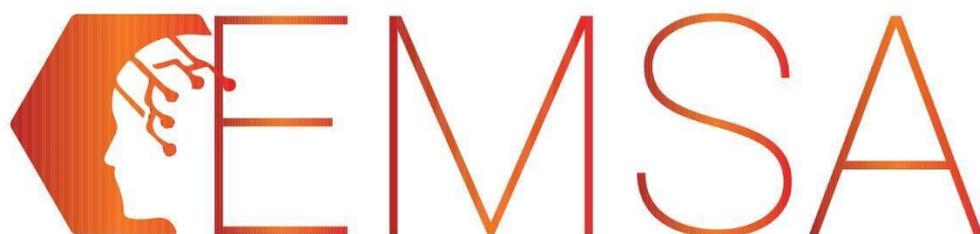


JOINT DEVELOPMENT, PILOTING AND VALIDATION OF
ENTREPRENEURIAL MINDSET AND KEY SKILLS CURRICULA
AND TRAINING MATERIALS FOR THIRD COUNTRIES



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM:
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

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
Project Agreement Number:	101092477
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COORDINATED BY



PROJECT PARTNERS



Jordan Youth Innovation Forum
المنتدى الأردني للإبداع الشبابي



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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Number and Title	6. 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 behaviors 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 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 checked="" type="checkbox"/> Group discussion	2
<input type="checkbox"/> Brainstorming	
<input type="checkbox"/> Individual exercise	
<input checked="" type="checkbox"/> Group exercise	2
<input type="checkbox"/> Experiential workshop	
<input type="checkbox"/> Role play	
<input type="checkbox"/> Video projection and analysis	
<input type="checkbox"/> Other (Case study)	
Total Number of Methodological Tools:	6

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION



Methodological Tool Code and Title	PPT6.2_1 Lecture on Cultural Intelligence
Competence Number and Title	6. Cultural Awareness and Expression
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>Describe familiar cultural forms of expression to explain how different cultural norms and values influence behaviour in various settings.</i> <p>In terms of skills:</p> <ul style="list-style-type: none"> ✓ <i>Adapt communication styles and behaviours to effectively interact with individuals from diverse cultural backgrounds.</i> <p>In terms of competences:</p> <ul style="list-style-type: none"> ✓ <i>Implement strategies for navigating and being integrated into different cultural environments, showing respect and sensitivity towards cultural differences.</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	<i>[As soon as the 3 PPTs for the Competence are finalised, please insert them here, and then delete this.]</i>



ADDITIONAL METHODOLOGICAL TOOLS

1. 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

Methodological Tool Title

<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? 5. Main Room Reflection: Groups return to the main room, and each group shares key insights and lessons learned.
<i>Estimated Duration (broken down into steps, if applicable)</i>
<p>Total Time: 30-40 minutes</p> <ul style="list-style-type: none"> ● Introduction and Group Setup: 5 minutes ● Breakout Room Discussion: 20 minutes

<ul style="list-style-type: none"> ● 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. Encourage participants to carry these insights into future interactions.</p>

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

Participants could record or write a response describing a culturally unfamiliar situation and how they adapted.

Peer Reflections: Participants review and respond to a few peers' stories, sharing insights or discussing similarities and differences.

Online Forum or Discussion Board: Key takeaways can be posted on a discussion board where participants share reflections on effective adaptations or unexpected challenges.

Trainer Feedback: Trainer provides summarized feedback on the main themes that emerged, offering additional insights or follow-up questions to deepen understanding.

Attachment/s (if applicable)

N/A

2. OPEN-ENDED QUESTIONS

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	To enhance cultural intelligence (CQ) by fostering self-awareness, encouraging sharing of cultural experiences, and developing adaptability and sensitivity in intercultural interactions.
Hints and Tips for the trainer to use the Methodological Tool	<ul style="list-style-type: none"> ✓ Guide participants to provide specific examples and reflect on lessons learned from their experiences. ✓ Observe discussions to ensure everyone has an opportunity to contribute.

Number of Questions in the Methodological tool (minimum 6)	6 Questions
Attachment/s for the usage of the Methodological Tool	Provided in the activity description below (if applicable).

<i>Methodological Tool Title</i>
Open-Ended Questions

Please answer <u>all</u> the questions below.
Question 1: Have you ever learned something new about another culture?
<ul style="list-style-type: none"> • Yes, I learned about the importance of indirect communication in Japanese culture. • I discovered that hospitality is a key value in Middle Eastern cultures.
Question 2: How did this new knowledge help you?
<ul style="list-style-type: none"> • It helped me communicate more effectively with colleagues by adjusting my tone. • I was able to build trust and stronger relationships during negotiations.
Question 3: Have you ever felt curious about connecting with someone from a different culture?
<ul style="list-style-type: none"> • Yes, I was curious about a colleague’s traditions during Ramadan. • I reached out to an international student to learn about their background.
Question 4: What happened when you acted on this curiosity?



<ul style="list-style-type: none"> • They shared their experiences, which strengthened our relationship. • We collaborated on a project, learning from each other's perspectives.
<p>Question 5: Can you share a time when you changed your behavior to fit into a different culture?</p>
<ul style="list-style-type: none"> • I adjusted my communication style to be more direct with an American team. • I adopted the custom of eating with my hands in India to show respect.
<p>Question 6: How did it go when you adapted your behavior?</p>
<ul style="list-style-type: none"> • It improved communication and reduced misunderstandings. • The experience was enjoyable and showed respect for the culture.

3. GROUP EXERCISE

Methodological Tool Code and Title	MT6.2_3
Competence Topic Number and Title	6.2 Cultural Diversity and How to ensure it
Learning Outcomes (of the Specific Competence Topic) 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> <ol style="list-style-type: none"> 4. Introduction and Instructions: 5 minutes 5. Group Research and Discussion: 25 minutes 6. 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.

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

- 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.

Attachment/s (if applicable)

N/A

4. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.2_4
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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	<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>
Hints and Tips for the trainer to use the Methodological Tool	<p>✓ Make sure that learners follow the timeline of the activity.</p>
Attachment/s for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
<i>Group Discussion Topic</i>
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.

General Guidelines (for the Trainer)

- 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.

Implementation Steps (for the Participants)

- **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.

Estimated Duration (broken down into steps, if applicable)

Total Time: 45 minutes

- **Introduction and Instructions:** 5 minutes
- **Group Discussion:** 20 minutes
- **Group Presentations and Summary:** 15 minutes

Online Classroom Setting (if applicable)

<p><i>Make sure:</i> Enable video and audio for enhanced interaction and facilitate active listening among participants.</p>
<p><i>Expected Answers</i></p> <ul style="list-style-type: none"> • <i>The participants should be sharing their perspectives based on their knowledge and experiences.</i>
<p><i>Debriefing Questions</i></p> <ol style="list-style-type: none"> 1. Which factors did you identify as most influential in promoting one model over the other? 2. In what ways do you think cultural integration models affect individuals' sense of belonging and identity?
<p><i>Remarks by the Trainer</i></p> <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 Asynchronous Learning (what to change)

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.

Forum Discussion: Participants post their reflections and respond to peers' insights to simulate group discussion.

Trainer Summary: Trainer provides a summary of key points raised in the forum and offers additional resources for further exploration.

<p><i>Attachment/s (if applicable)</i></p>
<p>N/A</p>

5. GROUP DISCUSSION

Methodological Tool Code and Title	MT6.2_5
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	<ul style="list-style-type: none"> ✓ Developing practical solutions for integrating marginalized individuals into society. The exercise promotes empathy, critical thinking, and the application of inclusive strategies.
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 for the usage of the Methodological Tool	N/A

<i>Methodological Tool Title</i>
<i>Group Discussion Topic</i>
Group Exercise

<i>General Guidelines (for the Trainer)</i>
<ul style="list-style-type: none"> ● Set clear expectations for each stage of the exercise. ● Offer support during group discussions without dominating. ● Encourage open, respectful dialogue and ensure that all participants feel comfortable sharing their perspectives.
<i>Implementation Steps (for the Participants)</i>
<ul style="list-style-type: none"> ● Set the Scene (5 minutes): Listen to the trainer’s introduction about social exclusion and inclusion. ● Group Assignment (5 minutes): Join your assigned group and review the case scenario. ● Group Discussion (20 minutes): Use guiding questions to identify challenges and develop solutions. ● Documentation (5 minutes): Summarize your findings and solutions in a clear, organized format. ● Presentations (10 minutes): Share your group’s solutions with the rest of the participants.
<i>Estimated Duration (broken down into steps, if applicable)</i>
<p>Total Time: 45 minutes</p> <ul style="list-style-type: none"> ● Set the Scene: 5 minutes ● Group Work: 30 minutes ● Group Assignment and Case Review: 5 minutes ● Discussion and Documentation: 20 minutes ● Preparing for Presentations: 5 minutes ● Presentations: 10 minutes
<i>Online Classroom Setting (if applicable)</i>
<ul style="list-style-type: none"> ● Make sure: Enable video and audio for enhanced interaction and facilitate active listening among participants. ● Use breakout rooms for group discussions.
<i>Expected Answers</i>
<ul style="list-style-type: none"> ● <i>The participants should be sharing their perspectives based on their knowledge and experiences.</i>

Debriefing Questions

- What surprised you about the challenges identified?
- Which solutions felt most practical or innovative?
- How can these strategies be applied in real-world scenarios?
- What lessons did you learn about teamwork during this exercise?

Remarks by the Trainer

- Emphasize the interconnectedness of inclusion efforts across different groups.
- Highlight the importance of community involvement and collaboration in addressing societal issues.
- Provide constructive feedback on each group's solutions, focusing on practicality and innovation.

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

N/A

Attachment/s (if applicable)

N/A

