



BRICS

BUILDING SOCIAL BRIDGES BY ARTISTIC INITIATIVES
KA220-ADU-76628D5C

RESULT 1 - IN SERVICE TRAINING PROGRAM ON USING ART AS AN INCLUSIVE EDUCATIONAL TOOL

R1/A1 - Development of
the structure and
material
FyG Consultores



Contents

<i>Common Framework</i>	2
<i>Summary of Units</i>	3
<i>Unit 1 – creativity as a tool for social inclusion (P1)</i>	4
Learning Outcomes	4
Concepts, skills & attitudes	4
Activities and Case studies	4
<i>Unit 2 – Cultural intelligence (P2)</i>	5
Learning Outcomes	5
Concepts, skills & attitudes	5
Activities and Case studies	5
<i>Unit 3 – Communication across Cultures (P3)</i>	6
Learning Outcomes	6
Concepts, skills & attitudes	6
Activities and Case studies	6
<i>Unit 4 – Building on Culture, Identity and perception to create a better work environment (P4)</i>	7
Learning Outcomes	7
Concepts, skills & attitudes	7
Activities and Case studies	7
<i>Unit 5 – Facilitation techniques for the social inclusion process (P5)</i>	8
Learning Outcomes	8
Concepts, skills & attitudes	8
Activities and Case studies	8
<i>Conclusions</i>	9



Common Framework

The BRICS project aims to promote the social inclusion of migrants in the European Union, which means empowering those who are disadvantaged and promoting equal opportunities for all people so that they can enjoy their rights and participate in community and social life regardless of their background.

To this end, the aim is to develop a training programme with a personalised methodology on the use of art as an inclusive educational tool to ensure the empowerment of professionals working with immigrants. The objective, therefore, is the creation of a series of tools to improve the competencies of trainers, specifically those related to the social and cultural integration of migrants.

This Training Programme will be focused on the following:

- 1) increasing awareness about culture and important components
- 2) enhance their knowledge on how to embrace diversity
- 3) increase professionals' awareness of different cultural backgrounds, values and assumptions
- 4) find ways to address challenges within education system
- 5) develop more opportunities for artistic education in order to ensure continued inclusion of different migrants, it is important to embed the principles of Diversity

When we intend to create a training programme, we must provide it with a pedagogical approach that guides teaching practices, sets objectives, ideas and activities, thus establishing optimal guidelines for a good development of the programme.

In this case, a liberating approach has been chosen, the aim of which is to promote teaching that forms people with integrity, freedom and efficient use of their rational capacity, which the teacher must help to liberate. The knowledge environment and the teaching environment must be similar. Knowledge must be constructed (constructivist model), hypotheses must be formulated and tested on the basis of the teacher's proposals.

The following didactic guide is intended for trainers working with migrants and aims to provide a solution to the needs that these professionals may have when dealing with migrants. For the completion of this activity, it is important that the adult trainers empathises and add some guidance and help of the people with a migrant background so as to make them feel comfortable in the local culture and teach them about culture, norms and traditions.



Summary of Units

Unit number	Sequence	Size	Time to complete the unit



--	--	--	--



Unit 1 – creativity as a tool for social inclusion (P1)

Unit 1 – creativity as a tool for social inclusion (P1)

Learning Outcomes

Learning objectives are an assessment tool that allows the teacher or trainer to quantify their impact on participants' progress, as indicated by the parameters of an educational standard.

In this Unit, we will look at creativity as a tool for inclusion. Creativity in the society fosters better understanding, leadership, openness, problem-solving, and promotes mutual connection, and ultimately will lead to improved inclusion. Creativity expresses diverse ideas while being also necessary for psychological and social well-being. In order to identify what works in stimulating creativity in often socially or culturally excluded people, such as migrants, we will provide below definitions, skills, examples, and a few activities and case studies.

The learning outcomes are as follows:

- increased knowledge of the definition of creativity,
- developing awareness of the importance of creative activities in everyday life among migrants in host societies,
- getting acquainted with examples of building creative skills.

Concepts, skills & attitudes

Definition of Creativity

Creativity is an essential human attribute that should lie at the heart of learning. The ability to face uncertainty and respond to complex challenges with energy, enthusiasm, imagination, and resourcefulness has never been more important. We believe that children, young and elderly people have an equal right to experience and develop their own creativity – becoming proactive, creative players in the world, despite age or origin.

Creativity is the act of turning new and imaginative ideas into reality. As described by the National Advisory Committee on Creative and Cultural Education (NACCEE), it is “an imaginative activity fashioned so as to produce outcomes that are both original and of

value”. Hence, creativity is characterised by the ability to perceive the world in new ways, find hidden patterns, make connections between seemingly unrelated phenomena, and generate solutions. It also involves two processes: thinking, then producing.

As we can observe, the term creativity has many definitions. Let's take a look at a few of them provided by *Creativity at Work*:

- According to Maria Popova from *Brainpickings*, “creativity is a combinatorial force: it’s our ability to tap into our ‘inner’ pool of resources – knowledge, insight, information, inspiration, and all the fragments populating our minds – that we’ve accumulated over the years just by being present and alive and awake to the world and to combine them in extraordinary new ways.”
- In addition, Rollo May from *The Courage to Create* further states that “Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy.”
- Thomas Disch said, “Creativeness is the ability to see relationships where none exist” (1974).

Creativity begins with a foundation of knowledge, learning a discipline, and mastering a way of thinking. Creativity is a practice, and if you practice using these discovery skills every day, you will develop your skills in creativity and innovation. Creativity, or being creative, is the ability to generate, articulate or apply inventive ideas, techniques, and perspectives (Ferrari et al., 2009), often in a collaborative environment (Lucas and Hanson, 2015).

What is more, creativity might be used as a useful tool for social inclusion development. Please see the diagram below.

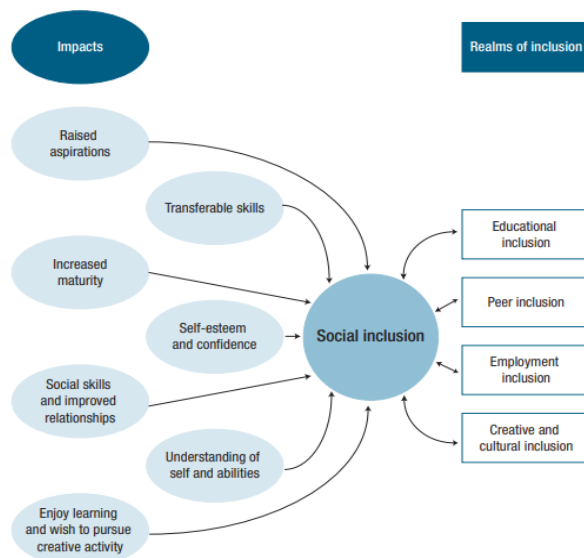


Table: Social inclusion diagram vs. creativity. Source: <https://www.nfer.ac.uk/nfer/publications/nes01/nes01.pdf>, p. 72.



Identifying Creative Skills

Creative skills are the methods or approaches that are used when trying to solve a problem differently and they are also used to explore a fresh perspective. While some of these skills might come naturally to different persons, some might need a more considered, purposeful approach.

One of the most enduring theories associated with creativity is the model of divergent thinking, which Guilford (1950) popularized, but which has since been adapted to become the framework for the well-known Torrance Tests of Creative Thinking (TTCT). Divergent thinking is generally understood as a composite idea-generation skill. The original model of divergent thinking captured in the Torrance tests comprised four subskills:

1. fluency - the ability to generate many ideas;
2. flexibility - the ability to move fluidly between different representations;
3. originality - the ability to produce novel and unusual ideas;
4. elaboration - the ability to fully develop ideas.

Creativity tools can help to:

1. Develop new ideas;
2. Breakthrough fixed ways of thinking;
3. 'Think out of the box' - thinking beyond current solutions;
4. Build upon team members' ideas;
5. Develop new inspirational ideas.

These tools and strategies can help to understand how these techniques work and how they can contribute to the product development process it is necessary to put them into produce creative outputs.

Activities

There are several basic activities that will awaken our creativity. Each time our creative activities will contribute to a greater understanding of the people in the group, and will allow you to get to know each other's ideas and experiences. Here are a few examples of creativity tools:

- **Classical Brainstorming and some basic rules:**

The term “brainstorming” has become a commonly used word in the English language as a generic term for creative thinking. The basis of brainstorming is generating ideas in a group situation based on the principle of suspending. The generation phase is separate from the judgment phase of thinking.



- a. The facilitator writes down all the ideas on a large sheet of paper or board;
- b. The participants call their spontaneous ideas as a reaction to the problem definition;
- c. The participants associate with each other's ideas;
- d. The participants do not express their critics of each other ideas and;
- e. The participants try to do this at a high speed.

- **Think Tank Technique**

This technique consists of the following elements:

- a. Discussion: an appropriate number of participants express their ideas on a pre-determined topic. Each participant is allowed five minutes to speak.
- b. Writing from memory: the participants fill in some forms in five minutes, then read out and discuss them.
- c. Briefing: participants who have been given the topic a week previously, brief others at a meeting on their creative ideas, which are subject to general comment.
- d. Suggestion meeting: five to ten people who know the topic under examination make suggestions on it.

- **Mind Mapping**

Mind mapping, also called 'spider diagrams' represent sides, notes, information, etc. in far-reaching tree-diagrams. To draw a mind map:

- a. Lay out a large sheet of paper in landscape format and write a concise heading for the overall theme in the centre of the page.
- b. For each major sub-topic or cluster of material, start a new major branch from the central theme and label it.
- c. Each sub-sub-topic or sub-cluster forms a subordinate branch to the appropriate main branch.
- d. Carry on in this way for every finer sub-branch.

It may be appropriate to put an item in more than one place, cross-link it to several other items or show relationships between items on different branches.

Coding with colour, character, or size can do this. Alternatively, the use of drawings instead of writing may help bring the diagram to life.



Software packages, like *Free mind* (for free downloadable from <http://freemind.sourceforge.net/>) are available that support working with mind maps, thus making it easier to amend and reshuffle the map.

Case studies

Case Study 1. Creativity Factors

Look at the description below. According to National Foundation for Educational Research, there is a number of factors that appeared to play a role in the development of individuals' creativity. This applies not only to e.g. young people but all users of creative actions. These are:

- **Authenticity** – themes and creative activity work successfully when they are relevant and meaningful to people. Mutual respect – of the participants, practitioner delivering the workshop, real artist or trainer – as well as the common experience play an important role.
- **Something different and original** – exposure to new ideas and concepts is particularly instrumental in provoking creative responses. Use of new or different locations, learning styles, and working with new people are also seen as helpful.
- **'Significant other'** – someone in the role of a mentor, mediator, assistant, or leader is found to be beneficial for creativity because they could provide encouragement, support, and model expertise for participants.
- **Exploring ideas** – the freedom to explore ideas and concepts is thought to facilitate creativity, because, through this investigation, people might begin to value their creativity and agency, and also take ownership of their creative ideas.
- **Challenge** – the aspect of 'challenge' is an important factor in developing creativity. Challenges took the form of taking risks, intellectual challenges, personal challenges, and resourcefulness.
- **Working with others** – working alongside others is crucial in the development and exploration of ideas. It is found to have built up people's confidence in their creativity through the sharing of ideas, even if those ideas and attitudes are different.



- **Time** – refers to the time in terms of having enough time to develop creative ideas, as well as making time for reflection on ideas and allowing learning. For many people, e.g. migrants it needs time to get a feeling of being a part of society.
- **Using imagination** – generating something original, providing an alternative to the expected, the conventional, or the routine is essential not only in creative thinking but in building new social relations.
- **Pursuing purpose** – refers to the application of imagination to produce tangible outcomes from purposeful goals. To speak of somebody being creative is to suggest they are actively engaged in making or producing something in a deliberate way – that may apply to the process of social integration and the will to be included.
- **Judging value** – it entails assessing the value of an outcome in relation to the task at hand – for example, is it effective, useful, enjoyable, satisfying, valid, or tenable? The criteria of value will vary according to the field of activity in question, people's experiences, or their cultural backgrounds, such as culture or religion.

After reading the description, please answer the questions below:

- Which of the features is the most important to you?
- Order them according to their importance to you personally.
- Think about some creative ideas that you have used in school, work, or in your personal life. Do you think there were certain factors that played a role in their development?
- Think about your level of creativity and examples from your life. Please put examples referring to your past, present, and future into 3 categories:

a. **Blue creative ideas:** easy to implement, previous experiences, low risk, quick wins:

.....
.....

b. **Yellow creative ideas:** future ideas, dreams, challenges, visionary:

.....
.....

c. **Red creative ideas:** innovative ideas, potential breakthroughs, exciting ideas, risky to implement:

.....
.....



- Compare the list with the group members or other participants. Can you see similarities or differences? Discuss the issue together.

Case study 2 Creativity builds nations

Watch the video “Creativity builds nations” from the famous series of TED Talks with a presentation given by Muthoni Drummer Queen. The video is available here: https://www.ted.com/talks/muthoni_drummer_queen_creativity_builds_nations/transcript.

In a hopeful talk followed by an empowering performance, musician and TED Fellow Muthoni Drummer Queen shares how industries like music, film, and fashion provide a platform for Africans to broadcast their rich and diverse talents -- and explains how the shared experience of creativity can replace attitudes of exclusionism and othering with acceptance and self-love.

After watching the video, please answer the questions below:

- How do you understand the title of the video?
- What kind of creative actions were mentioned in the video? Give examples.
- What kind of creative actions build your country of origin or nation? Are they similar to Kenyan ones?
- How would you define the terms: inclusion, exclusion, and othering? Discuss the issue together.
- For more TED Talks on creativity please check:
 - a. “A powerful way to unleash your natural creativity”: https://www.ted.com/talks/tim_harford_a_powerful_way_to_unleash_your_natural_creativity.
 - b. “The creative power of your intuition”: https://www.ted.com/talks/bozoma_saint_john_the_creative_power_of_your_intuition/transcript.



References

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/skills-for-today/Creativity-FullReport.pdf>

<https://www.oecd.org/pisa/publications/PISA-2021-creative-thinking-framework.pdf>

[https://www.academia.edu/23969836/Creative Thinking Tools Techniques and Methods and their Subroutines](https://www.academia.edu/23969836/Creative_Thinking_Tools_Techniques_and_Methods_and_their_Subroutines)

<https://www.nfer.ac.uk/nfer/publications/nes01/nes01.pdf>

<https://hbswk.hbs.edu/item/for-better-ideas-bring-the-right-people-to-the-brainstorm>

https://www.ted.com/talks/muthoni_drummer_queen_creativity_builds_nations/transcript

<https://www.creativityatwork.com/what-is-creativity/>

<https://workshopbank.com/creative-problem-solving>

<https://www.sessionlab.com/blog/creative-thinking/>



Unit 2 – Cultural intelligence (P2)

Learning Outcomes

Today's workplaces are more multicultural than ever, and it's normal to work with people from many different places and backgrounds. This has opened up many new opportunities – but it's also created some challenges.

Cultural differences aren't just about nationality, ethnicity or belief. Many of us work in multigenerational organizations, alongside younger or older colleagues who have cultural references, assumptions and attitudes that are very different from our own. And cultural clashes can even emerge between departments and teams in the same organization. All of this means that we need to be better at understanding and operating in a wide variety of cultures. That's where Cultural Intelligence, or also CQ, comes in.

- Increased awareness of the role of culture in interactions.
- Know-how to improve cultural intelligence in self and others.
- Improved effectiveness working with diverse colleagues, customers, suppliers and other stakeholders.
- Inclusive mindset and expansive worldview.
- Personal growth.
- Enhanced adjustment and well-being.

Concepts, skills & attitudes

What is culture Intelligence?

Cultural Intelligence refers to the skill to relate and work effectively in culturally diverse situations. It's the capability to cross boundaries and prosper in multiple cultures. It goes beyond our existing knowledge of cultural sensitivity and awareness by highlighting certain skillsets and capabilities needed to successfully realize your objectives in culturally diverse situations.

An individual possessing cultural intelligence is not just aware of different cultures – they are able to culturally adapt and effectively work and relate with people across a variety of cultural contexts. Cultural intelligence links to emotional intelligence but goes a bit further. People with high emotional intelligence can pick up on the emotions, wants and needs of others. People with high cultural intelligence are attuned to the values, beliefs and styles of communication of people from different cultures. They use this knowledge to help them relate to others with empathy and understanding.



Benefits of Cultural Intelligence

Cultural intelligence offers a number of benefits, including:

- Creating productive relationships based on giving importance to people's differences
- Communicating effectively in different cultural settings
- Establishing a common ground
- Maximizing teamwork in groups where people act and think differently
- Differences can be used to improve innovation processes and assess intercultural communication
- Maximizing corporate brand investment
- Providing tools for improving sales success, people performance and brand image
- Encouraging people to be the best they can be
- Offering insights to better understand international colleagues and clients

Activities and Case studies

Case Study 1: Resistance to Change

Victor is the head of a division in a state agency. He has been in his management position for 15 years and has worked his way up to his current position. Throughout his career, he has seen many people leave and join the department. He has stayed because he enjoys public service and working with familiar faces in the agency. He also knows that he brings his many years of experiences in a public agency to the table when solving problems. His personality fits the working environment of a state agency; he likes working with the familiarity of rules and procedures.

Victor is proud of his service, but he is really looking forward to his retirement, which, for him, is not coming soon enough. Within the last few years, lots of changes have occurred on a department level that is also changing much of the familiar procedures, rules, and norms that Victor has been accustomed to during his 25 years in the department. Some of these changes include hiring younger staff, reorganization of job responsibilities, performance plans to increase staff competencies and skills in new areas, and recent layoffs to help balance the budget.

As part of his attempt to make his mark on the division, and to bring in past experiences that he thinks can be of value, Victor proposed numerous ideas for the division at a staff



meeting. His staff—which, in recent years, has become increasingly more diverse in demographics and cultural backgrounds—suggests improvements and changes to his ideas. They are not so sure that his changes are the most appropriate given the overall strategic directions of the department. Furthermore, they are not sure how they can implement strategies when the ideas call for outdated resources and technology. Some of the younger staff members are more vocal and mention recent trends and practices in strategic thinking that could be more beneficial to accomplishing the division goals.

Victor views these suggestions as attacks directed at him and as resistance on the part of the staff. He feels like every time he makes a suggestion, he is thrown a curveball from one of the younger staff members. Why is this happening to him now? He knows he has to manage this. He cannot let this type of dynamic go on for an additional five years—or could he?

- 1. What cultural assumptions fuel Victor's perspective as a leader of a state agency?*
- 2. Where does Victor's motivation to lead come from?*
- 3. How would you describe Victor's self-concept and the influence of it on his leadership?*

Reflection

Victor has several cultural assumptions that can be broken down into different cultural levels: individual, team, organizational, and national cultures. His assumptions and beliefs may include any of the following: working hard will get you to the top, everyone must obey rules and procedures, and you must have experience in order to know what you are doing in a job. This could be why he feels attacked when his younger employees make suggestions. It is also important to note that Victor may have been raised in a homogenous culture that did not allow him to interact with others who did not share his same cultural values and belief. Victor can benefit from learning about his self-concept and how his values contribute to his management. By doing so, Victor helps his team to understand him more.

CI Model in Action

- **Acquire:** Victor has a lot of knowledge about working in public sector organizations. His tenure in a state agency makes him very familiar with this type of culture. But he lacks knowledge about what is unfamiliar to him, particularly around generational issues. He knows what areas of his work frustrate him; now, he needs to acquire information that help him understand why it frustrates him. To improve his cultural intelligence, Victor would need to develop a plan that helps him to become more familiar with the different cultures in his work team.



- **Build:** To build his knowledge in cultures, Victor can develop strategies that help him connect his current cultural knowledge to the new knowledge he wants to gain. For example, he identifies that the characteristics of a younger generation are new to him. He can put together a plan where he monitors his communication with the staff to gauge whether he is really understanding what is going on. It is important here that when he builds new knowledge, he is aware of the skills he has and what he lacks when working with a younger generation.
- **Contemplate:** Victor's self-efficacy is an issue in this cultural situation. He has a few years left before retirement and considers giving up. He needs to make a shift, changing his attitude from one of frustration to a positive perspective. He can do this by visualizing the positive end results and reminding him that he can and should keep trying. He needs to put in place a plan where he can monitor his internal motivation toward the issue.
- **Do:** It seems in this situation that change will be difficult for Victor because he is set in his ways. Victor can be mentored and coached to think about change and its impact on his situation by asking himself: What is changing, what will be different because of the change, and What will he lose? Using these three questions he will learn to identify the change and behaviours that need to change, the potential results of the change, and what beliefs and values he will need to discard in the process. By identifying specific areas of change, Victor can transition better.

Case Study 2: Young, Confident, and Moving too Fast

Julia, who is 26 years old, recently graduated from the University of Chicago with her master's degree in social work. She is a confident young woman who is used to making quick decisions, and she greatly values her independence. She graduated at the top of her class and, throughout her course of study, was known by her peers and professors as a "go-to person" for resolving conflicts and finding strategic, innovative approaches to social work. She is highly motivated and passionate about social justice and social change issues, particularly those involving poverty and housing.

She has high expectations in her career as a social worker and has found a job working with a local nonprofit organization that provides transitional housing to people who are homeless. Her boss, Joanne, holds her in high regard, but now, in her second month of the job, Julia is increasingly annoyed by her boss's constant micromanagement and questioning of her decisions. "Come to me before you make a major decision. I don't want you to move so fast on your own," Joanne says.



Julia asks, “Have I made any mistakes so far?” “No,” Joanne retorts, “but I feel that you need to check in with me before you move on with some projects. You’ve only been here for two months and there’s a lot of stuff you still need to learn.”

“Well, tell me what they are. I’m eager to learn everything so I can do my job better,” Julia replies.

“I don’t think you’re ready yet. There’s a lot to learn about this job. Believe me, I was like you, too, when I was younger, but over the years I’ve learned that it takes time and patience to do this work. It’s fast paced and working in this field can be emotionally draining. We just can’t afford to make mistakes when we do this work.”

Julia cannot believe what she is hearing. Here she is, eager and motivated to take on more work, and Joanne says that it is too overwhelming. She thinks, “What kind of work environment is this that won’t let me use skills and knowledge?”

This week, Julia is furious. She worked on a slide presentation for a major donor and prepared a report about the progress of the organization’s clients, for which Joanne commended her. Nevertheless, she was told bluntly that she could not be a part of the donor meeting. “This is ridiculous,” Julia thinks. “I’m moving on. I’ll stay here until I get something better, but I sure am going to start looking around.”

1. *What beliefs and values “root” Joanne and Julia to their self-concepts?*
2. *What suggestions do you have for Joanne and Julia when working with a person of another generation?*
3. *How would you suggest Joanne and Julia use the cultural intelligence principles to resolve this intercultural situation?*

Reflection

Julia believes she is a fast learner, and she has a high level of confidence. She wants to quickly move up the ladder but feels that Joanne, her manager, is creating barriers. Joanne does not feel this way and believes that she knows best, given her experiences in the industry. Both Joanne and Julia have beliefs about who they are and what they are capable of doing. Additionally, they both are making assumptions about each other, which leads to their behaviors. It would be helpful to both individuals to conduct an exercise that explores their behaviors, the thoughts that accompany the behaviors, and the emotions they feel.

CI Model in Action

- **Acquire:** Joanne is in a formal position of leadership in this case study. As a leader who wants to be culturally intelligent, Joanne would seek to understand what experiences she



has had in the past that contribute to her thinking about individuals like Julia. She needs to make the connection between this information and the new information about what she wants to experience related to generational culture. It would be helpful for Joanne to think about how she feels and what she might suspect Julia to feel in their interactions. Identifying emotions and feelings can serve as a great source of feedback to help Joanne comprehend the full picture of the situation.

- **Build:** To improve her cultural intelligence, Joanne can seek out a mentor who has worked with individuals like Julia. In CI work, it is important to be able to talk through cultural situations, particularly your plans and goals related to working with different cultural groups. In this situation, a mentor can help Joanne to identify the pieces of culture that she may not be picking up such as Julia's high expectations of herself, her ability to get things done in an informal work setting, and her working style preference.

- **Contemplate:** Joanne, in this case study, thinks that Julia is very capable to carry out projects and tasks. However, she can do more to help build her own self-efficacy as well as Julia's, thus improving both their cultural intelligence. It is more effective if Joanne schedules weekly evaluation and progress sessions with Julia. In this session, Joanne can help Julia to understand specific outcomes and expectations as well as take the opportunity to mentor her. Developing her cultural intelligence would mean that Joanne comes to these meetings prepared to provide the right type of feedback and recognize when to provide this feedback.

- **Do:** Joanne is able to quickly point out to what Julia's blind spots are in their interactions. But does Joanne see her own blind spots? In this component of CI, Joanne can and should evaluate her own behavior, including what she may not see because she is too focused on whether Julia will make a mistake. Her ability to adapt rests on her acknowledgement of what makes her uncomfortable when Julia performs well. Does she hold a belief or attitude about how work can be completed? Or who can do the work?

Case Study 3: Building a Multicultural Team—Is it Worth it?

Kalia works in a large business, managing a diverse team of eight individuals. Two of her employees are in their early 20s, two in their 30s, three in their late 40s, and one in her late 50s. Four members of her team are Caucasian and the other four are Hispanic, African American, Asian, and African. Her younger employees are fairly new, having been there for less than two years. Most of her team members have worked with the organization for 5 to 10 years, and her most senior staff has been there for 25 years, 10 years longer than Kalia has been in her leadership position.



Generally, team members are cordial to one another on the surface, but Kalia knows that there are tensions among some of the staff that have an impact on the success and productiveness of the team. She is aware that one of the younger employees, Robert, is frequently frustrated that his Hispanic co-worker, Ana, defers authority and decision making to others in the team. In conversations with him, she discovers that the younger employee feels Ana should express her opinions more often. Robert's frustration results from his beliefs that everyone on the team should be able to contribute in a shared, democratic process. He feels that when Ana defers her decision making to others, she is not being accountable as a team member.

Margaret, a senior member of the team has picked up on Robert's comments and feels that he is disrespectful of Ana's working style. She has mentioned to him that it could be a "cultural thing" and that he should learn to adapt his behaviour and working style to better meet her needs. In response, Robert mutters, "Whatever. You don't know anything about us." Responses like this have led Margaret to believe that he is disrespectful of her knowledge and tenure in the organization.

Frankly, Kalia is tired of managing people's personalities. She feels that people should just learn to adapt to each other's working styles. Even though she believes this, she also believes that a good leader has to unite the team, no matter their differences and working styles. This year, she has made it a goal of hers, and of the team, to resolve these intercultural issues. But given her previous attempts, she does not have high hopes for a successful outcome. The last time she tried to resolve intercultural team issues, she felt like a complete failure. She is concerned about the employees' responses to this next attempt. In fact, every time she thinks about that meeting, she flinches. She just did not have the skill sets to facilitate the conversation in their last meeting. She wonders if this next try will progress her team in any way or whether it will just be another failure.

- 1. How do you describe Kalia's self-efficacy?*
- 2. How does Kalia's self-efficacy impact her leadership?*
- 3. What strategies do you recommend to Kalia to help her improve her cultural intelligence?*
- 4. What suggestions do you have for Kalia in leading her staff to be a culturally intelligent team?*

Reflection

Kalia works with a multicultural team, and each member has his or her own individual differences. In a situation like this, it would be helpful for Kalia to explore her motivation and self-efficacy for managing multicultural teams and resolving intercultural conflicts. Her self-efficacy can, and does, have an impact on her leadership. If her employees see



that she is not confident or able to resolve conflicts, they may disregard the positional power she has as a leader. Because it seems as if she is overwhelmed, it would be helpful to her to break down her goal of creating a culturally intelligent team into manageable, small goals. She can also help others to recognize the basics of cultural differences in the workplace and the positive ways in which differences can be used to ignite their work.

CI Model in Action

- **Acquire:** As a leader, it is important for Kalia to understand the types of individual and team culture that are present in her work place. Her frustration about her team is a result of not knowing what to do based on her limited perspective of culture. Broadening her viewpoint to understand the value dimensions of culture such as language, power, authority, and gender can help her to make more sense of the situation. As Kalia learns this new information, she can evaluate her progress by identifying points in her interactions where the value dimensions appear and whether she has accurately assessed the situation. Understanding the particulars about culture will help her to grasp the cultural dynamics at play.
- **Build:** Resolving cultural conflicts can be overwhelming, especially to someone, like Kalia, who wants to avoid it. In this situation, Kalia will need to help resolve the conflict among team members. She can do this in two ways: first, by helping team members to understand their individual working styles, and in this case, taking the members that have the most conflict aside for discussions. Second, she can help them understand how individual cultures contribute to a team culture by describing the type of team she wants to build. She can mediate the conflict by herself or bring in an outside mediator.
- **Contemplate:** Kalia's anxiety and self-induced stress is a barrier to her success as a leader. She believes she does not have the skill sets to facilitate future meetings, and her thoughts are focused on this point. She cannot shy away from the situation; thus, it would be helpful to Kalia to create smaller action steps for her team and herself to meet the larger goal. She would need to stay calm and focused on the task.
- **Do:** Kalia's internal motivation will be a huge assistance to her managing the situation. She knows she does not have the skill sets to facilitate the next meeting, but she can find ways to build her skills, or she can bring in an outside person to help her mediate. If she chooses to facilitate the meeting on her own, she will need to reflect and identify the skill sets she would need. She can do this by first identifying the thoughts she has related to the situation and the behaviour that accompany the thoughts. In doing this, she may find out that she has the skills to facilitate but needs more confidence.



References

<https://commonpurpose.org/knowledge-hub/what-is-cultural-intelligence/>

<https://www.randstad.com/workforce-insights/talent-management/importance-cultural-intelligence-within-a-global-organization/>

<https://www.learnlight.com/en/articles/cultural-intelligence-skills-the-key-to-your-organizations-success/>

https://www.google.com.cy/search?q=case+study+of+cultural+intelligence&ei=LYdvYtCSN-6DhbIP1feDkAc&oq=case++cultural+intelligence&gs_lcp=Cgdnd3Mtd2l6EAEYADIGCAAQBxAeOggIABAIEAcQHjoICAAQBxAFEB5KBAhBGABKBAhGGABQAFi4DWDeHGgAcAF4AIABf4gBtQWSAQMxLjWYACgAQHAAQE&sclient=gws-wiz

<https://hbr.org/2004/10/cultural-intelligence>



Unit 3 – Communication across Cultures (P3)

Learning Outcomes

The **strategies** below can be effective when communicating across cultures.

- **Know yourself:** Understand why you are pursuing this subject biases, assumptions, attitudes, likes and dislikes.
- **Learn about different cultures and values**
- **Use shared language:** Avoid slang and jargon. Use day-to-day vocabulary.
- **Take your time:** Don't jump to conclusions. Allow someone to finish, relax, and be flexible.
- **Consider physical and human setting:** This includes one's physical environment and context, customs, past practice and timing.
- **Improve communication skills:** Listen and be attentive. Concentrate on explicit signals and be sensitive to implicit cues. Be aware of nonverbal cues and communication. Establish common goals.
- **Encourage feedback. Allow for correction and adjustment of message:** Create a comfortable environment. Ask questions, and listen intently to responses.
- **Develop empathy:** Understand and appreciate the worldview of others. Treat others as you want to be treated.

Concepts, skills & attitudes

How many of your communication habits change when you cross borders? How do different cultures communicate? Whether you are travelling for personal or professional reasons, a shift happens when settings change and it often catches us off-guard. Culture flows and progresses through marriages, markets, movement, and time. How can we communicate within evolving cultures and how can we be sure we've been understood?

The sooner a team becomes aware of how culture impacts their work, the sooner they can begin to turn their differences into opportunities. Culture profoundly impacts the way we see the world, and under the guidance of a creative leader can be successfully channelled within a successful multifaceted venture. Consider the action points already highlighted in this article as a vision for potential speed bumps up ahead.

Meyer suggests adopting a leadership style inspired by Chinese culture, which blends flexibility and reactivity. Note how the most productive meetings are born from



unpredictable conversations. Stay nimble and flex your style as the situation at hand requires, in maintaining the balance of short-term and long-term planning. For today's creative leader, reactivity is key so consider all plans flexible, and allow this to improve your skill sets, relationships, and the formation of ideas.

It is vital to understand which actions and beliefs are unique to the individual, and those that are culturally ingrained. Culture lives deeply within all of us, and yet it is never the only way to understand a person's goals, interests, and preferences. Begin your relationships by understanding the person within the culture and setting, and you are on your way to communicating across cultures.

If communicating person to person can be so difficult, then it's a safe bet that *communicating across cultures is even more challenging*. Each culture has set rules that its members take for granted. Few of us are aware of our own cultural biases because cultural imprinting is begun at a very early age. And while some of a culture's knowledge, rules, beliefs, values, phobias, and anxieties are taught explicitly, most of the information is absorbed subconsciously.

The challenge for multinational communication has never been greater. Worldwide business organisations have discovered that intercultural communication is a subject of importance—not just because of increased globalisation, but also because their domestic workforce is growing more and more diverse, ethnically and culturally.

In some cultures, personal bonds and informal agreements are far more binding than any formal contract. In others, the meticulous wording of legal documents is viewed as paramount. High-context cultures (Mediterranean, Slav, Central European, Latin American, African, Arab, Asian, American-Indian) leave much of the message unspecified, to be understood through context, nonverbal cues, and between-the-lines interpretation of what is actually said. By contrast, low-context cultures (most Germanic and English-speaking countries) expect messages to be explicit and specific. The former is looking for meaning and understanding in what is not said—in body language, in silences and pauses, and in relationships and empathy. The latter place emphasis on sending and receiving accurate messages directly, and by being precise with spoken or written words.

Intercultural communication: problems, mistakes and differences

Facial Expressions

Expressing emotions is an obvious thing in our culture, for example, it is normal to smile while someone speaks, even if you are not particularly amused, it is synonymous of attention and understanding. In Northern Europe, on the other hand, the statements are quite controlled, while in the East they are not very pleasing, and children are educated to a certain confidentiality about their feelings.



Eyes and Gaze

In the West when someone looks you straight in the eye it is interpreted in a positive way, a gesture of loyalty and sincerity. This is not the case all over the world, for example in some countries of Asia and Africa looking a person straight in the eye can be interpreted as a challenge or an erotic signal. In Japan usually, the eyes point to the ground or to the side of the person who speaks, or almost closed, in the form of respect and maximum attention.

Concept of Time

The importance of punctuality varies from country to country: in industrialised ones being punctual to be punctual is a fundamental requirement, Eastern ones being punctual is just a rough indication. Time for the Orientals is circular, that is, marked by nature and not by man.

Arms and Hands

In Euro-American cultures shaking hands vigorously is a sign of sincerity, but in others the excess of strength is considered a source of annoyance, or in the East the handshake is absolutely unusual.

In some cultures, such as the Arab one, crossing the legs, that is, supporting the ankle to the knee is considered a rude and disrespectful behaviour. Showing the sole of the shoe is equivalent to saying: "go away". Showing your feet is even considered a sacrilege.

Distance Between Bodies

The distance, also called bubble between two people speaking, corresponds to about 60cm. This bubble varies from culture to culture in the Mediterranean, often those who speak touch the interlocutor, they take each other by the hand or under the arm while walking. In Japan even walking very close to a person of the opposite sex, assumes sexual connotation.

Hierarchy

It is a concept present in all cultures, in Italy it is felt above all in the workplace, where respect is shown towards their superior. In America, however, anyone can present ideas and projects to their bosses. In Africa and Asia, the hierarchy is highly respected and exhibited even with inquisitorial and personal questions.



Clothes

Every culture has its own idea of proper and formal attire. For example, in Italy it is considered formal the combination of tie shirt and jacket, without colour scheme. In the USA, a tie is sufficient even with a short-sleeved shirt, in Europe and in the East employees are not accepted in the office if they do not have a grey, blue or black suit.

Status Symbol

The identifying elements of a state vary according to culture and social class. In Europe flaunting wealth is not considered in a positive way, while in Arab or Slavic culture it is approved without prejudice.

Use of Voice

An Englishman seeing 2 Italians speak, would think that they are arguing, because they use a tone of voice, and a continuous interruption, for them typical of quarrels. The habit of overlapping voices is generally accepted by Mediterranean culture, not by other cultures.

Culturally-specific behaviour can be explained on the basis of cultural standards. This can aid in understanding what would otherwise be irritating, unusual and strange events. This knowledge is therefore an important basis for constructive cooperation between members of different cultures.

Activities and Case studies

Activity: Communicating Across Cultures

Communicating Across Cultures is a MOOC from the British Council which will enable you to develop an understanding of the impact of culture in shaping everyday behaviour, including communication. It will provide you with the skills and tools to identify cultural preferences in the way people communicate and to improve the effectiveness of your own communication in multicultural and multilingual situations.

The course will ask you to reflect on how culture has influenced your preferences and behaviour in multicultural and multilingual situations. It will also introduce you to tools to help you better understand how people from other cultural backgrounds prefer to communicate. You will learn a range of strategies and techniques to use immediately to



prepare for new and familiar intercultural interactions, communicate effectively and manage challenging situations.

This course is part of the Digital Skills programme - our response to the challenging conditions facing young people during the Covid-19 pandemic - which focuses on new and creative forms of digital engagement with audiences, especially with people who are marginalised and under-represented.

Participants who complete the course will be able to:

- Apply an intercultural mindset to communicate flexibly and sensitively in a range of multicultural and multilingual situations.
- Evaluate new and familiar cultural situations with an understanding of how others might react to your preferences and behaviour, enabling you to respond positively and empathetically.
- Engage confidently and effectively with challenging intercultural situations.

Case Study: Cross-cultural communication.

A friend from Venezuela was invited to a party in the States. The hours on the invitation were stated as 5:00 p.m. to 10:00 p.m. This was almost inconceivable to the Venezuelan. "How can anyone know when the party will be over?" she asked. To her way of thinking, a party can't be "timed." It begins when it begins and ends when it ends.

With much angry gesturing, an Italian manager referred to the idea of his Dutch counterpart as "crazy." The Dutch manager replied. "What do you mean, crazy? I've considered all the factors, and I think this is a viable approach. And calm down! We need to analyse this, not get side-tracked by emotional theatrics." At that point, the Italian walked out of the meeting.

In international business practices, reason and emotion both play a role. Which of these dominates depends upon whether we are affective (readily showing emotions) or emotionally neutral in our approach. Members of neutral cultures do not telegraph their feelings, but keep them carefully controlled and subdued. In cultures with high affect, people show their feelings plainly by laughing, smiling, grimacing, scowling, and sometimes crying, shouting, or walking out of the room.

While many companies now offer training in the different cultures where the company conducts business, it is important that employees communicating across cultures practice patience and work to increase their knowledge and understanding of these cultures. This



requires the ability to see that a person's own behaviours and reactions are often culturally driven and that while they may not match our own, they are culturally appropriate.

If a leader or manager of a team that is working across cultures or incorporates individuals who speak different languages, practice different religions, or are members of a society that requires a new understanding, he or she needs to work to convey this.

Consider any special needs the individuals on your team may have. For instance, they may observe different holidays, or even have different hours of operation. Be mindful of time zone differences and work to keep everyone involved aware and respectful of such differences.

Generally speaking, patience, courtesy and a bit of curiosity go a long way. And, if you are unsure of any differences that may exist, simply ask team members. Again, this may best be done in a one-on-one setting so that no one feels "put on the spot" or self-conscious, perhaps even embarrassed, about discussing their own needs or differences or needs.

How to achieve an Effective Cross-Cultural Communication? 10 Tips

1. MAINTAIN ETIQUETTE

Many cultures have specific etiquette around the way they communicate. For example, they expect a degree of formality at the beginning of communication between individuals. Every culture has its own specific way of indicating this formality: 'Herr' and 'Frau' in Germany, reversing family and given names in China and the use of 'san' in Japan for men and women etc. Be aware of these familiarity tokens and don't jump straight to first name terms until you receive a cue from the other person to do so.

2. AVOID SLANG

Not even the most educated non-native English speaker will have a comprehensive understanding of English slang, idioms and sayings. They may understand the individual words you have said, but not the context or the meaning. As a result, you could end up confusing them or at worst, offending them.

3. SPEAK SLOWLY

Even if English is the common language in a cross-cultural situation it's not a good idea to speak at your normal conversational speed. Modulating your pace will help, as will speaking clearly and pronouncing your words properly. Break your sentences into short, definable sections and give your listener time to translate and digest your words as you



go. But don't slow down too much as it might seem patronising. If the person you're speaking to is talking too quickly or their accent is making it difficult for you to understand them, don't be afraid to politely ask them to slow down too.

4. KEEP IT SIMPLE

In a cross-cultural conversation there's no need to make it harder for both of you by using big words. Just keep it simple. Two syllable words are much easier to understand than three syllable words, and one syllable words are better than two syllable words. Say "Please do this quickly" rather than "Please do this in an efficacious manner."

5. PRACTICE ACTIVE LISTENING

Active listening is a very effective strategy to improve intercultural communication. Repeat or summarize what the other person said to make sure you understand them correctly and ask frequently asked questions. This helps build a relationship and ensures that important information is not lost or misunderstood.

6. TAKE TURNS TO TALK

Make the conversation flow more freely by taking it in turns to speak. Make a point and then listen to the other person respond. Particularly when people are speaking English as their second language it's better to talk to them in short exchanges rather than delivering a long monologue that might be difficult for them to follow.

7. WRITE THINGS DOWN

If you're not sure whether the other person has understood you properly, write it down to make sure. This can be particularly helpful when discussing large figures. For example, in the UK we write a billion as 1,000,000,000 but, in the USA, it's written as 1,000,000,000,000.

8. AVOID CLOSED QUESTIONS

Don't phrase a question that needs a 'yes' or 'no' answer. In many cultures it is difficult or embarrassing to answer in the negative, so you will always get a 'yes' even if the real answer is 'no'. Ask open-ended questions that require information as a response instead.

9. BE CAREFUL WITH HUMOUR

Many cultures take business very seriously and believe in behaving professionally and following protocol at all times. Consequently, they don't appreciate the use of humour and jokes in a business context. If you do decide to use humour make sure it will be



understood and appreciated in the other culture and not cause offence. Be aware that British sarcasm usually has a negative effect abroad.

10. BE SUPPORTIVE

Effective cross-cultural communication is about all parties feeling comfortable. In any conversation with a non-native English speaker, treat them with respect, do your best to communicate clearly and give them encouragement when they respond. This will help build their confidence and trust in you.



References

<https://www.asme.org/topics-resources/content/communicating-across-cultures>

<https://diversity.med.wustl.edu/resources/strategies-for-effective-communication-across-cultures/>

<https://www.britishcouncil.org/society/communicating-across-cultures-course>

<https://www.thnk.org/insights/communicating-across-cultures/>

<https://www.amanet.org/articles/communicating-across-cultures/>

<https://www.mindtools.com/CommSkll/Cross-Cultural-communication.htm>

<https://www.chrysos.org.uk/blog/top-ten-tips-for-effective-cross-cultural-communi>

<https://www.mic.usi.ch/case-studies-intercultural-communication>

<https://www.pbs.org/ampu/crosscult.html>

[https://www.academia.edu/14859201/What are the Benefits and Challenges of Cross-cultural Diversity in Teams](https://www.academia.edu/14859201/What_are_the_Benefits_and_Challenges_of_Cross-cultural_Diversity_in_Teams)

<https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/>



Unit 4 – Building on Culture, Identity and perception to create a better work environment (P4)

Learning Outcomes

Culture and Identity can be very challenging to take into account when we work in a multicultural environment. The challenge can get as difficult as it can get rewarding. As for our unit the learning objectives are focusing on three equally important areas such as learning the knowledge and development of skills and attitudes.

In this case our main goal is to introduce diverse cultures, individual identities and perception in a meaningful, open and positive way. It is important to respect, cherish and explain “otherness” as it is the way to recognize and understand that we all have different values which are shaped by many factors such as different cultural or economic background, religion, beliefs, upbringing, social life and many others. In this unit the following learning outcomes will be achieved:

1. Development of soft skills
2. Better collaboration and communication competencies
3. Increased knowledge on cultural diversity
4. Acquisition of the attitudes, skills and knowledge to function in various cultures
5. Cultural awareness

Concepts, skills & attitudes

WHAT IS CULTURE?

We cannot really state what is the one and unique definition of the culture as this is a phenomenon, which was researched by many authors and as the cultures differ one from another the opinion on how to define it by the authors as well. It is not only that there are so many different cultures but also the culture is not static and can develop over time. Even the approaches to how to define culture can differ from general definitions as “particular way of life” (Raymond Williams, 1962), or set of elements that are shared between the people in the same culture (Trindias, Kurowski 1993) to twelve points check list consisting from specific behaviour features of each culture (Brislin, 2000).



Another fact which cannot be ignored is how globalisation and interconnection of today's world influences different cultures. Different cultures are no longer isolated from each other and development of communication technologies are allowing us to learn, observe and experience the different cultures on the daily basis without any obstacles.

WHAT IS IDENTITY?

Identity is a very important part of each individual and it is strongly connected to the culture. The way how we see things (for example nationality, colour of the skin, language, disabilities, clothes) are all influenced and filtered by our cultural identities. As the person is growing up the socialisation process into various identities is happening and we develop specific attitudes or beliefs which can or don't have to be shared by other cultures. Generally, it is considered to be very useful to be exposed to different cultural groups from an early age so our perception of the world around us is more understanding and tolerant. If the person is not exposed to the different cultures it often becomes difficult to see the things from different cultures in different perspectives and the view of the world becomes very narrow and sometimes even naive. Experiencing the different cultural groups doesn't mean that you will have to change your identity or adopt their beliefs or attitudes, it may offer you a chance to understand why and how your identity was formed the way it is.

WHAT IS PERCEPTION?

Perception means basically how we see and look at things. Firstly the information has to enter our "system" through our senses and only then is this information influenced by our identity, attitudes, beliefs of culture. For the illustration of how are sensory information influenced by our culture we use following examples:

- **Sight.** People from different cultures see fashion completely differently. What can be considered acceptable or required can be unwanted or prohibited in other cultures. For example Scottish kilts are still being used as formal clothing for traditional events and many Scots still prefer wearing kilts over trousers. However in other cultures it could be seen as unpleasant that men wear outfits, not including trousers.
- **Touch.** For some cultures the touch can be seen very differently as in others. For example, in certain [Arabian](#), [African](#), and [Asian](#) countries, men can publicly hold hands or show physical affection as signs of brotherhood or friendship while these behaviours may suggest a romantic relationship somewhere else. Although men's touching is more normal in these cultures, physical contact between persons of opposite sexes who are not family members is negatively perceived in Arabian countries.
- **Sound.** Some cultures see the sounds differently as the great example we can use atonal music, which is becoming more and more popular. However, atonal



music can be very uncomfortable is the people weren't taught these combinations and it can sound very unpleasant for them.

- Taste. Even though taste is very individual and many people find different things unpleasant, it is also influenced by "what you are used to". For example Surströmming is a [lightly-salted fermented Baltic Sea herring](#) traditional to [Swedish cuisine](#) since at least the 16th century. It is one of the smelliest foods in the world and can become very challenging to eat in other cultures, even though for Swedish people it is considered a delicacy.
- Smell. Western cultures spend lots of time and effort to try to mask their natural body odour. We use different perfumes, sprays or creams to smell "nice". However some cultures prefer natural body smells and will find this masking very unpleasant.

The sensory information which we receive are also filtered by other more abstract concepts like economical status, political beliefs, upbringing etc. Afterwards we simply and naturally split people in two categories - like us and not like us and also very naturally we see the people who are like us to be more trustworthy and generally better. This is, however, very dangerous and therefore it is of utmost importance to overcome these patterns by experiencing the "otherness" as much as we can.

HOW CAN CULTURE INFLUENCE A WORK ENVIRONMENT

It is only natural that different cultures are seeing work differently and they are also performing differently. This can be observed by preferences of the different working times, breaks, amount of work which an individual or group can handle or the preference of the work. To explain these differences by looking at the difference in work of Western cultures and Eastern cultures. Western cultures are focusing on the individual rather than collective and personal achievements and performance are valued and rewarded. On the other hand people from Eastern cultures focus more on the group achievements and therefore they are more connected with their colleagues and fellow workers. This led to the tendency for Western cultures to extract objects from their context and think about them in isolation, allowing them to focus specifically on the object itself, which is very useful for example in science. On the other hand members of Eastern cultures think about objects in relation to other objects, this is very useful for developing the solutions to social problems as they can explore how specific changes in objects can influence other objects (Markman, 2014). Working in a multicultural environment helps us to combine different perspectives and different ways of thinking and can help us to do our work better and also learn something new about different cultures. However, working in a multicultural environment can also be very challenging and can cause many problems and misunderstandings.



BENEFITS AND CHALLENGES OF MULTICULTURAL WORKING ENVIRONMENT

There are many benefits of working in the multicultural environment we will state just some of them:

- Diverse cultural perspectives can inspire creativity and drive innovation: It is a well known fact for many big companies that employing the workers from various cultural backgrounds can bring some great ideas. As different cultures, personalities, characteristics, beliefs and perspectives create a challenging innovative environment and place for discussion.
- Cultural sensitivity, insight, and local knowledge means higher quality, targeted marketing. Understanding the different cultures is important and working with colleagues from different cultures, with different languages can help to avoid any misunderstandings when interacting with the customers from their native countries. It is very important if the team is creating for example dissemination content such as posters, billboards etc. to be culturally sensitive and mostly this is best done if you involve someone local.
- Drawing from a culturally diverse talent pool allows an organisation to attract and retain the best talent: In a diverse workplace, employees are more likely to remain loyal when they feel respected and valued for their unique contribution. This, in turn, fosters mutual respect among colleagues who also value the diverse culture, perspectives, and experiences of their team members. An inclusive atmosphere of cross-cultural cooperation is an excellent way to bond colleagues and teams.
- Diverse teams are more productive and perform better: Working in the team where the diversity is being present can look challenging on the first sight, however the difference in opinion and expertise can lead to new solutions, higher productivity and increases the competitiveness of the members of the team. In fact, studies also show that the teams with members from different cultural backgrounds tend to be much happier and more productive.
- Greater opportunity for personal and professional growth: Working with colleagues from different cultural backgrounds can help you experience different traditions, different mindsets, opinions, skills, beliefs and attitudes. The diverse environment naturally attracts people, who are open minded and able to work over similarities and differences within the group. To work in an environment like this will help you overcome prejudices and ethnocentrism and to become a global citizen.

There are also some challenges, which come hand to hand with the culturally diverse working environment. Even though the pros are higher than the cons, specific difficulties and challenges should not be forgotten and have to be deal with very carefully within the team.



- Colleagues from some cultures may be less likely to let their voices be heard: It is very important to create a workspace where everyone feels comfortable with speaking out and sharing their ideas. It can be very challenging especially with the people coming from cultural backgrounds where the politeness and hierarchy is strictly present, which can influence their willingness to speak up.
- Integration across multicultural teams can be difficult in the face of prejudice or negative cultural stereotypes: It is very important to foster integration among the colleagues as some stereotypes and prejudice between different cultural groups can lead to the isolation of individuals. This can be overcome by some quality team building activities and it is often best to deal with it with sensitivity and humour to break the bridges.
- Professional communication can be misinterpreted or difficult to understand across languages and cultures. Even though English is most of the time the official language for multicultural environments, sometimes things are misunderstood or can be misinterpreted in translation. Same goes for the non-verbal communication where it is important to take into consideration that what is alright for us, can be seen as negative in other cultures.
- Different understandings of professional etiquette: Despite the fact that the multicultural working environment can bring lots of creativity the different workplace attitudes, values, behaviours, and etiquette can be challenging. For example, different length of coffee breaks, different working schedules or punctuality can bring lots of negativity into the workplace.

Activities and Case studies

There are many different types of activities that can help us to create a functioning, multicultural working environment. As we already mentioned in the part above, working with colleagues from different cultural backgrounds can be both challenging and rewarding. Here are some examples of activities and approaches from different environments which can help with this task:

For working in business:

- Employees need to feel valued and included: it is very important that everyone from the team is included and feels that his/her opinions are heard and respected.
- Asking the questions helps to know individuals: asking individuals about their reasons and knowing something about them without invading their personal space will always help to understand reasons behind some actions, which could look strange at the first sight.



- Keeping the fair play: it is very important to divide the workload and tasks within the team evenly. Delegating work unevenly because someone is different can cause lots of problems within the work environment.
- Positive and safe working environment: it is important that everyone feels safe in the working environment. Positive feelings and safety leads to stability within the working place.
- Never Ending task: working in a multicultural environment offers us unlimited resources to know other cultures and other individuals. It is up to you how far you will go to know others' backgrounds and team members are often very grateful if someone takes interest in their culture.

For courses, teaching, classrooms:

- Openness and non-judgemental attitude: in today's multicultural world it is very important for teacher/lecturer to understand that some people act certain ways not because of their personalities, or in case of kids they are misbehaving but it could also be caused by their cultural background. It puts a big pressure on teachers to find out why someone acts the wrong way and to learn more about the individual story. Today's classroom could be a melting pot of many different ethnicities. Many children are refugees from war-torn countries. Some may be poor. Others may be rich. In Mexican culture, people show respect by hugging. In Chinese culture people show respect by bowing. Whatever the circumstance, a teacher should respect the individuals for who they are and be open to their thoughts and concerns.
- Cherish the different languages: sometimes to come to a different country, with a new language can be very difficult. It is very important that in case that person does not speak the same language perfectly or doesn't speak language at all, he won't feel that he is considered to be second class citizen, or in some cases he will be considered to be less intelligent. For the classroom it could be very useful to build a word wall consisting of words in native language and language which is individual learning. It helps them associate with them quicker and also gives opportunities to others to learn something new from different languages.
- Multicultural libraries: this can be a very useful tool not only for courses and schools but also for every environment where the cultures with different languages mix (for example hospitals, parks, coffeeshops). It not only help the individuals from different countries to feel more welcome if they find the book in their own language, or the author from their country; it can also enrich the knowledge of others.
- Celebration of differences: this is a very effective way to shift the attitude towards positive to the otherness right from the start. Instead of pointing out the differences in negative manners, it is very useful to celebrate them and show them



as something unique and precious. In the multicultural classrooms it is often the most fun events when the children are able to bring and experience the food from different countries, this way the individual is able to show some part of their culture and other kids are able to experience something new from their culture as the positive association.

For individuals becoming to work in multicultural environment:

- Accept and acknowledge the differences: there is a high possibility that if you are going to work in a multicultural environment the work will be done slightly or rapidly differently from what you were used to. Try to acknowledge and accept it as trying to change the whole team of people around you and working processes can be a fight with windmills.
- Learn new things: coming to work in a multicultural environment can force you to stick to some patterns of behaviour including negative attitudes or perceptions towards specific cultures. Restore yourself to factory settings and start fresh, keep a clean and open mind and don't let your prejudice take over.
- Assume the best of people: working in multicultural environments can be challenging as different people react differently in different situations. It is also significant when coming from different cultures. Don't be offended if someone doesn't react as you were expecting and try to understand the reasons behind it as it could be part of their culture.
- Ask for feedback: to gain feedback from the multicultural working environment could be really valuable as different individuals will see different qualities and negatives in your work performance. This could also give you a different perspective on how you value yourself and what are your strengths and weaknesses.

CASE STUDY Nº 1

Cultural conflicts and misunderstandings can arise when individuals with opposing values come into contact. The Values at Work checklist introduces an extensive range of dimensions along which work-related values vary, and explores the contrasting values that reside at each pole of each dimension. This activity invites learners to reflect on some of their own cultural values, and asks them to explore the potential impact of cultural differences as they work in a new country or culture.

The values at work checklist (please mark your answer 5- strongly agree, 4 rather agree, 3 neither agree or disagree, 2 rather disagree, 1 strongly disagree)

- I prefer people to go directly to the point and not to spend time beating around the bush. 1 2 3 4 5



- I think it is important to avoid conflict even if it means only hinting at difficult issues. 1 2 3 4 5
- It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame. 1 2 3 4 5
- It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information 1 2 3 4 5
- I prefer to learn by receiving and absorbing information from an expert source 1 2 3 4 5
- I prefer to learn by exploring, practising and experimenting with new ideas. 1 2 3 4 5
- When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on. 1 2 3 4 5
- When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with. 1 2 3 4 5
- I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency. 1 2 3 4 5
- Flexible I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency. 1 2 3 4 5

REFLECTION

1. Give a copy of the Values at Work checklist to the learner.
2. Allow a few minutes for the learner to complete the handout.
3. The learner will have probably identified important cultural differences between his or her own approach and that of another culture or country of interest. Discuss some of the following questions with the learner:
 - How might these differences become apparent in the working environment?
 - How might people from a different country or culture perceive your approach at work?
 - What challenge do these differences present?
 - In what ways might you adapt your behaviour to manage and overcome these cultural differences?



CASE STUDY Nº 2

No matter how well prepared someone may be for cross-cultural contact, misunderstandings can occur in any situation where individuals with different values, beliefs and ways of doing things interact. In these circumstances it is necessary to attempt to overcome misunderstandings in a structured and explicit fashion. This activity introduces critical incidents describing cross-cultural misunderstandings and invites learners to work through these incidents.

Procedure

1. Introduce the objective of the activity.
2. Distribute a copy of the table handout to the learner.
3. Use the first incident as the example and ask the learners to brainstorm the second incident and fill up the table.
4. Summarize and discuss. In case 2 the informal and humorous US presentation style conflicted with German expectations.

Critical incident 1

A manufacturing company wanted to boost its flagging exports to continental Europe. Ronald, a young Dutch marketing manager with a lot of experience in the Amsterdam office of the organisation was seconded to the company's London headquarters for six months in order to help with a new marketing project. Ronald spent several weeks researching the marketing department's methods and talking to his counterparts. Eventually, he drew up a number of clear proposals for boosting European sales, which he intended to present at a senior management meeting. During the meeting Ronald explained what the problems were and what needed to be done to solve them. At the end of the meeting Ronald asked if anyone had any comments or suggestions, and was a little surprised when everyone kept silent. A week later Ronald was transferred back to Amsterdam, even though he still had three months of his secondment to serve. Shortly afterwards, Ronald's manager in Amsterdam received a memo from head office suggesting that he be moved to a 'less sensitive' position in the company where he did not have to deal with clients or senior management.

Critical incident 2

Andreas, a young American business school graduate, strode confidently into the Berlin conference room and stood at the podium. He was there to present a radical change to his organisation's networking systems to an audience drawn from across the German joint venture. Andreas worked confidently through each of his presentation points in a logical progression, relying on the slides to convey the more technical information. To engage the



audience he added a bit of humour by telling some jokes along the way. After completing the formal presentation, Andreas invited questions. At this point, he adopted a more informal stance, taking off his jacket, loosening his tie and perching on the edge of the table. He addressed the audience by their first names and made sure that he kept good eye contact with anyone he spoke to. As the audience left he shook hands with everyone and slapped them on the back in a gesture of camaraderie, just like in the films. To his surprise, the feedback from some parts of the organisation was decidedly mixed.

Reflection

	Incident One - Ronald	Incident Two
Recognize the cultural dimension	The misunderstanding took place in a situation in which people from different cultural backgrounds came into contact. Ronald felt that he was acting in a courteous and constructive fashion, yet his behaviour was seen in a different way by his British counterparts. This suggests that cultural differences played a part in what happened.	
Analyse what caused the misunderstanding	The misunderstanding occurred as a result of a presentation given by Ronald. The Dutch tend to value communication that is direct and explicit. In contrast, the British often value communication that does not rock the boat or expresses criticism in quite ambiguous terms. The British may therefore have misperceived Ronald's considered and polite	



	presentation as overtly confrontational and critical.	
Decide what options are available.	Ronald could choose not to interact with the British again, or simply change his communication style to suit his audience. Alternatively, he could make differences in communication styles explicit. and work with his counterparts to find a style of communication that suited everyone concerned.	
Act on the best option(s).	The best option in the short term is probably for Ronald to adapt his communication style to suit his audience. This is most likely to enable him to get the response he wants from his communication. In the longer term, addressing cultural differences in the organisation will probably be beneficial.	
Review what happened.	Reviewing the response to his next presentation will enable him to decide what effect changing communication style has had.	



References

<https://www.ambitia.eu/wp-content/uploads/2019/02/2%20Intercultural%20Trainig%20Exercise%20Pack.pdf>

<https://www.brighthubeducation.com/teaching-methods-tips/75909-creating-a-multicultural-environment-in-the-classroom/>

<https://thedecisionlab.com/insights/business/how-culture-affects-the-way-we-work>

<https://courses.lumenlearning.com/atdcoursereview-speechcomm-1/chapter/culture-personality-and-perception/>

<https://www.grin.com/document/33708>

https://us.sagepub.com/sites/default/files/upm-assets/110578_book_item_110578.pdf

<https://freelymagazine.com/2019/03/29/to-hug-or-not-to-hug-physical-contacts-vary-across-cultures/>

<https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/>

<https://www.peoplehr.com/en-gb/blog/create-a-good-working-environment-in-a-multicultural-office/>



Unit 5 – Facilitation techniques for the social inclusion process (P5)

Learning Outcomes

Students are able to establish and maintain a classroom or team environment that:

- Encourages participation of all group members.
- Facilitates safe experimentation with new ideas, attitudes and behaviours.
- Follows sound principles of adult learning.
- Enables participants to share responsibility for maintaining an atmosphere conducive to the open exchange of ideas.

Students know how to use facilitative techniques that:

- Provide participants with the set of methods and tools supporting them in their professional activities on developing and improving migrants' soft skills.
- Enhance participants' awareness of their competence.
- Encourage thoughtful, relevant participation to promotes individual learning and initiative.
- Hold participants' interest and attention.
- Clarify the material as needed, show its relevance to the topic at hand.

Students structure the presentation of information to:

- Show its usefulness in the real world.
- Keep the group on task.
- Ensure satisfactory closure of each learning activity or exercise.
- Move smoothly from one activity to another.



Concepts, skills & attitudes

What are Facilitation Techniques?

Facilitation techniques are a very powerful tool in enabling and promoting equality amongst people. They are used by a Workshop Leader or Facilitator who employs various techniques when conducting a workshop session or class for two primary reasons:

1. To accelerate the capture of planning, analysis and design information.
2. To ensure that session participants work effectively together.

Facilitation is the process of harnessing the knowledge of the participants while managing participant behaviour to accomplish a set of pre-defined objectives, as to develop migrants' soft skills or enhance migrants' awareness of their competence.

Facilitation techniques are used for information collecting, decision making and communication. Some techniques may be used for more than one purpose.

Benefits of Facilitation Techniques:

Some of the benefits of using group facilitation techniques include:

- Eliminating the effect of politics and power struggles on the decision-making process.
- Enhanced communication among session participants.
- Balanced participation to ensure true group consensus.
- Moving the session forward to ensure progress.
- Enhanced creativity.
- Resolving conflicts in planning or design issues.
- Greater commitment to session results.
- Managed expectations.

Group Facilitation Techniques and Methods:

Facilitation techniques are practical applications of the principles and concepts of group dynamics, behavioural psychology and communication science. These techniques are the set of tools a facilitator or moderator may use while conducting a workshop.

The collection of techniques a facilitator acquires over time is sometimes referred as a toolkit or kit-bag. A facilitator must understand the conditions under which each technique may be applied, in addition to understanding the mechanics involved in using the technique. A facilitator is always adding to his or her tool kit, trying techniques as required. It is important to recognize that the dynamics of each user workshop will be



different, with each situation calling for a unique set of techniques to facilitate progress and success.

Some of the best facilitation techniques for the social inclusion process are:

1. Action planning.

It is a simple and effective technique for gaining commitment for action. It works by carefully recording each action item, as follows:

- 'What' the action point is.
- 'When' the action is to be scheduled and the estimated completion date.
- 'Who' is assigned against the action.
- Progress against the action (leave blank initially).

2. Brainstorming.

Brainstorming is an ideal tool for generating a large quantity of ideas within the group. However, for effective brainstorming sessions:

- Ideas should flow freely.
- Aim for quantity, not quality of ideas.
- Record every idea clearly.
- Do not criticise or evaluate ideas in the session.
- Consider an independent facilitator to the group.

In addition, the facilitator should also encourage the team to come up with several 'off the wall' or 'wacky' ideas. These can often stimulate the ideal solution.

3. Energisers.

Energisers are ideal to raise personal energy levels within the group. Use these, where necessary, at appropriate intervals throughout the day, to re-vitalise the group. You can build up your repertoire of energisers by reviewing training manuals, sharing ideas with colleagues and thinking up your own.

The key principles of using energisers are:

- They should be fun and uplifting.
- Make them short e.g. five minutes.
- Conduct them with sufficient space.
- To be mindful of any potential health and safety hazards e.g. no chairs or equipment in the way.
- They are not physically too demanding and that everyone in the group will be able to participate.



4. Go wild.

The 'Go Wild' facilitation method involves writing down 20 ideas beginning with the phrase 'wouldn't it be good if...'

As a result, the group is encouraged to come up with better and more imaginative solutions. To begin with, the statements might be obvious and predictable, but will become increasingly creative and 'wild' as you go on.

5. Ground rules.

First, the facilitator or meeting leader should get the group to establish some 'ground rules' or a 'team code' for group working. Do this at an early stage of the group coming together.

In addition, key principles for setting these ground rules are that they:

- Establish an acceptable code of behaviour.
- Provide a frame of reference for group members to challenge constructively.
- Help the group gain agreement of what is important.
- Are specific enough to be practical.
- Do not stifle the groups' creativity.
- Remain within the team.

So how do you go about setting these group working rules? We suggest:

- Getting the group and recording feedback on the flip-chart.
- Asking each individual in the group to summarise their own thoughts on post-it notes, then place them on the board.
- If time is short, or it's a single day event, we suggest having some visuals with key words on that represent 'ground rules' or an appropriate 'team code of behaviour' for the day.

6. Group review.

Getting the group to review what they have learnt and gained out of the meeting will help facilitate higher performance. This only takes five to ten minutes. Start by asking three simple questions:

- What did we do that worked well?
- Did anything not work well?
- Should we do anything differently next time?



7. Ice breakers.

Ice Breakers are ideal to get people interacting early on in the meeting and are particularly helpful for new groups coming together. In addition, they help take the group members mind off the meeting content, whilst concentrating on working with each other in a light-hearted way. Furthermore, the icebreaker activity will make each group member feel included, and provide a bridge into the meeting itself.

The guiding principles of selecting an icebreaker are that they should be:

- Fun and engaging for the participants.
- Short and simple.
- Bring relevance to the subject matter of the meeting or training.

8. Meta-planning.

Meta-planning is a simple technique that encourages individuals to express their thoughts on the issue under discussion. In summary, it involves writing key words onto Post-it notes and then collectively placing and arranging them into sub-groups on a flip-chart or wall space.

Ask individuals to quietly write one idea per Post-It note and then place the notes onto a board, sheet of flip-chart paper or similar. When all the notes are on the board, you (or one or two members of the group) can then collate similar ideas together and add a sub heading.

As a result, this approach helps to incorporate everyone's ideas and contributions in the shortest amount of time. It also enables the group to come to some quick conclusions.

9. Multi-voting.

This technique allows groups to use Brainstorming to generate a long list of ideas. Following this, it is important to narrow down these ideas into a manageable size, for realistic consideration. A selection process involving the whole group then picks the best ideas, to save time.

Here is a summary of the process:

- Once the Brainstorming has been completed, the group reviews the list to clarify and merge similar ideas/options.
- Then conduct voting through a show of hands for each option. Alternatively, allow the group to go to the list and mark their choices or use a sticky dot for each viable option. Participants can vote for any number of options.
- The facilitator then counts the votes.
- Votes from half of the group, or more, warrant further discussion and debate.



- The facilitator will circle or make a mark against each item now worthy of further consideration.
- A further vote then takes place based on the reduced list of options, although participants can only vote for half of the remaining options on the list.
- Two more rounds of voting are then used to further halve the size of the list
- Typically, groups need to have three to five options for further analysis
- Following this, the group then discusses the pros and cons of the remaining options
- Then debate the pros and cons of each remaining option within the group
- Finally, the group then makes a choice of the best option or identifies the top priorities for further analysis and debate.

10. Ranking.

Ranking is a decision-making technique that helps the group select the most appropriate and relevant idea. Firstly, you can use brainstorming to generate the quantity of ideas you are looking for. Then the group must determine a selection criterion to use, to guide their personal decision-making process, against a numerical scale.

For example, each person might apply a one to six rating, where six is their preferred choice. Finally, the scores of each participant are then added together to determine the most appropriate and relevant idea.

11. Reverse brainstorming.

If the group is stuck, you could try 'Reverse Brainstorming'. Essentially, this facilitation method looks at the problem you are trying to resolve from a different angle. In summary, it considers the reverse of the problem you are trying to resolve at the time.

For example, the group might look at 'how to improve business communication'. The reverse of this is 'how to make business communication worse'. Then, once you have the negative list, 'flip' each idea to turn it into a positive.

As a result, Reverse Brainstorming can produce some thought-provoking ideas on improving issues.

12. Round robin.

This simple technique aims to raise participation levels or to help define a problem. Then each person in the group is asked to state their views on the issue under discussion, without being interrupted by anyone else in the group.

As a result, the facilitator is then able to get the group to summarise these ideas and views, before the group moves on.



13. Structured problem solving/decision making.

There are many different problem-solving processes available, but essentially, most stages follow this structure:

- Define the problem
- Present the background
- Generate ideas
- Group ideas
- Choose the idea/s
- Check commitment

14. Three-star rating.

Three-star rating is a helpful visual group decision-making technique using coloured stickers (all the same colour and star shaped). Start by giving each participant three stars to award against their preferred option or options. The participant then distributes, or splits the stars as they wish. As a result, you have a visual record of the preferred option.

15. Working in pairs or trios.

This is an ideal method of group working, particularly at the earlier stages of a meeting. It helps encourage easy participation and break down any initial barriers. As a result, it is also a good way of helping individuals define the issue the group is working on.

Discussions should last about five to ten minutes before bringing the pairs back together to discuss the issue as one group.

Arts activities for social inclusion:

First, it is essential to avoid setting up relationships which place one group in a superior position. Increasing minority participation in mainstream activities is valuable, but as long as the dominant group is seen as the norm, members of marginalised groups will continue to be excluded. If diverse people are working together for a common goal, we must carefully consider the best ways for true inclusion. An important aspect of arts for social inclusion is:

1. **To create opportunities for direct dialogue between parties.** It is said that the biggest reason why minority groups are excluded is that majority group members have no direct knowledge of minorities. Given opportunities for dialogue, changes occur on both sides. The best results will come if members of minority and majority groups can carry out the project through authentic communication. If dialogue is



difficult, simply creating or performing something together may be good enough. In and of itself, sharing a novel experience can change the relationship.

Another crucial point is:

2. **To be flexible to change in working towards a goal.** The goal is “to empower members of marginalised groups and deepen the understanding of members of dominant groups, facilitating mutually respectful relationships between diverse groups.” To achieve this, flexibility is essential to adapt to changing circumstances when carrying out creative activities.

Once the activity is underway, there is a tendency to prioritise the completion of a work which “looks good.” This alone is meaningless. Questions like the following are the ones that demand the greatest creativity:

- What are best ways to make diverse participants really come alive?
- What kind of creative adjustments do we need to motivate and inspire all members of the project?

Finally, innovation is needed to **make ingenious adjustments to exhibition or performance methods**. We see things through our own particular filters. If we want viewers to see through different filters than usual, we must create some kind of device to allow them to see or experience in a new way. This is critical to creating the opportunity to appreciate the work. **Creating the opportunity for exhibition or performance is, in itself, a kind of expression.** Giving birth to a new exhibition or performance method that is not bound by tradition or custom can open the door to social inclusion.

Activities and Case studies

Here are five case studies through which unique forms of expression are being shared and developed.

1. “Centre for Remembering 3.11” (Archiving the Great East Japan Earthquake):

This centre was launched in May 2011 as a platform for the recording and dissemination of the recovery and reconstruction process. It uses a variety of media, including film, photography, and text, through collaboration between local residents, experts, and artists.

Footage of reconstruction works shot by construction company personnel; photographs capturing people’s daily lives after the disaster; notes on direct experiences of the disaster by people of diverse sexualities... In addition to these records, a space for dialogue has been established, prompting visitors to think



about, listen to, and talk to each other about the disaster, based on themes such as “Who are the concerned parties of the disaster”.

Here local residents can get involved with the entire process, from recording to dissemination, in various ways, in an exemplary model that aims to pass on the memories and records of the disaster for the awareness and reflection of future generations.

A similar activity could be done with migrants’ experiences in their own countries.

**2. “Sound of Light: Sound of Shadow – Are They for Hearing by Ears Alone?”
(Creations with a deaf dance choreographer):**

What does “sound” mean to people who cannot hear? Three hearing dancers performed a dance directed and choreographed from a non-hearing perspective, taking apart sounds and words and then reconstructing them as physical expression. During the creative process, which included sign language interpretation throughout, the performers and staff deepened understanding about what it felt like to be unable to hear, while often feeling at a loss. The performances included sign language expression, subtitles, support for the hard of hearing, and audio guides for the visually impaired.

An activity for migrants based on this example could help to enhance their body language.

3. “Smiling Workshop” – ala Cheerful Town Project (Communication workshops):

This project is an example of preventing social isolation of people who feel that life is hard, using the arts and culture. Thirty types of outreach activities and workshops are carried out for more than 400 groups of participants each year. Proactive work is also being undertaken to quantify the results using “social return on investment” measures or SROI. In the “Smiling Workshop”, dance artists or theatre professionals visit the “Smiling Room” a classroom where participants tell each other their feelings through physical expression or expressive activities incorporating elements of theatre, rather than words.

4. “Shonai World Music Festival” (a unique orchestra which does not require any musical experience):

All local residents can participate in six workshops regardless of age or musical experience and join the festival orchestra. Nearly 300 residents participate in the music festival, including elementary school students, local drama groups, and



performers of traditional instruments from around the world, resulting in music and performances in which diverse cultures intermingle. An orchestra is not a form of musical organisation but something which develops through the ideas and suggestions from diverse people, creating music in which they coexist (polyphony) and harmonise (symphony).

5. “Lifemap” (encounter and accept each other across barriers):

The “Lifemap” project aims to reinterpret established social values and categories through artistic activities by people with disabilities. Over the past ten years, the project has worked on exhibitions, art appreciation workshops, stage performances, and more. The city-centre venues, including art galleries and commercial facilities, have provided rare spaces for local residents to interact with artists and actors with disabilities and encounter rare spaces for local residents to interact with artists and actors with disabilities and encounter their works.



References

<https://www.projectmanagement.com/process/popup.cfm?ID=23567>

<https://www.ksl-training.co.uk/free-resources/facilitation-techniques/group-facilitation-techniques-and-methods/>

chrome-

extension://efaidnbmnnnibpcajpcgltclefindmkaj/viewer.html?pdfurl=http%3A%2F%2Fw

ww.sal.design.kyushu-

u.ac.jp%2Fpdf%2FHandbook_for_Beginners_SAL.pdf&clen=19277580&chunk=true



Conclusions

Art, despite its many facets, unmistakably defines itself as a means of promoting meanings by directing the process of human evolution through the subjectivity of each subject. It is thus a fantastic instrument for learning and promoting social relationships, resulting in a more dynamic and compassionate process of social inclusion that takes into account the uniqueness of each individual.

Art allow us to understand how the elements in the communication process, in the context of the language of action, directly influence the way people in risk of social exclusion perceive themselves and interact with the world, being salutary to be attentive to the mechanisms we use, such as: our linguistic repertoires and speech genres that intimately can generate senses of anguish and loss in people who have not the same linguistic and expressive style.

Therefore, we conclude that art is a remarkable tool in the process of inclusion and construction of meaning in the context of promoting healthy development, because it essentially respects the particularized mode of expression, and empirical subjectivity in the way people relate to the world, as the other and with himself.