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

JOINT DEVELOPMENT. PILOTING AND VALIDATION OF

ERF CURRICULUM:

6. 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: HAVE A DREAM

1

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

Project Acronym: EMSA

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COORDINATED BY

PROJECT PARTNERS

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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	6. Cultural Awareness and Expression
Learning Outcomes for the Competence	In terms of knowledge: 1. Define cultural diversity by identifying and explaining various cultural traditions and practices within different communities.

	2. Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.
	
	3. Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.
	
	In terms of skills:
	
	    1. Employ effective intercultural communication by engaging in respectful and informed dialogues with individuals from diverse cultural backgrounds.
	
	    2. Adapt communication styles and behaviors to effectively interact with individuals from diverse cultural backgrounds.
	
	    3. Apply effective communication techniques and overcome communication barriers in international communities.
	
	In terms of competences:
	
	    1. Implement strategies to adapt behavior and practices in multicultural settings, showing sensitivity and respect towards different cultural norms and values.
	
	    2. Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.

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	3. Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.

Methodological tool Type	Number of Methodological tools
☒ **Lecture (compulsory)**	1
☐ **Open-ended questions**	
☐ **Close-ended questions**	
☒ **Group discussion**	2
☒ **Brainstorming**	1
☒ **Individual exercise**	**1**
☐ **Group exercise**	
☐ **Experiential workshop**	
☐ **Role play**	
☒ **Case study**	**2**
☐ **Video projection and analysis**	
☐ **Other (Please indicate)**	

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Total Number of Methodological Tools:	7

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological Tool Code and Title	PPT6.3_1 Lecture on Effective communication skills in intercultural contexts
Competence Number and Title	6. Cultural Awareness and Expression
Learning Outcomes covered by the Methodological Tool	**In terms of knowledge:** ✓ Define intercultural communication principles and learn about business communication in international communities and how technology affects intercultural dialogue. **In terms of skills:** ✓ Apply effective communication techniques and overcome communication barriers in international communities. **In terms of competences:** ✓ Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.
Methodological Tool Aim	✓ 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.

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	✓ 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	✓ 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	*[As soon as the 3 PPTs for the Competence are finalised, please insert them here, and then delete this.]*

ADDITIONAL METHODOLOGICAL TOOLS

2. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.3_1
Competence Topic Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	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.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*

Methodological Tool Aim	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. ✓ Make sure that learners follow the timeline of the activity.
Attachment/s for the usage of the Methodological Tool	N/A

Methodological Tool Title

Group Discussion Topic

Do you think we are living in a VUCA world? If your answer is yes, why do you think so, and how can we deal with it? If your answer is no, what are the reasons for rejecting this idea?

General Guidelines (for the Trainer)

- After finishing the activity, show the learners the presentation slide that has the right answers and discuss it.
- Motivate quieter participants to share their thoughts to ensure diverse perspectives.
- Encourage all the participants to talk.

Implementation Steps (for the Participants)

1- **Introduction (5 minutes):**
● The trainer introduces the activity, explains the concept of VUCA briefly, and presents the question:
"Do you think we are living in a VUCA world? If yes, why do you think so, and how can we deal with it? If no, what are the reasons for rejecting this idea?".
And then the trainer divides participants into groups and gives clear instructions on the discussion process.
2- **Group Discussion in Breakout Rooms (10 minutes)**:
● The Participants move to breakout rooms to discuss the question, Each group ensures everyone contributes and identifies key points for their response.
● A group representative is selected to present their conclusions.
3- **Discussion in the Main Room (15 minutes):**
● Groups return to the main room.
● Each group's representative presents their discussion outcomes (2-3 minutes per group).
4- **Trainer Input (10 minutes):**
● The trainer shares view on whether we are living in a VUCA world.
● A slide is displayed with an explanation of VUCA characteristics and strategies to navigate such a world.
5- **Q&A and Wrap-Up (5 minutes)**:
● The trainer opens the floor for questions or clarifications.
● Participants can share additional thoughts or seek further insights on the topic.

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

Total Time: 45 minutes

1- Introduction (5 minutes)
2- Group Discussion in Breakout Rooms (10 minutes)
3- Discussion in the Main Room (15 minutes)
4- Trainer Input (10 minutes)
5- Q&A and Wrap-Up (5 minutes)

*Online Classroom Setting **(if applicable)***

● Breakout Room

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- Set timers to help participants stay on schedule.
- Encourage participants to turn on cameras and use active listening cues

Expected Answers

- Participants will describe culturally unfamiliar situations and share how they adapted their behaviors or mindset.

Debriefing Questions

- How has understanding the VUCA model changed your perspective on the challenges you face in your work or personal life?
- Which aspect of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) do you find most challenging, and why?

Remarks by the Trainer

- ✓ *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.*

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change)

N/A

Attachment/s (if applicable)

N/A

3. INDIVIDUAL EXERCISE

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	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.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*
Methodological Tool Aim	The exercise aims to enhance understanding of Hofstede's dimensions through independent analysis, critical thinking, and discussion, linking theory to practice for deeper engagement.
Hints and Tips for the trainer to use the Methodological Tool	✓ Set Clear Instructions ✓ Control the Time ✓ Ask participants to think independently during the reflection time without discussing with others. ✓ Replay the Video if Needed like if any participant requests to listen again or expresses confusion, replay the video case section to ensure everyone understands.
Attachment/s for the usage of the Methodological Tool	https://www.youtube.com/watch?v=NRnYksNWyDg

Methodological Tool Title

Video Case Analysis.

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

Hofstede's Cultural Dimensions Theory https://www.youtube.com/watch?v=NRnYksNWyDg

Description of the Individual Exercise

Trainees will begin by watching a short video clip lasting 47 seconds, which presents a case related to Hofstede's cultural dimensions. After the video is paused, they will reflect individually and answer the question, "Which of Hofstede's cultural dimensions does this scenario illustrate, and why?". They will have 5 minutes to think independently. Following this, the trainer will lead a group discussion where trainees can share their answers and reasoning. Finally, the trainer will play the remainder of the video, providing the theoretical explanation and allowing trainees to compare their interpretations with the video's analysis.

Estimated Duration (broken down into steps, if necessary)

30 Minutes: 1. Introduction (3 minutes) 2. Video Viewing (47 seconds) 3. Individual Reflection (5 minutes) 4. Group Discussion (10-15 minutes) 5. Video Conclusion (2 minutes) 6. Debriefing and Summary (5-7 minutes)

General Guidelines (for the Trainer)

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- If at any point you feel unclear about the video or need to hear it again, feel free to let me know. I can replay the section for you.
- Encourage everyone to share their answers openly and tell them there's no need to be shy or worry about giving the 'wrong' answer, the goal is to learn from each other and deepen our understanding.

Implementation Steps (for the Participants)

1- **Introduction (3 minutes):** Briefly explain the exercise and instructions to all trainees.
2- **Video Viewing (47 seconds):** Play the initial part of the video and pause it at the designated point.
3- **Individual Reflection (5 minutes)**: Trainees reflect on their answers individually.
4- **Group Discussion (At Maximum 15 minutes):** Allow each participant to share their thoughts, ensuring everyone has a chance to speak. Allocate about 1 minute per participant to share their reasoning. If the discussion is focused and efficient, it can be done in 10 minutes; if more interaction is required, it might take closer to 15 minutes.
5- **Video Conclusion (2 minutes)**: Play the remainder of the video to reveal the explanation.
6- **Debriefing and Summary (5-7 minutes):** Summarize key insights, link back to the theory, and answer any questions.

Allocation of tasks (if applicable)

- *The trainer should be aware that after playing the first 47 seconds of the video, the trainer will pause it and ask participants to reflect on their answer. They should then allow 5 minutes for individual thinking. Once the time is up, each participant must unmute their microphone and share their answer. Afterward, the trainer will resume the video to reveal the correct answer.*

Necessary Equipment and Materials (if applicable)

- Timer to manage the 5-minute individual reflection time.
- Video link.
- Ensure all participants have a microphone to share their answers and engage in discussion.

Online Classroom Setting **(if applicable)**
● Enable audio to share your answer. This will help create a more interactive discussion and allow everyone to engage with your insights. Don't be shy—your contribution is valuable to the group.
Expected Results
● Understanding of Cultural Dimensions ● Participants should be able to explain their thought process and connect the scenario from the video to the specific cultural dimension they identified. ● Through the group discussion and video explanation, participants should gain new insights, correct misunderstandings, and strengthen their understanding of cultural dimensions.
Debriefing Questions
● Did the video's explanation align with your initial thoughts? Why or why not? ● How did the group discussion help you better understand the cultural dimension? ● How will this exercise help you in understanding intercultural communication better?
Remarks by the Trainer
✓ The exercise helps bridge the gap between theory and real-life situations. ✓ Encourage everyone to share their answers openly.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (in case of Group Exercise only)
N/A

Attachment/s **(if applicable)**

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The Video link : [*https://www.youtube.com/watch?v=NRnYksNWyDg*](https://www.youtube.com/watch?v=NRnYksNWyDg)

4. CASE STUDY

Methodological Tool Code and Title	MT6.3_3
Competence Topic Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	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.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*
Methodological Tool Aim	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.
Hints and tips for the trainer to use the Methodological Tool	✓ Highlight the benefits of diversity and how understanding these differences fosters collaboration and enhances the learning environment.

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Attachment/s to use the Methodological Tool	MT3.6-3.docx

Methodological Tool Title

Presenting a real-life or hypothetical scenario where a communication barrier occurred.

Case Study Source (e.g., URL)

https://www.diva-portal.org/smash/get/diva2:344618/FULLTEXT01.pdf

Case Study Content

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.

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.

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.

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.

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.

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.

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

25 Minutes

General Guidelines (for the Trainer)

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.

Implementation Steps (for the Participants)

25 Minutes:
1- Introduction (3 minutes)
2- Explaining the Case Study (10 minutes)
3- Multiple-Choice Question (5 minutes)
4- Debriefing and Summary (7 minutes)

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Task 1: E.g., Close-ended, Multiple-Choice Question

Please choose the correct answer from the options below*.*

[You can use any type and number of Close-Ended Questions; copy and paste from Section 2 of this document accordingly. Please delete this, as soon as you finish.]

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.

Debriefing Questions

1. What strategies can we apply in our own work to prevent similar barriers?
2. How can we balance task-focused and relationship-oriented communication in multicultural teams?

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Remarks by the Trainer
✓ *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.*
Attachment/s **(if applicable)**
![Word icon] MT3.6-3.docx

5. BRAINSTORMING

Methodological Tool Code and Title	MT6.3_4
Competence Topic Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	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.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*

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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	✓ 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	N/A

Methodological Tool Title

Group Discussion Topic

How can we effectively overcome communication barriers in intercultural contexts?

General Guidelines (for the Trainer)

- *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.*

Implementation Steps (for the Participants)

1- **Introduction to the Topic (3 minutes)**:
   ● The trainer briefly explains the concept of communication barriers, particularly in intercultural contexts.
   ● Participants are informed that they will brainstorm ways to overcome these barriers.

2- **Group Brainstorming (10 minutes)**:
- Divide participants into small groups.
- Provide each group with a set of discussion points, such as:
  - What are common communication barriers in multicultural settings?
  - How can these barriers be identified early on?
  - What strategies or tools can be implemented to overcome these barriers?
  - How can individuals adapt their communication styles to ensure clarity and understanding?

3- **Sharing Ideas (7 minutes)**:
- Each group selects a spokesperson to share the top strategies and solutions they discussed with the larger group.
- Encourage participants to listen to other groups' ideas and take notes.

4- **Synthesis of Ideas (5 minutes)**
- The trainer synthesizes the key strategies discussed by the groups.
- Highlight practical, actionable steps that can be applied in the workplace or daily life.

5- **Wrap-Up and Reflection (5 minutes)**
- The trainer encourages participants to reflect on the strategies shared and how they can implement them in their own environments.
- Invite questions or additional thoughts on overcoming communication barriers.

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

30 Minutes:

- Introduction to the Topic (3 minutes)
- Group Brainstorming (10 minutes)
- Sharing Ideas (7 minutes)
- Synthesis of Ideas (5 minutes)
- Wrap-Up and Reflection (5 minutes)

*Online Classroom Setting **(if applicable)***

- Encourage participants to have cameras on and use active listening cues (e.g., nodding).
- Set timers to help participants stay on schedule.

Expected Answers

● Participants will describe culturally unfamiliar situations and share how they adapted their behaviors or mindset.	

Debriefing Questions
● What were the most common communication barriers identified in your group? ● Which strategies do you think would be the most effective in overcoming these barriers?

Remarks by the Trainer
✓ *Keep the focus on actionable and practical ideas that can be applied in diverse intercultural settings.* ✓ *Remind participants that even small adjustments can make a big difference in overcoming communication barriers.*

Adaptation of the Methodological Tool for Asynchronous Learning (what to change)
N/A

Attachment/s (if applicable)
N/A

6. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.3_5
Competence Topic Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	*1. Define intercultural communication principles and learn about business communication on international communities and how technology affect intercultural dialogue.*

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	2. *Apply effective communication techniques and overcome communication barriers in international communities.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*
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	✓ 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).

Methodological Tool Title

Group Discussion Topic

What are the challenges and benefits of Technology in Intercultural Communication?

General Guidelines (for the Trainer)

- 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.

Implementation Steps (for the Participants)

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1. **Introduction (3 minutes):**
   - The trainer introduces the activity, briefly explaining how technology impacts intercultural communication.
   - The trainer presents the guiding question:
     "WHAT ARE THE CHALLENGES AND BENEFITS OF TECHNOLOGY IN INTERCULTURAL COMMUNICATION?"
   - Participants are divided into small groups, and the trainer provides clear instructions on the discussion process, including assigning roles (e.g., note-taker, group representative).
2. **Group Discussion in Breakout Rooms (10 minutes):**
   - Participants move to breakout rooms for discussion.
   - Groups discuss both the challenges and benefits
   - Each group identifies key points and selects a representative to summarize their conclusions.
3. **Discussion in the Main Room (10 minutes):**
   - Groups return to the main room.
   - Each group's representative presents their key discussion points (2-3 minutes per group).
   - The trainer facilitates a brief discussion to compare and contrast the insights shared by the groups.
4. **Trainer Input (10 minutes):**
   - The trainer highlights major challenges and benefits.
5. **Q&A and Wrap-Up (2 minutes):**
   - The trainer opens the floor for questions or clarifications about the discussion.
   - Participants share final reflections or takeaways.
   - The trainer concludes by emphasizing the importance of balancing technology's potential with cultural sensitivity.

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

Total Time: 35 minutes

- Introduction (3 minutes)
- Group Discussion in Breakout Rooms (10 minutes)

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- Discussion in the Main Room (10 minutes)
- Trainer Input (10 minutes)
- Q&A and Wrap-Up (2 minutes)

Online Classroom Setting *(if applicable)*

1. Breakout Room
2. Set timers to help participants stay on schedule.
3. Encourage participants to turn on cameras and use active listening cues

Expected Answers

- **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.

Debriefing Questions

✓ Were there any surprising insights or disagreements during your group discussions? How were they resolved?

Remarks by the Trainer

✓ 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.

Adaptation of the Methodological Tool for Asynchronous Learning (what to change)

N/A

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Attachment/s *(if applicable)*
N/A

7. CASE STUDY

Methodological Tool Code and Title	MT6.3 _6
Competence Topic Number and Title	6.3 Effective communication skills in intercultural contexts
Learning Outcomes (of the Specific Competence Topic) covered by the Methodological Tool	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.* 3. *Implement strategies to overcome communication barriers in intercultural contexts, ensuring mutual understanding and respect in interactions.*
Methodological Tool Aim	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.

Hints and tips for the trainer to use the Methodological Tool	✓ 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.
Attachment/s to use the Methodological Tool	MT3.6-6.docx

Methodological Tool Title
The Cultural Misunderstanding at the Global Summit
Case Study Source (e.g., URL)
https://direct.mit.edu/glep/article/10/2/18/14464/Inside-Copenhagen-The-State-of-Climate-Governance
Case Study Content
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: ● 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.

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2- The main issue was a mismatch in negotiation styles:
- China followed a flexible approach to scheduling and decision-making.
- The U.S. preferred clear timelines and rapid progress.

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.

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 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.

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

25 Minutes:
1- Introduction (3 minutes)
2- Explaining the Case Study (10 minutes)
3- Multiple-Choice Question (5 minutes)
4- Debriefing and Summary (7 minutes)

General Guidelines (for the Trainer)

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.

Implementation Steps (for the Participants)

1. **Introduction (3 minutes):**
   - The trainer introduces the topic.
2. **Explaining the Case Study (10 minutes)**:
   - The trainer narrates the case of the 2010 United Nations Climate Change Conference.
   - Emphasize the cultural differences between the Chinese and U.S. delegations in communication and negotiation styles.
3. **Multiple-Choice Question (5 minutes)**:
   - Present a multiple-choice question.
   - Discuss the correct answer.
4. **Debriefing and Summary (7 minutes)**
   - The trainer facilitates a discussion using debriefing questions.

   - Summarize key insights and practical applications of cultural awareness in negotiations.

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) Mismatch in communication and negotiation styles (Correct Answer)	
2. B) Language barrier	1
3. C) Technological issues	
2- How did the U.S. delegation approach the negotiations?	**Correct Answer**
1. A) They were flexible and indirect	
2. B) They preferred clear timelines and direct communication (Correct Answer)	2
3. C) They used passive communication strategies	

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3- What was the main communication style of the Chinese delegation?	Correct Answer
1. A) Aggressive and confrontational	
2. B) Reserved and indirect (Correct Answer)	2
3. C) Highly emotional	
4- How were the communication challenges between the U.S. and China resolved?	**Correct Answer**
1. A) Through intervention by neutral mediators familiar with both cultures (Correct Answer)	
2. B) By postponing negotiations	1
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. B) Only technological solutions can fix global issues	3
3. C) Cultural awareness is critical for effective international negotiations(Correct Answer)	

Debriefing Questions

1. What were the key cultural differences in communication styles between the delegations?
2. How did these differences impact the negotiation process?
3. What lessons can we draw about the role of mediators in intercultural communication?

ERF MTs for CULTURAL Awareness and Expression

Task 2.3

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Remarks by the Trainer
✓ *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.*
Attachment/s **(if applicable)**
MT3.6-6.docx

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Task 2.3