✓ Make sure that learners follow the timeline of the activity</p>
<p>Attachment/s for the usage of the Methodological Tool</p>	<p>N/A</p>

<p><i>Methodological Tool Title</i></p>
<p><i>Group Discussion Topic</i></p>
<p>Participants will explore why the "melting pot" model is more predominant in countries like the U.S., while the "salad bowl" model of multiculturalism, where distinct cultural identities are preserved, is harder to achieve. They will discuss the influence of media, politics, and societal attitudes on these integration models, with a focus on examples from countries such as the U.S. and Canada, and reflect on the cultural integration approach in their own country.</p>



<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> • Encourage open, respectful dialogue and ensure that all participants feel comfortable sharing their perspectives. • Guide participants to consider multiple factors (e.g., historical, political, societal) that influence cultural integration models. • Emphasize the importance of understanding both the benefits and challenges of each model.
<i>Implementation Steps (for the Participants)</i>
<ul style="list-style-type: none"> • Introduction: Trainer introduces the concepts of the "melting pot" and "salad bowl" models and provides examples of each in countries like the U.S. and Canada. • Group Division: Divide participants into small groups, assigning each group to explore specific factors (e.g., media, politics, societal attitudes) that shape these models in different countries. • Discussion: In groups, participants discuss why the "melting pot" model might be more predominant in some societies, while the "salad bowl" model is more difficult to achieve. • Reflection: Each group reflects on their own country's approach to cultural integration and brainstorms solutions for creating a truly multicultural environment. • Presentation: Groups return to the main session and share key insights from their discussions. • Summary: Trainer summarizes the main points and highlights effective strategies for fostering multiculturalism.
<i>Estimated Duration (broken down into steps, if applicable)</i>
<p>Total Time: 45 minutes</p> <ul style="list-style-type: none"> • Introduction and Instructions: 5 minutes • Group Discussion: 20 minutes • Group Presentations and Summary: 15 minutes
<i>Online Classroom Setting (if applicable)</i>
<p><i>Make sure:</i> Enable video and audio for enhanced interaction and facilitate active listening among participants.</p>
<i>Expected Answers</i>

<ul style="list-style-type: none"> The participants should be sharing their perspectives based on their knowledge and experiences.
Debriefing Questions
<ol style="list-style-type: none"> Which factors did you identify as most influential in promoting one model over the other? In what ways do you think cultural integration models affect individuals' sense of belonging and identity?
Remarks by the Trainer
<ul style="list-style-type: none"> Emphasize the complexity of cultural integration and encourage participants to approach the topic with sensitivity. Highlight the importance of balancing unity and individuality in a multicultural society.
Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)
<p>Individual Reflection: Participants watch a short video or read an article on cultural integration models, then respond to discussion prompts in a shared online forum.</p> <p>Forum Discussion: Participants post their reflections and respond to peers' insights to simulate group discussion.</p> <p>Trainer Summary: Trainer provides a summary of key points raised in the forum and offers additional resources for further exploration.</p>
Attachment/s (if applicable)
N/A

8. CASE STUDY

Methodological Tool Code and Title	MT6.3 _1
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts

<p>Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool</p>	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
<p>Methodological Tool Aim</p>	<p>The Methodological Tool focuses on understanding and adapting to the cultural context of participants. By recognizing their diverse backgrounds, communication styles, and values, trainers can tailor their approach to enhance engagement and collaboration. Fostering an inclusive environment and being sensitive to cultural nuances is essential for successful teamwork and effective training in diverse settings. This awareness leads to richer discussions and meaningful connections among participants.</p>
<p>Hints and tips for the trainer to use the Methodological Tool</p>	<ul style="list-style-type: none"> ✓ Focus on the importance of accepting and embracing cultural differences and the benefits of that ✓ Trainers can effectively bridge communication gaps, leading to more productive discussion.
<p>Attachment/s to use the Methodological Tool</p>	<p>N/A</p>

<i>Methodological Tool Title</i>
The Cultural Misunderstanding at the Global Summit
<i>Case Study Source (e.g., URL)</i>
https://direct.mit.edu/glep/article/10/2/18/14464/Inside-Copenhagen-The-State-of-Climate-Governance
<i>Case Study Content</i>
<p>1- At the 2010 United Nations Climate Change Conference in Copenhagen, negotiations faced challenges due to cultural misunderstandings between key delegations, particularly China and the United States. These miscommunications were rooted in differences in how each delegation approached negotiation and communication:</p> <ul style="list-style-type: none"> • Chinese Delegation: They preferred a more reserved and indirect communication style, avoiding public confrontation to maintain harmony. • U.S. Delegation: They used a direct and transparent approach, expecting open and immediate discussions. The U.S. saw the indirectness of the Chinese team as avoidance, while China viewed the U.S. style as unnecessarily aggressive. <p>2- The main issue was a mismatch in negotiation styles:</p> <ul style="list-style-type: none"> • China followed a flexible approach to scheduling and decision-making. • The U.S. preferred clear timelines and rapid progress. <p>To address the situation, neutral mediators, who were familiar with both cultures, were brought in to facilitate private discussions. These mediators helped both sides better understand each other’s communication preferences, leading to more productive and respectful negotiations.</p> <p>3- Although the summit didn’t result in a significant climate agreement, it highlighted an important lesson: Cultural awareness is crucial in international diplomacy. Without it, differences in communication styles can cause frustration and stall progress. By understanding and respecting these</p>



differences, negotiations can be more successful, even in complex global discussions. This case emphasizes the power of effective intercultural communication to resolve misunderstandings and reach common ground.	
<i>Estimated Duration (broken down into steps, if necessary)</i>	
25 Minutes	
<i>General Guidelines (for the Trainer)</i>	
The trainer should first understand the cultural differences between the delegations, particularly China’s indirect style and the U.S.’s direct approach. Introduce the case clearly, focusing on how these contrasting communication styles led to negotiation challenges. Highlight the role of neutral mediators in bridging the gap between the two cultures. Encourage participants to reflect on real-world implications and share personal experiences. Conclude by emphasizing the importance of cultural awareness in resolving miscommunication and fostering successful negotiations.	
<i>Implementation Steps (for the Participants)</i>	
N/A	
Task 1: Multiple-Choice Question	
1- What was the primary issue between the U.S. and Chinese delegations during the 2010 Climate Summit?	Correct Answer
1. A) Language barrier	2
2. B) Mismatch in communication and negotiation styles (Correct Answer)	
3. C) Technological issues	
2- How did the U.S. delegation approach the negotiations?	Correct Answer



1. <input type="checkbox"/> A) They were flexible and indirect	2
2. <input checked="" type="checkbox"/> B) They preferred clear timelines and direct communication (Correct Answer)	
3. <input type="checkbox"/> C) They used passive communication strategies	
3- What was the main communication style of the Chinese delegation?	Correct Answer
1. A) Aggressive and confrontational	2
2. B) Reserved and indirect (Correct Answer)	
3. C) Highly emotional	
4- How were the communication challenges between the U.S. and China resolved?	Correct Answer
1. A) By postponing negotiations	2
2. B) Through intervention by neutral mediators familiar with both cultures (Correct Answer)	
3. C) By changing the leadership of the delegations	
5- What lesson was learned from the miscommunication at the 2010 Climate Summit?	Correct Answer
1. A) Climate agreements are difficult to achieve	2
2. B) Cultural awareness is critical for effective international negotiations (Correct Answer)	
3. C) Only technological solutions can fix global issues	

<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
N/A
Attachment/s (if applicable)

9. GROUP DISCUSSION/BRAINSTORMING

Methodological Tool Code and Title	MT6.3_2
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
Methodological Tool Aim	To help participants understand the concept of VUCA (Volatility, Uncertainty, Complexity, and Ambiguity), explore

	how it applies to their experiences, and analyze strategies for navigating VUCA in various contexts.
Hints and Tips for the trainer to use the Methodological Tool	✓ Foster open discussion by encouraging participants from different backgrounds to share unique insights.
Attachment/s for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
Are we living in a VUCA world?
<i>Group Discussion Topic</i>
Intercultural Communication Principles
<i>General Guidelines (for the Trainer)</i>
<i>After finishing the activity, show the learners the presentation slide that has the right answers and discuss it.</i>
<i>Motivate quieter participants to share their thoughts to ensure diverse perspectives.</i>
<i>Implementation Steps (for the Participants)</i>
NA



<i>Estimated Duration (broken down into steps, if applicable)</i>
<p><i>Total: 35Minutes</i></p> <ul style="list-style-type: none"> • Small Group Discussion: 15 minutes • Presentations: 10 minutes • Open Discussion: 10 minutes
<i>Online Classroom Setting (if applicable)</i>
...
<i>Expected Answers</i>
<ul style="list-style-type: none"> • We live in a VUCA world: Recognizing that rapid technological advances, economic shifts, and geopolitical factors drive Volatility. • Uncertainty: Participants might cite climate change, unpredictable political developments, or health crises as examples of uncertainty. • Complexity: Examples may include the challenges of navigating global supply chains, interconnected economic systems, or managing multinational projects. • Ambiguity: Participants may discuss the challenges of decision-making with incomplete or unclear information. • Positive Outcomes: Participants recognize that VUCA fosters resilience, adaptability, and a proactive mindset that drives innovation and growth.
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 3. <i>How has understanding the VUCA model changed your perspective on the challenges you face in your work or personal life?</i> 4. <i>Which aspect of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) do you find most challenging, and why?</i> 5. <i>Can you think of a recent event in your industry or life where adaptability was essential? How did you respond?</i> 6. <i>What strategies can you implement to turn VUCA challenges into opportunities for growth?</i>

7. How might the VUCA framework help you in making more informed decisions amid uncertain or complex situations?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Always steer the discussion back to the main topic to ensure participants stay focused on the subject matter. ✓ Encourage participants to connect their insights and experiences directly to the VUCA framework, reinforcing its relevance to the conversation.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
N/A
<i>Attachment/s (if applicable)</i>
https://managementconsulted.com/vuca-model/

10. GROUP DISCUSSION/BRAINSTORMING

Methodological Tool Code and Title	MT6.3_3
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue. 2. Apply effective communication techniques and overcome communication barriers in international communities.

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ERF MTs for 8. Cultural Awareness and Expression

Task 2.3



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	3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
Methodological Tool Aim	To facilitate participants' understanding of Hofstede's cultural dimensions and their influence on communication, decision-making, and team dynamics, while developing strategies to adapt to cultural differences.
Hints and Tips for the trainer to use the Methodological Tool	N/A
Attachment/s for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
How have you seen these cultural differences play a role in communication, decision-making, or team dynamics in your workplace?
<i>Group Discussion Topic</i>
<i>Intercultural Communication Principles</i>
<i>General Guidelines (for the Trainer)</i>
<i>Actively prompt quieter participants to share their perspectives.</i>
<i>Keep Discussions Focused.</i>



<i>Implementation Steps (for the Participants)</i>
<ul style="list-style-type: none"> - Introduction to Hofstede’s Dimensions: The trainer provides an overview of Hofstede’s cultural dimensions and their relevance. - Personal Reflection: Participants reflect individually on their experiences related to cultural dimensions in their workplaces. - Small Group Discussion: In small groups, participants share experiences and discuss how cultural dimensions have influenced communication and decision-making. - Identify Adaptation Strategies: Groups brainstorm strategies for adapting to cultural differences based on their discussions. - Group Presentations: Each group shares their key insights and proposed strategies with the larger group. - Open Discussion: Facilitate a whole-group discussion to summarize key points and insights.
<i>Estimated Duration (broken down into steps, if applicable)</i>
<p>50 Minutes:</p> <ol style="list-style-type: none"> 1. Introduction to Hofstede’s Dimensions (5 minutes) 2. Personal Reflection (5 minutes) 3. Small Group Discussion (15 minutes) 4. Identify Adaptation Strategies (10 minutes) 5. Group Presentations (10 minutes) 6. Open Discussion (5 minutes)
<i>Online Classroom Setting (if applicable)</i>
<ol style="list-style-type: none"> 1. Breakout Rooms 2. Interactive Whiteboard 3. Polls
<i>Expected Answers</i>
<p><i>Participants will be interacting and contributing based on the information they learnt and their presepctives.</i></p>

<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Always redirect the discussion to Hofstede’s cultural dimensions to ensure participants stay focused on the topic. ✓ Encourage participants to connect their experiences with specific dimensions, emphasizing the importance of adaptation strategies in a multicultural environment.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
<i>Attachment/s (if applicable)</i>
N/A

11. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.3_4
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts



<p>Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool</p>	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
<p>Methodological Tool Aim</p>	<p>The aim of the Methodological Tool is to help trainers understand and adapt to the diverse cultural contexts of participants. By recognizing varying communication styles, backgrounds, and values, trainers can tailor their approach to ensure effective engagement and collaboration. The tool promotes creating an inclusive learning environment that bridges communication gaps, leading to more productive and culturally aware training sessions.</p>
<p>Hints and tips for the trainer to use the Methodological Tool</p>	<ul style="list-style-type: none"> ✓ Highlight the benefits of diversity and how understanding these differences fosters collaboration and enhances the learning environment.
<p>Attachment/s to use the Methodological Tool</p>	<p>N/A</p>

<i>Methodological Tool Title</i>
Presenting a real-life or hypothetical scenario where a communication barrier occurred.
<i>Case Study Source (e.g., URL)</i>
https://www.diva-portal.org/smash/get/diva2:344618/FULLTEXT01.pdf
<i>Case Study Content</i>
<p>Aisha, a marketing manager from Egypt, and Tom, a software developer from Canada, were collaborating on a project for a global tech company. Their different cultural backgrounds led to several communication barriers that impacted their ability to work together effectively.</p> <p>During a meeting, Aisha used the term "deadline" to refer to a flexible timeline for project tasks, while Tom interpreted it as a strict deadline. This misunderstanding led to Tom prioritizing certain tasks incorrectly, causing delays in the project.</p> <p>Aisha felt overwhelmed by the fast-paced work environment and began to assume that Tom’s straightforward feedback was criticism of her capabilities. This stress affected her confidence and willingness to engage in discussions, further complicating their collaboration.</p> <p>The company lacked established communication protocols for cross-departmental projects. To resolve this, Aisha and Tom proposed regular check-in meetings and the use of collaborative tools like project management software. This helped ensure everyone was on the same page regarding expectations and responsibilities.</p> <p>Aisha was accustomed to a more relationship-oriented approach, valuing personal connections, while Tom preferred task-focused efficiency. Recognizing this difference, they agreed to set aside time to build rapport, which improved their overall communication and understanding.</p> <p>Through awareness and proactive measures, Aisha and Tom successfully navigated their communication barriers. Their collaboration improved significantly, leading to a successful project completion and a better understanding of how cultural differences can impact teamwork.</p>



<i>Estimated Duration (broken down into steps, if necessary)</i>	
20 Minutes	
<i>General Guidelines (for the Trainer)</i>	
Ensure participants engage in discussions and activities throughout the training session, allowing them to reflect on their experiences with communication barriers. Adjust the training pace and approach based on the participants' cultural backgrounds and communication preferences, making the learning experience more inclusive, relevant, and deeply connected to real-world situations.	
<i>Implementation Steps (for the Participants)</i>	
N/A	
Task 1: E.g., Close-ended, Multiple-Choice Question	
Please choose the correct answer from the options below.	
Which communication barriers did Aisha and Tom experience during their collaboration? (Select all that apply)	Correct Answer
2- Semantic Barriers – Aisha and Tom had different interpretations of the term "deadline," leading to project delays.	



3- Psychological Barriers – Aisha felt overwhelmed by the fast-paced environment and perceived Tom’s feedback as criticism, affecting her confidence.	
4- Physical Barriers – Communication was disrupted due to technical issues during their meetings.	
5- Cultural Barriers – Aisha valued personal connections, while Tom prioritized efficiency, leading to differences in work style.	
6- Organizational Barriers – The company lacked established communication protocols for cross-departmental projects.	
Correct Answers: 1, 2, 4, and 5.	
<i>Debriefing Questions</i>	
N/A	
<i>Remarks by the Trainer</i>	
N/A	
<i>Attachment/s (if applicable)</i>	

12. GROUP DISCUSSION/BRAINSTORMING

Methodological Tool Code and Title	MT6.3_5
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
Methodological Tool Aim	To engage participants in a brainstorming session focused on developing additional strategies for overcoming communication barriers in intercultural settings.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Encourage Creativity ✓ Share a few examples of common communication barriers to help participants start brainstorming solutions. ✓ Keep it Fast-Paced because this is a quick brainstorming session, so guide participants to think and respond rapidly without overthinking.
Attachment/s for the usage of the Methodological Tool	Provided in the activity description below (if applicable).
<i>Methodological Tool Title</i>	
<i>Brainstorming Strategies to Overcome Communication Barriers</i>	

<i>Group Discussion Topic</i>
Overcome Communication Barriers
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> - Review some examples of communication barriers to help participants kickstart the brainstorming. - Keep the discussion moving quickly by calling on different participants to share ideas in rapid succession. - Ensure all participants feel encouraged to share ideas, especially quieter members.
<i>Implementation Steps (for the Participants)</i>
<p>Introduction to Brainstorming: Trainer introduces the topic and explains the importance of finding practical strategies to overcome communication barriers.</p> <p>Individual Reflection: Participants jot down their initial ideas and strategies for overcoming communication barriers.</p> <p>Group Brainstorming: The trainer listen to participants sharing and building upon each other’s ideas, discussing creative approaches and solutions.</p> <p>Summary: Each one shares one or two top strategies with the group.</p>
<i>Estimated Duration (broken down into steps, if applicable)</i>
<p>15 Minutes</p> <ul style="list-style-type: none"> • Introduction: 2 minutes • Individual Reflection: 3 minutes • Group Brainstorming: 8 minutes • Summary: 2 minutes
<i>Online Classroom Setting (if applicable)</i>
N/A



<i>Expected Answers</i>
<p>"We should use simple and clear language." Participants might emphasize the importance of avoiding jargon or overly complex terms, suggesting that using straightforward language can help ensure everyone understands the message.</p> <p>"Incorporating visual aids can help." They might propose the use of diagrams, charts, or images to support verbal communication, making it easier for those from different cultural backgrounds to grasp concepts.</p> <p>"We need to practice active listening." Participants may highlight the need for active listening techniques, such as repeating back what someone has said to confirm understanding and asking clarifying questions when needed.</p> <p>"Setting up regular follow-up meetings could be beneficial." They might suggest having regular check-ins or follow-up meetings to address any lingering questions or misunderstandings, ensuring that everyone stays aligned and informed.</p>
<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ <i>Keep the focus on actionable and practical ideas that can be applied in diverse intercultural settings.</i> ✓ <i>Remind participants that even small adjustments can make a big difference in overcoming communication barriers.</i>
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i>
Empty space for adaptation notes



<i>Attachment/s (if applicable)</i>

13. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.3_6
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i>
Methodological Tool Aim	To explore the challenges and benefits of using technology for intercultural communication through shared personal experiences and insights, enhancing understanding of its impact on cultural interactions.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Set the Scene by briefly introduce the topic ✓ Encourage Story Sharing
Attachment/s for the usage of the Methodological Tool	Provided in the activity description below (if applicable).
<i>Methodological Tool Title</i>	
<i>what are the challenges and benefits of Technology in Intercultural Communication?</i>	



<i>Group Discussion Topic</i>
Overcome Communication Barriers
<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> • <i>Keep the discussion moving quickly by calling on different participants to share ideas in rapid succession.</i> • <i>Ensure all participants feel encouraged to share ideas, especially quieter members.</i>
<i>Implementation Steps (for the Participants)</i>
<ol style="list-style-type: none"> 1- <i>Introduction to Topic (5 minutes): Trainer provides a brief overview of technology’s role in intercultural communication, with some examples.</i> 2- <i>Small Group Discussion (10 minutes): Participants break into small groups to discuss their experiences with using technology for intercultural communication, focusing on both benefits and challenges.</i> 3- <i>Group Reflections (5 minutes): Each group shares a key insight or example from their discussion with the larger group.</i> 4- <i>Open Discussion (5 minutes): Open floor for additional comments, reflections, or further examples from participants.</i>
<i>Estimated Duration (broken down into steps, if applicable)</i>
<ul style="list-style-type: none"> - <i>It has to take 25 Minutes</i> - <i>Introduction to Topic (5 minutes)</i> - <i>Small Group Discussion (10 minutes)</i> - <i>Group Reflections (5 minutes)</i> - <i>Open Discussion (5 minutes)</i>
<i>Online Classroom Setting (if applicable)</i>
1. Breakout Rooms



<p>2. Interactive Whiteboard</p> <p>3. Polls</p>
<p><i>Expected Answers</i></p>
<ul style="list-style-type: none"> • Challenges: Issues like misinterpretations due to language barriers, varying cultural norms for online communication, time zone challenges, and difficulty building trust online. • Benefits: Increased accessibility, instant communication across distances, exposure to diverse perspectives, and tools for collaboration. • Personal Insights: Specific instances where technology either helped or hindered effective intercultural communication, and any strategies developed as a result.
<p><i>Debriefing Questions</i></p>
<p>N/A</p>
<p><i>Remarks by the Trainer</i></p>
<p>N/A</p>
<p><i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</i></p>
<p><i>Attachment/s (if applicable)</i></p>



14. CLOSE-ENDED QUESTIONS

Methodological Tool Code and Title	MT6.3_7	
Competence <u>Topic</u> Number and Title	6.3 Effective communication skills in intercultural contexts	
Learning Outcomes (of the Specific Competence <u>Topic</u>) covered by the Methodological Tool	<ol style="list-style-type: none"> 1. <i>Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.</i> 2. <i>Apply effective communication techniques and overcome communication barriers in international communities.</i> 3. <i>Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.</i> 	
Methodological Tool Aim	To assess participants' understanding of the chapter.	
Hints and Tips for the trainer to use the Methodological Tool	✓ After revealing the correct answer, briefly explain why it's correct and why.	
Number of Questions in the Methodological Tool per Question Type (minimum 6)	Type	Number
	True/False Questions	1
	Multiple-Choice Questions	0
	Multiple-Response Questions	0
	Sequence Questions	0
	Matching Questions	0
	Total	1
Attachment/s for the usage of the Methodological Tool	Provided in the activity description below (if applicable).	

Methodological Tool Title	
True or False Questions	

3.1 TRUE/FALSE QUESTIONS

Please indicate whether the statement(s) below is/are true <u>or</u> false.	
Statement: Direct communication styles are more common in Asian cultures.	
True	
False	
Correct Answer	False
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: High-context cultures rely heavily on nonverbal cues and context in communication.	
True	
False	
Correct Answer	True
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: In monochronic cultures, punctuality and schedules are valued more than relationships.	
True	
False	
Correct Answer	True
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: People from polychronic cultures tend to be very rigid about time and schedules.	
True	
False	
Correct Answer	False



Level of Difficulty	<input checked="" type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High
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Statement: Formal communication styles emphasize politeness and respect, while informal styles promote directness and equality.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Statement: The American negotiation style focuses primarily on relationship building rather than efficiency.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Statement: Canadian negotiators typically use manipulative tactics to achieve their goals.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Statement: Chinese negotiators prefer group negotiations with a spokesperson to facilitate discussions.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High



Statement: The Zambian negotiation style involves a straightforward quote of prices without haggling.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Conflict can arise in intercultural communication when individuals have different perceptions of communication styles.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: High-context cultures tend to make their meaning explicit in communication.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Negotiations in Norway are typically characterized by competitiveness and manipulation.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Cultural differences in negotiation styles can impact the outcome of international business transactions.	
True	
False	
Correct Answer	True



Level of Difficulty	<input type="checkbox"/> Low	<input type="checkbox"/> Medium	<input checked="" type="checkbox"/> High
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Statement: Conflict in communication can occur even when individuals have good intentions.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Trust is built by demonstrating inconsistency in keeping commitments.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Trust is essential for effective cross-cultural communication.	
True	
False	
Correct Answer	True
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: High-trust organizations experience 74% more stress compared to low-trust environments.	
True	
False	
Correct Answer	False
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: Micromanaging is a common behavior of managers who have confidence in their teams.	
True	
False	
Correct Answer	False



Level of Difficulty	<input type="checkbox"/> Low	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> High
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Statement: Individuals who are untrusted in the workplace are often included in social connections and friendships.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Statement: In remote work environments, building trust is less critical compared to in-person settings.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Statement: Establishing trust from the start can prevent reputational damage in a professional setting.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: A trustworthy person will always be honest, even when it is uncomfortable to do so.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High



Statement: Listening is more important than speaking when building trust in multicultural environments.	
True	
False	
Correct Answer	True
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Helping co-workers only when it serves your self-interest is a sign of trustworthiness.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Statement: Trust can be rebuilt easily after it has been damaged in a work relationship.	
True	
False	
Correct Answer	False
Level of Difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

