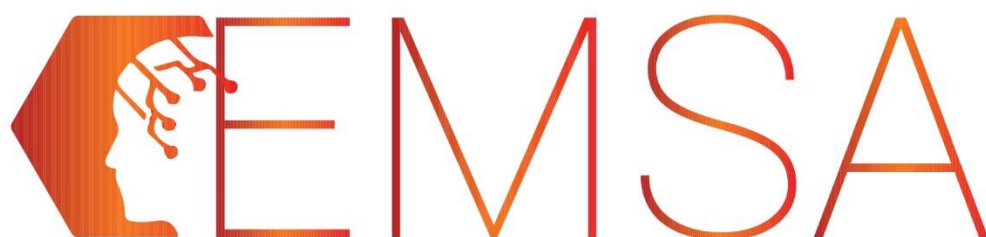


JOINT DEVELOPMENT, PILOTING AND VALIDATION OF ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA AND TRAINING MATERIALS FOR THIRD COUNTRIES



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM: 1. LITERACY – 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+
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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	1. Literacy
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes for the Competence <u>Topic</u>	<ol style="list-style-type: none"> <i>In Terms of Knowledge:</i> Describe the impact of tone, body language, and intentions on the effectiveness of communication and interpersonal relationships. <i>In Terms of Skills:</i> Develop and apply strategies for using language responsibly and ethically in various contexts, with a focus on improving communication effectiveness and emotional intelligence. <i>In Terms of Competences:</i> Assess and refine personal communication practices to ensure they are positive, respectful, and socially responsible, especially in cross-cultural and conflict resolution situations.

Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input checked="" type="checkbox"/> Open-ended questions	1
<input type="checkbox"/> Close-ended questions	
<input type="checkbox"/> Group discussion	
<input type="checkbox"/> Brainstorming	
<input checked="" type="checkbox"/> Individual exercise	2
<input type="checkbox"/> Group exercise	
<input type="checkbox"/> Experiential workshop	
<input type="checkbox"/> Role play	1
<input type="checkbox"/> Case study	
<input checked="" type="checkbox"/> Video projection and analysis	1
<input checked="" type="checkbox"/> Other (Please indicate)	1 (Ice Break)
Total Number of Methodological Tools:	7

COMPULSORY METHODOLOGICAL TOOLS


1. POWERPOINT PRESENTATION

Methodological Tool Code and Title	PPT1.3-1
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<p>In Terms of Knowledge:</p> <ul style="list-style-type: none"> ✓ Describe the impact of tone, body language, and intentions on the effectiveness of communication and interpersonal relationships. <p>In Terms of Skills:</p> <ul style="list-style-type: none"> ✓ Develop and apply strategies for using language responsibly and ethically in various contexts, with a focus on improving communication effectiveness and emotional intelligence. <p>In Terms of Competence:</p> <ul style="list-style-type: none"> ✓ Assess and refine personal communication practices to ensure they are positive, respectful, and socially responsible, especially in cross-cultural and conflict resolution situations.
Methodological Tool Aim	To equip participants with essential knowledge, skills, and competencies in verbal communication, critical thinking, and socially responsible language use.
Hints and Tips for the trainer to use the Methodological Tool	<p>Encourage questions and discussions among participants to foster a more interactive learning environment.</p> <p>Incorporate a feedback mechanism at the end of the presentation to gather insights on the effectiveness of the session and areas for improvement.</p>

Attachments for the use of the Methodological Tool	 ERF_TrainMatEntreTpl _Module3.pptx
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ADDITIONAL METHODOLOGICAL TOOLS

1. ICE BREAK

Methodological tool Code and Title	MT1.3_1: Silly Superpowers Showdown
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes covered by the Methodological tool	<p>Enhance creativity and imaginative thinking in a group setting.</p> <p>Foster humor and communication to build a relaxed and cohesive environment.</p> <p>Demonstrate how creative thinking can benefit professional interactions.</p>
Methodological tool Aim	To encourage participants to use humor and creativity to foster a comfortable and collaborative atmosphere while recognizing the value of imaginative thinking in team cohesion.
Hints and Tips for the trainer to use the Methodological tool	<p>Introduce the concept of silly superpowers with fun and engaging examples.</p> <p>Encourage laughter and interaction to break the ice.</p> <p>Use the debrief to connect imaginative thinking to practical professional benefits.</p>
Attachment/s for the usage of the Methodological tool	 Icebreak Activity MT1.3_1.docx


Methodological Tool Title
<i>Silly Superpowers Showdown</i>
Ice Break Activity Title (if different from the MT title)
Ice Break Topic
<i>Creativity and Imaginative Thinking</i>
General Guidelines (for the trainer)
<p><i>Introduce the activity in a lighthearted manner to ensure participants feel comfortable.</i></p> <p><i>Provide a few examples of "silly superpowers" to spark creativity.</i></p> <p><i>Encourage reactions, laughter, and playful interactions to foster a relaxed and engaging atmosphere.</i></p>
Instructions (for the participants)
<ol style="list-style-type: none"> <i>1. Think of a unique and funny "silly superpower" you'd love to have.</i> <i>2. Share your superpower with the group in turns, ensuring everyone has a chance to participate.</i> <i>3. Listen to others' ideas and engage by reacting or asking playful questions.</i>

<i>Estimated Duration (broken down into steps, if necessary)</i>
<ul style="list-style-type: none"> - <i>Introduction (2 minutes): Trainer introduces the concept and gives examples.</i> - <i>Individual Sharing (10 minutes): Participants share their ideas one by one.</i> - <i>Debrief (3 minutes): Trainer discusses how humor and creativity enhance communication and group cohesion.</i>
<i>Online Classroom Setting (if applicable)</i>
<ul style="list-style-type: none"> - <i>Use a video conferencing platform with open audio and chat features for engagement.</i> - <i>Participants can use the chat function to share their ideas if time constraints or connection issues arise.</i>
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> - <i>Emphasize how creativity can break barriers and encourage teamwork.</i> - <i>Connect the activity to professional settings, highlighting the importance of imaginative thinking in problem-solving and collaboration.</i>
<i>Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)</i>
<ul style="list-style-type: none"> - <i>Provide detailed instructions via LMS or email, along with examples of silly superpowers.</i> - <i>Ask participants to submit their superpower ideas in a shared forum or discussion thread.</i>

- Encourage peer interaction by asking participants to comment on each other's ideas.
Attachment/s (if applicable)
 Icebreak Activity MT1.3_1.docx

2. OPEN-ENDED QUESTIONS

Methodological Tool Code and Title	Q&A Activity MT1.3_6
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	1. Understand the influence of language and tone in shaping communication outcomes. 2. Recognize the role of cultural differences in communication and develop strategies to adapt effectively. 3. Enhance decision-making by incorporating cultural awareness and communication dynamics into professional interactions.
Methodological Tool Aim	To assess participants' understanding of language dynamics and cultural factors in communication through a structured Q&A format.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> - Use real-life examples to contextualize questions and ensure relevance to participants. - Encourage discussions and reflections on personal experiences with language and culture. - Highlight key takeaways related to the importance of tone, body language, and cultural context.


Number of Questions in the Methodological tool (minimum 6)	10
Attachment/s for the usage of the Methodological Tool	 Q&A Activity MT1.3_6.docx

Methodological Tool Title
Q&A Activity

Please answer <u>all</u> the questions below.
Question 1: Why is understanding the impact of language important in communication?
<ul style="list-style-type: none"> <i>Expected answer.</i> <p>Language shapes perceptions and emotions, influencing relationships. Positive language fosters trust and collaboration, while negative language can lead to misunderstandings and conflict.</p>
Question 2: How does tone of voice affect communication? Can you give an example?
<ul style="list-style-type: none"> <i>Expected answer.</i> <p>Tone conveys emotions and attitudes. For example, a warm tone can encourage openness, while a harsh tone may create defensiveness.</p>
Question 3: What role does body language play in communication?
<ul style="list-style-type: none"> <i>Expected answer.</i> <p>Body language complements spoken words, providing context. Open gestures and eye contact show engagement, while crossed arms may indicate defensiveness.</p>
Question 4: How do cultural differences impact communication styles? Provide an example.


<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Cultures vary in communication styles. For instance, Americans value directness, while Japanese culture often emphasizes indirectness to maintain harmony.</p>
Question 5: Explain high-context vs. low-context communication.
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>High-context communication relies on non-verbal cues and implicit understanding (e.g., Japan), while low-context communication is explicit and detailed (e.g., the U.S.).</p>
Question 6: Why is it important to consider cultural nuances when communicating in a multicultural environment?
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Considering cultural nuances fosters inclusivity, prevents misunderstandings, and improves collaboration in diverse settings.</p>
Question 7: How can using positive language affect workplace relationships?
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Positive language boosts morale, builds trust, and encourages teamwork, enhancing overall productivity and job satisfaction.</p>
Question 8: What is the potential impact of using negative language in a professional setting?
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Negative language can damage morale, create barriers, and lead to misunderstandings, ultimately reducing productivity.</p>
Question 9: How does cultural awareness enhance decision-making in a professional setting?
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Cultural awareness allows for inclusive decision-making by respecting diverse perspectives and avoiding misunderstandings.</p>
Question 10: Why is it essential to be mindful of tone and body language when communicating feedback?
<ul style="list-style-type: none"> • <i>Expected answer.</i> <p>Tone and body language influence how feedback is received. A respectful tone and open gestures encourage constructive dialogue and receptiveness.</p>

3. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	MT1.3_2: Tone and Emotion Challenge
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<p>Understand how tone and emotion influence the interpretation of language.</p> <p>Explore the role of body language and facial expressions in enhancing communication.</p> <p>Reflect on how different tones can impact perceptions and emotional responses in communication.</p>
Methodological Tool Aim	To demonstrate how tone and emotion can alter the meaning of a sentence and influence perceptions in communication.
Hints and Tips for the trainer to use the Methodological Tool	<ol style="list-style-type: none"> 1. Encourage participants to experiment with various tones to fully experience their impact. 2. Use simple sentences that can be easily adapted to different tones and emotions. 3. Highlight the importance of body language and facial expressions as complementary tools.
Attachment/s for the usage of the Methodological Tool	 <p>Individual Exercise MT1.3_2.docx</p>


Methodological Tool Title
Tone and Emotion Challenge
<i>Group Exercise/Individual Exercise Source (if adapted from existing exercise)</i>
<i>Description of the Group Exercise/Individual Exercise</i>
<i>Participants explore how tone and emotion change the meaning of simple sentences. They practice expressing a neutral sentence with three different emotions, reflecting on how the changes affect perception and interpretation.</i>
<i>Estimated Duration (broken down into steps, if necessary)</i>
<p>Choose a Sentence (2 minutes): Participants select a simple, neutral sentence to work with.</p> <p>Assign Emotions/Tones (3 minutes): Participants assign three different emotions to express the sentence.</p> <p>Perform the Sentence (5 minutes): Participants say the sentence out loud, using the assigned tones and adding body language and facial expressions.</p> <p>Reflect on the Impact (3 minutes): Participants write a short reflection on how tone and emotion changed the sentence's meaning.</p> <p>Optional Sharing (2 minutes): Participants share their reflections or performances in a group setting.</p>
<i>General Guidelines (for the Trainer)</i>

<p>Provide clear examples of tones and emotions to inspire creativity.</p> <p>Encourage participants to experiment with their voice and body language.</p> <p>Facilitate a relaxed environment to make participants feel comfortable.</p>
<i>Implementation Steps (for the Participants)</i>
<ol style="list-style-type: none"> 1. Select a neutral sentence to work with. 2. Assign three different tones or emotions to the sentence. 3. Practice saying the sentence out loud with each tone, using body language and facial expressions as needed. 4. Reflect on how tone and emotion changed the meaning.
<i>Allocation of tasks (if applicable)</i>
<ul style="list-style-type: none"> • Participants: Perform the exercise and write reflections. • Trainer: Facilitate the activity, provide feedback, and guide the reflection process.
<i>Necessary Equipment and Materials (if applicable)</i>
<ul style="list-style-type: none"> • A piece of paper or digital document for writing reflections.
<i>Online Classroom Setting (if applicable)</i>
<ul style="list-style-type: none"> • Use video conferencing tools for participants to perform sentences and share reflections. • Allow participants to use the chat function to share their sentences if connection issues arise.
<i>Expected Results</i>
<ul style="list-style-type: none"> • Participants will understand how tone, emotion, and body language affect communication. • Improved ability to adapt tone and expressions for different scenarios.
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. How did each tone change the meaning of your sentence?

2. How might someone interpret the sentence differently based on tone and body language?
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> Highlight how tone and emotion can enhance or hinder effective communication. Encourage participants to apply this awareness in real-life communication scenarios.
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)</i>
<p><i>Provide a recorded video or written instructions with examples.</i></p> <p><i>Ask participants to record themselves performing the sentence with different tones and submit reflections.</i></p> <p><i>Facilitate asynchronous peer feedback by sharing recordings in an online discussion forum.</i></p>
<i>Attachment/s (if applicable)</i>
 <p>Individual Exercise MT1.3_2.docx</p>

4. INDIVIDUAL EXERCISE

Methodological Tool Code and Title	Individual Exercise MT1.3_5: Scenario Writing – Positive vs. Negative Language Reflection
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	Understand the impact of language tone and style on communication outcomes.

	<p>Reflect on personal communication habits and their effects on relationships and productivity.</p> <p>Develop skills to craft constructive, solution-focused responses in professional settings.</p>
Methodological Tool Aim	To help participants reflect on their communication style by practicing positive and negative language, understanding their emotional and practical impacts.
Hints and Tips for the trainer to use the Methodological Tool	<p>Provide relatable scenarios for participants to analyze, ensuring relevance to their professional context.</p> <p>Emphasize the value of empathy and solution-focused communication during debrief.</p> <p>Encourage participants to critically evaluate their default communication style and explore areas for improvement.</p>
Attachment/s for the usage of the Methodological Tool	 <p>Individual Exercise MT1.3_5.docx</p>

Methodological Tool Title

Scenario Writing – Positive vs. Negative Language Reflection

Group Exercise/Individual Exercise Source (if adapted from existing exercise)

Description of the Group Exercise/Individual Exercise

Participants practice crafting both positive and negative responses to scenarios, reflect on their impacts, and evaluate which approach yields better outcomes.

*Estimated Duration (broken down into steps, **if necessary**)*

Choose a Scenario (2 minutes): Participants select a provided scenario to work with.

Write Positive and Negative Responses (5 minutes): Participants write two responses, one using positive language and another using negative language.

Reflect on the Impact (5 minutes): Participants evaluate the emotional and practical outcomes of each response.

Debrief (Optional) (3 minutes): Participants share reflections or responses if in a group setting.

General Guidelines (for the Trainer)

Provide clear instructions and examples of positive and negative language.

Encourage participants to reflect critically and consider the role of empathy and solution-focused communication.

Use relatable scenarios that align with participants' professional or personal experiences.


Implementation Steps (for the Participants)

Select a scenario from the provided options (e.g., providing feedback, requesting help, addressing a delay).

Write one response using positive, constructive language and another using negative, critical language.


Reflect on the emotional and practical outcomes of each response and answer the reflection questions.

Share insights or responses during the debrief if applicable.
Allocation of tasks (if applicable)
<ul style="list-style-type: none"> • Trainer: Facilitate the activity, provide scenarios, and lead the debrief. • Participants: Write responses, reflect, and optionally share insights.
Necessary Equipment and Materials (if applicable)
<ul style="list-style-type: none"> • A piece of paper or a digital document for writing responses and reflections.
Online Classroom Setting (if applicable)
Provide scenarios via an LMS or shared document.
Encourage participants to submit reflections or responses through an online forum or email.
Expected Results
<ul style="list-style-type: none"> • Participants will gain awareness of how language tone impacts relationships and outcomes. • Improved ability to use empathetic and solution-focused communication in professional settings.
Debriefing Questions
<ol style="list-style-type: none"> 1. How did the tone of each response affect the likely emotional reaction of the recipient? 2. Which approach do you think would yield a more productive outcome, and why?
Remarks by the Trainer
✓ Highlight the importance of tone and constructive language in fostering trust and collaboration.

✓ <i>Encourage participants to apply these skills to their real-life professional and personal interactions.</i>
<i>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of <u>Group Exercise only</u>)</i>
<i>Share scenarios and instructions via LMS or email. Ask participants to submit written responses and reflections individually.</i>
<i>Facilitate peer review by encouraging participants to comment on each other's submissions in a discussion forum.</i>
Attachment/s (if applicable)
 Individual Exercise MT1.3_5.docx


5. ROLE PLAY

Methodological Tool Code and Title	Role Play MT1.3_3: Mirror of Feedback – Reflecting Tone and Body Language
Competence <u>Topic</u> Number and Title	1.3 Language Dynamics and Cross-Cultural Communication
Learning Outcomes (of the <u>Specific Competence Topic</u>) covered by the Methodological Tool	<p>Recognize the impact of tone and body language when giving or receiving feedback.</p> <p>Develop self-awareness in feedback delivery and its effect on others.</p> <p>Improve communication skills by practicing supportive and constructive feedback styles.</p>

Methodological Tool Aim	To provide participants with hands-on experience in reflecting on tone and body language during feedback delivery, enhancing their self-awareness and communication effectiveness.
Hints and tips for the trainer to use the Methodological Tool	Provide relatable examples of feedback to help participants connect with the activity.
Attachment/s to use the Methodological Tool	 Role Play MT1.3_3.docx


Methodological Tool Title
Mirror of Feedback – Reflecting Tone and Body Language
<i>Role Play Scenario</i>
<i>Participants practice giving self-feedback while reflecting on the impact of tone and body language.</i>
<i>Roles</i>
Participant: <i>Plays the role of both the feedback giver and recipient by practicing in front of a mirror or imagining delivering feedback to another person.</i>
<i>Allocation of Roles</i>
<i>Participants individually engage in the activity as both the giver and receiver of feedback.</i>
<i>General Guidelines (for the Trainer)</i>

<p><i>Encourage participants to think of a neutral or constructive piece of feedback they can relate to.</i></p> <p><i>Emphasize the importance of observing tone and body language to understand their impact.</i></p> <p><i>Provide clear examples of supportive versus critical feedback delivery.</i></p>
<p>Implementation Steps (for the Participants)</p>
<p><i>Think of a recent feedback interaction or create a neutral feedback statement (e.g., “I could have been more organized during my last project”).</i></p> <p><i>Practice delivering the feedback in front of a mirror or imagine speaking to someone else.</i></p> <p><i>Use a critical tone and closed body language for the first attempt.</i></p> <p><i>Deliver the same feedback with a supportive tone and open body language for the second attempt.</i></p>
<p>Estimated Duration (broken down into steps, <i>if necessary</i>)</p>
<p>Scenario Selection and Preparation (2 minutes): Participants select or create a feedback statement.</p> <p>Role Play Practice (6 minutes): Participants practice delivering feedback with different tones and body language.</p> <p>Self-Reflection (5 minutes): Participants reflect on their experience and answer the provided questions.</p> <p>Total Duration: 10-15 minutes.</p>
<p>Necessary Material and Equipment (<i>if applicable</i>)</p>
<p><i>Mirror for participants to observe themselves during role play (if possible).</i></p> <p><i>Pen and paper or a digital device for reflection notes.</i></p>
<p>Online Classroom Setting (<i>if applicable</i>)</p>
<p><i>Use video conferencing for participants to share their feedback statements and reflections. Participants can perform the role play individually offline and share their reflections during an online discussion session.</i></p>
<p>Checklist to Evaluate the Role Play (this can be also provided in document form in the last row)</p>

<p><i>Did the participant use an appropriate tone for each attempt?</i></p> <p><i>Was body language aligned with the tone?</i></p> <p><i>Did the participant identify differences in the emotional and practical impacts of each delivery?</i></p>
<p>Debriefing Questions</p>
<p><i>How did the tone and body language change the emotional impact of the feedback?</i></p> <p><i>Which delivery style felt more constructive and why?</i></p> <p><i>What lessons can you apply to your real-life feedback interactions?</i></p>
<p>Remarks by the Trainer</p>
<p><i>Emphasize the importance of supportive tone and body language in building trust and fostering collaboration.</i></p> <p><i>Encourage participants to practice these techniques regularly for improved communication skills.</i></p>
<p>Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)</p>
<p><i>Provide recorded instructions and examples of tone and body language.</i></p> <p><i>Ask participants to record themselves delivering feedback with different tones and submit their recordings for evaluation.</i></p> <p><i>Use a shared online platform for participants to share reflections and provide peer feedback.</i></p>
<p>Attachment/s (if applicable)</p>
<div style="text-align: center;">  Role Play MT1.3_3.docx </div>


6. VIDEO PROJECTION AND ANALYSIS

Methodological Tool Code and Title	Video Projection MT1.3_4: How to Handle Cross-Cultural Differences in Business
Competence Topic Title	1.3 Language Dynamics and Cross-Cultural Communication

Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	<p>Understand the role of cultural differences in professional communication.</p> <p>Analyze how assumptions and norms vary across cultures and their impact on business interactions.</p> <p>Identify strategies for effective cross-cultural communication and conflict resolution.</p>
Methodological Tool Aim	To help participants analyze and address cultural differences in business communication, fostering awareness and adaptability in cross-cultural settings.
Hints and tips for the trainer to use the Methodological Tool	<p>Select a relatable and engaging video relevant to cross-cultural interactions.</p> <p>Encourage participants to share personal experiences during discussions to deepen insights.</p> <p>Summarize key strategies mentioned in the video to ensure clarity and applicability.</p>
Attachment/s to use the Methodological Tool	 Video Projection MT1.3_4.docx

Methodological Tool Title
<i>How to Handle Cross-Cultural Differences in Business</i>
Video Source (e.g., URL)
https://www.youtube.com/watch?v=Tu1bDTr4eyo
Video Creator (Person/Organisation/Authority)

<i>TED Talks</i>
<i>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</i>
Full video: 13 minutes
<i>Estimated Duration (of the Activity) (broken down into steps, if necessary)</i>
Video Viewing: 13 minutes Group Discussion: 10-15 minutes Debrief: 5 minutes
<i>General Guidelines (for the Trainer)</i>
<p>Ensure the video link works and playback is seamless.</p> <p>Ensure you provide subtitles if trainees have a different language other than the language of the video.</p> <p>Briefly introduce the video's context and importance before starting.</p> <p>Encourage participants to actively note key points or cultural insights while watching.</p>
<i>Implementation Steps (for the Participants)</i>
<ol style="list-style-type: none"> 1. Watch the video, focusing on examples of cultural differences and suggested solutions. 2. Discuss in small groups (3-4 participants) about the cultural differences highlighted and their relevance to real-world business settings. 3. Share personal experiences with cross-cultural communication and reflect on the strategies proposed in the video. 4. Participate in the trainer-led debrief session to consolidate insights and practical applications.
<i>Debriefing Questions</i>
<ul style="list-style-type: none"> ✓ What cultural differences mentioned in the video resonated with your experiences? ✓ How can the strategies in the video be applied in your professional environment?

✓
<i>Remarks by the Trainer</i>
<ul style="list-style-type: none"> ✓ Emphasize the importance of active listening and empathy in managing cultural differences. ✓ Encourage participants to identify opportunities for practicing these strategies in their daily interactions.
<i>Attachment/s (if applicable)</i>
 Video Projection MT1.3_4.docx