

Interactive Templates for

Intercultural Training

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.....**PERFORMANCE**.....
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Let me not waste time in extolling the importance of intercultural training. The fact that you are reading this book strongly suggests that you see the value in exploring this field.

This book is about an activity-based approach to intercultural training. It provides a simplified (but not simplistic) approach to the design of training activities through deconstructing five types of learning techniques, separating the process from the content, and loading new content of your choice on to the structure of the existing activity. Briefly, my design thinking philosophy is aligned with (or stolen from) Austin Kleone's provocative book, *Steal Like an Artist*.

I have had the privilege of working with the giants in the field of designing experiential activities in intercultural training: Garry Shirts, Bob Powers, and Judith Blohm who are no longer with us and Diane Saphiere and George Simmons who I hope will be with us for a long time. I have learned a lot from interacting with them and with their activities. They have done a tremendous service to help the global nomads in their journey from denial and defense all the way to adaptation and integration. I am proud to be an Indian among these Chiefs and thought leaders.

Here are some of the basic concepts that are advocated in this book.

Content and Activity

Content and *activity* are the yin and yang of training. You need both to produce effective and engaging learning. Content without activity produces sterile knowledge. Activity without content results in wasted effort. It is not enough if you have both content and activity. These two must be carefully balanced, aligned, and integrated.

We have access to different sources of training content:

- Some content is available in a stable and *recorded* form as in the case of books and videos.
- Other content is available in a live and *spontaneous* form as in the case of lectures from subject-matter experts and discussions with fellow participants.
- Within recorded and spontaneous categories, content comes in different *formats* such as job aids or stories or illustrations.

Over the past several years, we have been exploring different types of training activities that can be used with different sources of existing content. The table on the next page lists different content sources and the appropriate type of training activities.

Content Sources and Training Activities

Recorded Content Sources	Training Activities
Text (books, articles, or manuals)	A textra game combines the effective organization of well-written documents with the motivational impact of games. The participants read a handout and play a game that uses peer pressure and peer support to encourage recall and transfer of what they read.
Video Recording	A double exposure activity enhances the instructional value of video recordings. In a typical double exposure activity, the participants view the video and play one or more games that help review and apply the new concepts and skills.
Environment	Field studies and expeditions require participants to explore the environment of another country, culture, or organization. The participants are given a set of objectives to achieve, information to collect, or products to purchase. In the process of completing these tasks, participants acquire new knowledge about the environment and new skills for relating to the local people.
Subject-Matter Expert	An interactive lecture involves the participants in the learning process while providing complete control to the facilitator. Typical interactive lectures include presentations that are interspersed with (or followed by) game-like activities (such as built-in quizzes, group tasks, and teamwork interludes).
Spontaneous Content Sources	Training Activities
Informants	A brain-pick activity involves one or more informants who share a common background. Participants interact with these informants (and with each other) to learn specific knowledge and skills.
Fellow Learners	A structured sharing activity facilitates mutual learning and teaching among the participants. Typical structured sharing activities create a context for a dialogue among the participants about their experiences, knowledge, and opinions. Structured sharing is particularly effective for sharing the best practices among participants.
Content Formats	Training Activities
Stories	An interactive storytelling activity involves fictional narratives in a variety of forms. The participants may listen to a story and make appropriate decisions at critical junctures. They may also create and share stories that illustrate key concepts, steps, or principles from the instructional content.
Scenarios	Roleplaying involves the participants taking on characters, personalities, and attitudes to achieve a variety of training outcomes. The participants act out their roles in a spontaneous and realistic manner under imaginary conditions imposed through a scenario.

Advantages of Training Activities

As training tools, games have several advantages. Here are some sample advantages of training games that are of specific relevance to diversity training:

1. **Different types of diversity.** Participants in training groups are becoming much more diverse than ever before. Training takes every effort to cater to ethnic, cultural, gender, generational, and learning-style differences. Playing games is one approach that accommodates differences among the participants, especially their learning-style differences.
2. **Different types of game players.** According to Richard Bartle, four types of players want different things from games. *Achievers* want to earn high scores and win. *Explorers* want to find out as much as possible about the game environment. *Socializers* want to establish relationships with other players. *Killers* want to defeat the others. It is possible for the same game to meet these different needs.
3. **The playing species.** In the evolutionary tree, what makes human beings different from other animals is that they are the most playful species. The Dutch cultural theorist, professor Johan Huizinga calls the human species *Homo Ludens* or “Man the Player”. This fact supports the use of games for teaching and training human beings.
4. **Game designers serve humanity.** According to Carl G. Jung, *one of the most difficult tasks people can perform, however much others may despise it, is the invention of good games.* Effective trainers and teachers perform this difficult job. In designing games, they transform learning into a fun experience. They also teach their learners to take a playful approach toward learning. Through game design, trainers and teachers serve learners of all ages.
5. **Training the new generation.** New hires in our workplace come from the twitch-speed generation. They have been brought up playing video games and other types of activities. They have low tolerance for the slow-paced and passive learning approaches. Let’s meet their learning-style preferences by using training games whenever possible.
6. **Games are available for introverted learners.** Introverts used to feel threatened when they are required to play interactive games. New game format now permit participants to play solitaire card games and to solve challenging puzzles all by themselves. Computer games provide opportunities for players to compete against imaginary opponents instead of real ones.
7. **Helping self-help groups.** People who have special needs, expertise, problems, or experiences organize themselves into self-help groups. Instead of just talking to each other in an informal fashion, we can use training activities to provide useful structure and increase the effectiveness of interaction in these groups.

8. **Games are useful for different types of learning.** The types of learning range among recalling information, understanding concepts, applying procedures, solving problems, analyzing situations, evaluating ideas, working with equipment, managing people, influencing customers, and other such outcomes. Different games are available for each type of learning.
9. **Games for different industries.** Every industry can benefit from the use of games to train adult employees. Games have been successfully used by the military, publishing, health care, hospitality, banking, construction, consumer products, retail, real estate, entertainment, energy, and utilities.
10. **Games in different subject areas.** Training games are available for helping the players learn different subjects. Mathematics is the topic with the most number of games. However, you can find ready-to-use games for any subject that is basic or advanced, simple or complex, familiar or obscure. If you cannot find a suitable game in a topic of interest to you, you can design your own game.
11. **Meta-analysis reveals the effectiveness of training games.** A meta-analysis reviews the results of several controlled experimental studies and comes up with proven generalizations. In this type of analysis involving hundreds of original studies, game-based training has consistently produced more effective learning and increased motivation compared to traditional training methods.
12. **Special advantages of simulation games.** Research shows that simulation games help corporate managers make better decisions in these three contexts: (1) different factors influence the outcomes of the decision, (2) the business is trying to achieve different goals at the same time, and (3) managers work under a significant time pressure.
13. **Everyone recognizes the advantages of active learning.** Cognitive scientists and learning theorists have persuaded trainers that passive strategies do not produce effective results. Current research suggests that anything can be – and should be – taught through active learning approaches.
14. **Games exploit the power of peer teaching.** A proven strategy for effective learning is to encourage the participants to learn from one another. Many training games require cooperative learning among team members and competitive display of skills between teams. Within the structure of a training game, when an advanced participant teaches a beginner, both of them gain in their mastery of new skills and knowledge.
15. **Games help us handle rapidly changing training content.** Many games provide effective templates for training activities. We can keep the game structure intact and update the content to provide the latest information.

16. **Games provide integrated assessment.** For example, the final test for a training program can be presented in the form of a crossword puzzle. In a team game, quiz contests can be held periodically to test participants' mastery.
17. **Higher levels of thinking.** While games are obviously useful in providing drill practice and helping the students to memorize basic facts, they are also useful in higher level thinking such as critical thinking, evaluation, synthesis, problem solving, and flexible thinking. New structures for the flow of games and for awarding score points enable us to require and reward these types of thinking.
18. **Making use of learning resources.** For any given topic, there are thousands of suitable resources available in the form of books, manuals, checklists, diagrams, podcasts, videos, and the Internet. The trainer does not have to design content that is already available. Instead, he or she can design training games and activities to encourage the players to interact with different content resources and learn from them.
19. **More trainers are becoming facilitators.** These trainers know the importance of being a guide by the side instead of functioning as a sage on the stage. They are also trained on facilitation skills in train-the-trainer programs. They can conduct training activities more effectively and debrief participants to share their insights from these activities.
20. **Using all intelligences.** People have different types of intelligence including logical intelligence, linguistic intelligence, musical intelligence, visual intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Different people have strengths and preferences related to different types of intelligence. Effective use of training games makes it possible to use all multiple intelligences.

Disadvantages of training Activities

In spite of the advantages listed above, the use of training games in diversity training has some limitations and potential dangers. Here is a list of 20 objections:

1. **Rapidly changing content.** If we depend on using training games and simulations for our training, we must spend time and resources to create new games every time the content changes.
2. **Domineering discussants.** Training games and activities involve a significant amount of discussions among the participants. Few people with loud mouths and useless ideas usually dominate these discussions. Most group members from subdued cultures withdraw and remain silent.
3. **Not learning how to learn.** Real learning involves different approaches such as reading, listening to lectures, and taking tests. Learning by playing games does not prepare people to learn from these different—and more difficult—approaches.

4. **Games trivialize learning.** Most of the multicultural communication topics involve serious content. We do not want to play games with these topics.
5. **High cost, low effectiveness.** Designing, purchasing, preparing, and conducting games have high costs in terms of time, money, and effort. The results are often trivial in terms of learning outcomes. The same results can be obtained at a lower cost by using traditional approaches to training.
6. **Just the facts.** Instead of placing the training content inside a time-consuming game or activity, we can be more efficient by presenting all the key facts and concepts in a lecture.
7. **Learning the wrong things by experience.** Experience may be a good teacher but we cannot predict exactly what different people will learn from the same experience. Many of them may end up learning incorrect and stereotypical ideas from real-world experiences or from experiential activities.
8. **Not everyone can design a game.** Most trainers and instructional designers don't have game-design skills. As a result, they end up designing inappropriate games that produce irrelevant outcomes. They create *Monopoly* or *Jeopardy* games to teach everything.
9. **Not everyone can facilitate.** Most trainers don't have the specialized skills to conduct and debrief a game. They don't know how to set up teams, introduce the game, answer questions from the players, conclude the game, and conduct a debriefing discussion.
10. **Not for all subjects.** Several objectives and topics in intercultural training do not lend themselves to games or activities. If we force ourselves to use an activity to teach these topics, the experience would feel artificial and contrived.
11. **Not for introverts.** Training games and activities discriminate against introverts. The over-enthusiastic extroverts who exuberantly enjoy the games intimidate these introverts. They feel anxious and exhausted in game-playing situations. These feelings do not help them to learn.
12. **Not for slow people.** If the participants are forced to work as a team, slower people feel left out. To save face, they pretend to understand what is happening.
13. **Not for smart people.** If the participants are forced to work as a team in training activity, fast learners are held back by their slower teammates. Smarter people feel frustrated because they must waste time explaining their decisions to the slower ones.
14. **Not suited for large groups.** If your training session involves many participants, you will have problem using learning activities and games. Most of these games are designed for groups of 15 to 30 and cannot be used effectively with larger groups.

15. **Not suited for other cultures.** The values and norms of many cultures work against the use of games in training. Most cultures respect learning from an authority figure who can provide the latest and the most accurate information. Rightly or wrongly, these cultures do not believe that the participants can learn from each other.
16. **Not suited for small groups.** Most training games are designed for groups of 10 to 30 players. However, trainers frequently must coach individual learners and small groups of 3 to 5 participants. You cannot use training games in these situations.
17. **Useless discussions.** Training games and activities involve a significant amount of discussion among the participants. If the participants don't know enough about the training topic in the first place, all they share with each other are their misconceptions, prejudices, and ignorance.
18. **Waste of time.** Training games waste valuable time. A significant amount of time is spent in setting up, explaining, and conducting the game. You could have used this time to present and explain critical principles to the participants.
19. **What business are we in?** When we start playing games in the training room, we focus on entertaining the learners instead of educating them. We need to remember that our job is to increase the participants' skills and knowledge and not to keep them amused.
20. **Where is the learning?** One of the serious challenges facing trainers who depend on the use of game is showing objective evaluation data as evidence of learning outcomes. We cannot equate participants' enjoyment and interest to longterm learning and application.

Concluding Thoughts

I don't want to end this introduction with the pessimistic listing of why we should not be using training activities. Let me hasten to assure that these disadvantages and limitations can be reduced and remedied by the design approaches suggested in the book. And more importantly, you can leverage the earlier list of advantages and continuously improve the engagement and effectiveness of your activities by repeatedly testing them with real participants and modifying them with real humility.

*D*ifferent types of **interactive lectures** share the same basic principle: They combine the structure and the efficiency of the lecture method with the excitement and participation of interactive strategies. Interactive lectures facilitate two-way communication while giving complete control to the instructor. Because they are flexible, you can shift between a traditional lecture to the interactive variety with very little disruption. If you know your subject-matter area, you can easily convert a lecture session into the interactive version.

Best Summaries: A Sample Interactive Lecture

Among the many different types of interactive lectures, several have the critical feature of requiring the participants to summarize the key learning points at intervals during the presentation. In **Best Summaries**, you make a series of 10-minute presentations on the intercultural training topic. At the end of each unit, distribute blank index cards and ask each participant to summarize your presentation on one side of the card. After a suitable pause, organize the participants in teams and collect the summary cards from each team. Give the packet from the first team to the second team, from the second team to the third team, and so on. Ask the members of each team to collaboratively review the summaries and select the best one.

Advantages and Limitations

Interactive lectures have several advantages: They give complete control to the trainer who can increase or decrease the amount of game elements. They permit accurate and up-to-date coverage of the content and reach large groups of participants at the same time. They remove the boredom and passivity associated with traditional lectures.

Interactive lectures are not without their disadvantages: If the trainer gives disproportionately greater attention to the lecture elements, the participants are likely to fall into traditional passivity. On the other hand, if the trainer focuses excessively on the game elements, the participants are likely to get distracted from paying attention to the key principles and procedures.

Alternative Audiences

Asking the participants to summarize your lecture is a good way to strengthen their understanding and their ability to recall key ideas. Having a team of participants work collaboratively on this task reinforces the review by filling in gaps created by selective listening and recall. Requiring the teams to make the summary presentation to a different type of audience makes the task even more challenging.



Synopsis

After making your presentation, organize the participants into four teams. Identify different types of audiences and assign two teams to prepare a summary presentation for the same audience. Ask the other teams to listen to presentations and select the better one.



Purpose

To summarize the key points in a lecture and present them to appeal to diverse audiences.



Participants

Minimum: 8

Maximum: Any number

Best: 12 to 28



Time

10 to 20 minutes for the initial lecture. 25 to 45 minutes for presentations by the participants.



Supplies

- Flip chart
- Felt-tipped pens



Equipment

- Timer
- Whistle



Room Arrangement

When one team is making its presentation, the competing team waits outside. Ideally, you should have a breakout room where a team can wait. If this is not possible, the waiting team can linger in the hallway.



Flow

Make the presentation. Keep the length of your presentation short, preferably less than 15 minutes.

Form teams. Organize the participants into four teams, each with two to eight members.

Assign diverse audience types. Identify the same type of audience for each pair of teams.

Prepare a presentation. Ask the teams to get ready to make a presentation suitable for the assigned audience. Instruct the teams to work independently and outline a 3-minute presentation of the key points from your lecture. Encourage the teams to use appropriate language and examples that will communicate the content clearly to the selected audience.

Make competing presentations. Randomly select one team to make its presentation. Ask the members of the competing team to wait outside the room (to prevent plagiarizing elements of the first team's presentation). Ask the two other teams (labeled as *audience teams*) to listen to the presentations from the competing teams.

Select the better presentation. At the conclusion of both presentations, ask the audience teams to quickly identify the better presentation. Declare the team that made this presentation to be the winners.

Repeat the procedure. Ask the other pair of teams to take turns to make their presentations. Ask the audience teams to select the better presentation.

Conclude the activity. Thank the teams for their contribution. Quickly recall and discuss the key elements of the training topic.



Variations and Adjustments

Not enough participants? If you don't have enough participants to organize four teams, go with two teams. At the end of the two presentations, you act as the judge and select the team that made the better presentation.

Not enough time? Instead of preparing and delivering presentations, ask the teams to come up with a single sentence that identifies the key idea and attracts the attention of the selected audience.

Play Sample

At a recent conference, Edwina Clarke, a Liberian, made a presentation on Sub-Saharan Africa.

After her lecture, she identified the following types of audiences and asked the participants to select the two most challenging ones:

- Bangladeshi teachers
- Chinese agriculturalists
- Swiss engineers
- Tunisian business people
- U.S. teenagers

The participants selected *Bangladeshi teachers* and *U.S. teenagers*. Edwina divided the participants into four teams and assigned each of the two selected audience types to a pair of teams.

Here are some of the points made by the different teams:

For Bangladeshi teachers:

- *People in Africa tend to work cooperatively and collectively with each other. Children in schools frequently resist competitive activities.*
- *People like to talk about their family and health. Learn how to make suitable small talk.*
- *Historically, Bangladeshis share the effects of European colonization with Africans.*

For U.S. teenagers:

- *You may have to change many of your expectations about Africa: You probably will not see lions, tigers, and other wild animals in different parts of Africa.*
- *Most Africans share the unhappy history of their ancestors being enslaved by Europeans. In the U.S., you may know some African Americans whose ancestors probably came from these parts of Africa.*
- *African teenagers work and play collaboratively with each other.*

Use the Structure of *Alternative Audiences* as a Template

You can use the structure of *Alternative Audiences* to design interactive lectures on your own topics. This format is useful with a variety of diversity training content.

Here are some training topics that my colleagues have recently incorporated in *Alternative Audiences*:

- Managing intercultural conflicts
- Culture shock
- Ethnocentrism
- Exchange students
- Iceberg model
- Marginality

A requirement for this interactive lecture technique is to specify alternative audiences. These audiences do not always have to be from different cultures. Here are some samples of interesting and challenging audiences that we have used:

- 300-year-old man
- 5-year-old girl
- Accountant
- Artist
- Cynic
- Politician

Dual Approach

People from different cultures have different opinions about key issues related to diversity and inclusion. In this interactive lecture approach, two experts present alternative views about these issues.



Synopsis

Select an issue that offers two or more alternative perspectives. Ask two experts to present overviews of these opposing points of view. Invite teams of participants to ask questions about the issue and invite the experts to take turns to respond.



Purpose

To compare alternative perspectives related to an issue.



Participants

Minimum: 4

Maximum: Any number

Best: 15 to 30



Time

35 to 50 minutes



Supplies

- Blank index cards



Equipment

- Timer
- Whistle



Room Arrangement

Set up tables with chairs around them to facilitate teamwork.



Preparation

Select the issue. This activity is useful for exploring alternative perspectives about the same issue. Select a controversial issue related to diversity and inclusion. Make sure that this issue lends itself to two (or more) opposing points of view.

Recently we conducted a session on gender equality. Even though this topic appeared to be a legal issue, we found it capable of arousing strong feelings and emotions.

Recruit the experts. You need to find two experts on the issue with opposed perspectives. If necessary (and if you are qualified), you could be one of the experts.

We had no difficulty recruiting two experts: a man from Canada and a woman from Bangladesh.

Prepare an overview. Ask your experts to prepare a 3-minute introduction to their perspectives on the issue. Request the experts to undertake this preparatory activity independently so there could be no contamination.



Flow

Brief the participants. Specify the issue and explain that you are going to explore this issue from alternative perspectives. Introduce the two presenters as experts on the topic.

Deliver the overview presentations. Randomly select (by a coin toss) one of the experts to provide a 3-minute overview of his or her approach to the issue. After the first presentation, invite the second expert to deliver a 3-minute overview of the same issue, but from an alternative perspective.

Write questions. Organize the participants into two to six teams, each with two to six members. Distribute blank index cards to each team and ask the team members to write 5 questions on the training issue, each question on a separate card. Also, ask the experts to work independently and write five questions each.

Here are the questions from Mark's team:

- 1. How do we bring about more equal employment practices?*
- 2. How do we encourage greater political participation by women?*
- 3. How do we show our respect to women who are happy with their current status and do not want to accept other people's ideas of gender equality?*
- 4. How should we improve the education of girls and women?*
- 5. What are the major gender inequalities in Western cultures and in Eastern cultures?*

Select a question. Ask the two experts to sort through the cards and select a question to be answered first.

Respond to the first question. Read the question. Ask the experts to take turns to respond to it from different perspectives. Encourage the participants to listen carefully and to take notes.

Compare the responses. Ask the teams to discuss the responses from the two experts and write down one important similarity and one important difference between the responses. While they are doing this, ask the experts to review the question cards and select the next one to be answered.

Repeat the process. Invite the experts to take turns to independently respond to the second question and ask the teams to identify one similarity and one difference. Repeat these steps with as many additional questions as time permits.

Conclude the activity. Reserve the last 6 minutes for the two experts to make their concluding presentations. Encourage them to introduce other perspectives and approaches to the issue. Announce the end of the session. Thank the experts and the participants.

Adjustments and Variations



Ample time? After the activity, ask participant teams to create their own approach to the issue that combines the best features of the alternatives.

Questions are not answered? Ask both your experts to write brief responses to the leftover questions. Publish them in a webpage or send them to your participants as an email attachment.

Mixed-Up Sentences

An effective technique for adding interactivity to lectures involves requiring participants to review what they heard and summarize the key points. This approach improves recall. *Mixed-Up Sentences* provides an intriguing twist to review-and-summary strategy.



Synopsis

Present your lecture on the diversity and inclusion content. Distribute a handout with seven summary sentences. Ask teams of participants to review this list and cross out an unrelated sentence. Then ask the teams to add additional sentences that are related to the lecture content. Finally, instruct the teams to identify the top two sentences.



Purpose

To recall the key points in a lecture



Participants

Minimum: 1

Maximum: Any number

Best: 15 to 30



Time

10 to 20 minutes for the lecture. 10 to 15 minutes for the activity



Handout

List of Summary Sentences (one copy for each participant)



Supplies

- Paper and pencil



Equipment

- Timer
- Whistle



Room Arrangement

Set up chairs around tables to permit teamwork.



Preparation

Think through your presentation with the help of an outline. Write down a set of sentences that summarize the key points. Rearrange these sentences in a random order so that they don't follow the sequence of your presentation. Remove one of these sentences and substitute another sentence related to the topic *but not included in the presentation*. Print the seven sentences as a handout.



Flow

Make the lecture presentation. Start with your regular presentation, encouraging participants to take notes.

*Recently, I did a presentation entitled **What Is Culture?** Here's an edited transcript of this lecture:*

Let's spend a few minutes to explore the concept of culture.

Culture is the way of life that is common to a group of people. It is a set of learned beliefs, values, rules, norms, symbols, traditions, and artifacts that makes a group unique. Culture is shared by the members of the group and transmitted to others.

***Intercultural communication** is the study of the encounters among individuals who belong to difference cultures. **Intercultural competence** is the ability of effectively communicating and interacting across different cultures. This competence includes aspects of thinking, feeling, and behaving. Intercultural competence can be enhanced by appropriate training and cross-cultural experiences.*

Various metaphors are used to explain the concept of culture. Popular metaphors include mosaic, tapestry, salad bowl, and melting pot. People who study different cultures use the iceberg as a useful metaphor. In a typical iceberg, only 15 percent is visible above the water level. The remaining 85 percent is not visible because it is under the water. Similarly, when we observe a culture, we can see only about 15 percent. The explicit and visible part of the culture includes physical objects, buildings, monuments, places of worship, clothing, language, cuisine, art, and music.

At a deeper level, the hidden aspects of a culture (that are like the lower part of the iceberg) include opinions, perspectives, attitudes, convictions, assumptions, beliefs, norms, and values.

Norms refer to the culture's definition of what is right and what is wrong. Values refer to the culture's definition of what is good and what is bad. Norms deal with how members of a culture normally behave. Values deal with how the members desire to behave. Explicit norms are presented in the form of laws. Every culture also operates under implicit norms that are socially sanctioned and approved.

Organize teams. At the end of your presentation, organize the participants into one to five teams, each with two to seven participants. Explain that team members will share their notes and review the key points from your lecture.

Distribute the summary sentences. Explain that someone prepared this list of summary sentences. These sentences are not arranged in a sequential order. Unfortunately, one of the summary sentences dealing with a key point was accidentally replaced by another sentence that was not a part of your presentation.

Here are the summary sentences from the handout that I distributed:

- 1. An iceberg is a useful metaphor for culture because you can see only the tip of it.*
- 2. Culture is a set of beliefs, values, symbols, and other such elements that are shared by people who belong to a group.*
- 3. Intercultural competence results in effective interactions with the members of other cultures.*
- 4. Cultural anthropologists have a strong background in qualitative analysis.*
- 5. Norms refer to what is right and wrong.*
- 6. Popular metaphors for culture include salad bowl, melting pot, tapestry, and mosaic.*
- 7. The invisible parts of a culture include assumptions, attitudes, norms, and values.*

Delete the unrelated sentence. Ask the teams to review the summary sentences and identify the one that is not related to your lecture. Instruct the teams to cross out this sentence.

Sentence 4 is the earlier list is unrelated to my presentation.

Add missing sentences. Invite the teams to review their notes and compare them to the list of summary sentences. Working as a team, ask the participants to reconstruct the missing summary sentence. Explain that there could be several key points from your presentation that are not in the list of sentences. Encourage teams to add one or two additional sentences to the list. Announce a 3-minute time limit for this activity.

Most teams came up with sentences about intercultural communication and cultural values.

Conduct team presentations. At the end of 3 minutes, blow a whistle and ask the teams to quickly complete their task. Then ask each team to read the added sentences. Identify the key elements included in the summary sentences added by the teams. Make suitable clarifications to remove any misconceptions revealed in these sentences.

Identify top two sentences. Ask the participants to review the list of summary sentences and identify the two most important sentences. Announce a 3-minute time limit for this task.

Conclude the activity. At the end of 3 minutes, blow your whistle and invite the teams to present their selections. Thank the participants for the contributions to the learning process.



Adjustments and Variations

Not enough time? Ask the teams to review the list of summary sentences and remove the unrelated sentence. Assign the other two activities (of adding sentences and identifying two most important sentences) as homework.

Don't want to lecture repeatedly? Produce an audio or video recording of your lecture and play it back during future sessions.

Multiple Interviews

Panel sessions in which more than one expert make presentations are more interesting than solo performances. If you have several presenters available, I recommend the *Multiple Interviews* format as a training technique. This approach empowers the participants to control the session by making it of a question-and-answer activity. Also, this approach requires the participants to compare and contrast different ideas from different presenters.



Synopsis

Organize as many teams as there are presenters. During the first session, assign each presenter to a different team. Invite the team member to interview the presenter by asking a single question and follow up questions on the same topic. Ask the participants to repeat the same procedure with the same question, interviewing different presenters. At the end of each session, rotate the presenters so each presenter visits each team. At the end of all interviews, ask each team to prepare a set of useful guidelines and share it with the other teams.



Purpose

To interview different presenters and synthesize their ideas.



Participants

Minimum: 9

Maximum: 60

Best: 20 – 30



Time

30 minutes to 1 hour, depending on the number of teams and the complexity of the topic



Supplies

- Pen and paper
- Flip charts



Equipment

- Timer
- Whistle



Room Arrangement

Seat each team around a table with a vacant chair for the presenter. Avoid auditory interference by placing the tables away from each other.



Preparation

Assemble a panel of presenters. You may select from two types of presenters: experts and informants. Experts have systematically studied the topic for several years. Informants have intense personal experience with the topic and street smarts related to it.

Develop a list of questions. Analyze the topic and figure out important questions that would be relevant to the participants. Check out the questions with a few representative participants and some of your presenters. Edit the questions so you have as many questions as the number of presenters.



Flow

Brief the presenters. Walk the presenters through the flow of this activity. Explain that each presenter will be interviewed by each team. Each team will ask a single question (with follow-up questions on the same topic). Emphasize that every presenter will be interviewed with different questions from different teams. Specify how much time will be allotted to each interview.

Organize teams. Divide the participants into as many teams as you have presenters. Ideally, you should have three to six teams, each with three to 10 members. Seat each team around a table.

Brief the teams. Assign a question to each team and explain that the team members will present the same question to different presenters. They may ask additional questions on the same topic for clarification. Explain that the goal for the team is to summarize the most valuable ideas from the presenters. Encourage the participants to get ready to take notes during the interview.

Conduct the first round of interviews. Send a presenter to each team. Ask the team members to interview the presenter, using the question assigned to the team. Announce the time limit. Blow a whistle and ask the teams to get started on their interviews.

Repeat the process. At the end of the assigned time, blow the whistle to conclude the interviews. Rotate each presenter to the next team (with the presenter from the last team going to the first team). Repeat the interview process. Continue

with more rounds of interviews so each team interviews all presenters, one after the other.

Prepare a summary. Ask the members of each team to compare their notes from different interviews. Ask them to summarize the valuable points on a page of flip-chart paper. Announce a suitable time limit.

Coordinate poster presentations. At the end of the assigned time, blow the whistle to conclude the summarizing activity. Ask each team to post its flipchart page in a convenient area on the wall. Ask the participants to walk around the room and review the items on different posters.



Variations and Adjustments

Not enough time? Instead of asking all the teams to interview all presenters, limit each team to two interviews.

Ample time? Ask different teams to present their summary of useful ideas instead of preparing posters. At the end of these presentations, debrief the participants about the major similarities and differences among the presenters.

Play Sample

Recently, we conducted a training session for 30 Muslim high school students embarking on a student exchange program. These students were scheduled to study in U.S. high schools for a year.

Here are some notes from the session:

The five presenters included an Imam from the local mosque, a U.S. citizen who married a Moslem and converted to Islam, a host mother who had participated in the student-exchange program for the past 10 years, a science teacher from a local high school, and a multicultural consultant from the university.

We organized the participants into five teams (because we had five presenters). Each team had six participants.

We assigned these questions to different teams:

- 1. What rules should we follow while living with our host family?*
- 2. How should we talk about our religion with our host family?*
- 3. What type of food do U. S. families eat? How can we ensure that we eat halal food permissible under Islamic religion?*
- 4. What important things should we know about the U. S. educational system?*
- 5. When do we get long holidays and what do you suggest we should do during these holidays?*

Useful Questions

Here is an interactive lecture technique that turns the schedule upside down. The presentation lasts for 10 percent of the allotted time and the question-and-answer session takes up the rest of the time. This interactive lecture is particularly useful when you are a subject-matter expert on the diversity and inclusion topic.



Synopsis

Briefly explain the principles and issues related to the diversity topic. Working in teams, ask the participants to come up with useful questions related to the topic. Incorporate them in a question-and-answer session. In the end, ask the participants to identify the most useful question.



Purpose

To enable the participants to take control of a lecture by lengthening the time allocated to the question-and-answer session.



Participants

Minimum: 4

Maximum: Any number

Best: 15 to 30



Time

30 minutes to 1 hour



Supplies

- Paper and pencil
- Flip Chart
- Felt-tipped Marker



Equipment

- Timer
- Whistle



Flow

Form teams. Organize the participants into teams. Seat each team around a table.

Introduce the topic. Give a lecture defining and outlining your topic on diversity and inclusion. Discuss the key principles and issues related to the topic. Keep this introduction very brief, preferably less than 3 minutes.

Recently, I conducted a session on how individuals from different cultures behave differently in five important ways. My content was based on the work by Fons Trompenars, Charles Hampden-Turner, and Samuel van den Bergh.

This was my initial presentation:

Researchers in the field of intercultural communication have identified several ways in which individuals behave differently. Let me zoom through five categories of these differences.

*The first category is **universalism and particularism**. Universalists believe that rules are rules and these rules should be applied equally to everyone under all conditions. Particularists believe that all rules should be imposed flexibly and adjusted to suit the person and the context.*

*The second category is **individualism and communitarianism**. Individualists work alone, take personal responsibility, and achieve results. Communitarianists work in teams, take joint responsibility, and share the credits with all members of the team.*

*The third category is **affective and neutral expression**. People from affective cultures show their feelings openly by laughing, smiling, frowning, scowling, screaming, and crying. People from neutral cultures keep their feelings controlled and subdued.*

*The fourth category is **status through achievement and through ascription**. Achievement refers to what you have accomplished and what results have been recently added to your records. Ascription refers to status due to your family, gender, age, education, and social connections.*

The fifth category relates to the culture's orientation to time. People from monochronic cultures do one thing at a time and concentrate on the task. They take their time commitments seriously. People from polychronic cultures prefer to do many things at once. They are distracted easily and frequently interrupt others. They value helping family and friends more than doing their work.

Explain the concept of a useful question. Announce the end of the lecture and the beginning of the question-and-answer session. Encourage each participant to think of a useful question related to the topic. Explain that this question should be of immediate practical value to most of the participants in the room.

Write the questions. Ask the participants to work independently and write down one or more useful questions on a piece of paper. Pause for a suitable period of time.

Here are some of the questions from different participants:

- 1. Are there other categories like aggression and accommodation and introversion and extroversion? Where can we learn more about these categories?*
- 2. Can you give examples of cultures and countries that are at the extremes of these categories?*
- 3. Do these individual differences change as cultures become more Westernized and modernized?*
- 4. How do we change the undesirable behavior patterns of people from a different culture?*
- 5. How do multiculturalists measure these differences?*
- 6. How do we work effectively with people who behave differently in these categories?*
- 7. Is there a danger of stereotyping if we attribute these differences to different cultures?*
- 8. To what extent are these differences influenced by one's religion?*
- 9. Which is more significant: behavioral differences within a culture or between two cultures?*

Specify three questions. Ask the members of each team to share the questions they created individually. Tell the team to collaboratively select three questions that are the most useful ones.

Conduct the question-and-answer session. Select one of the teams randomly. Ask the spokesperson from this team to choose the most useful one of the three questions and announce it. Paraphrase this question and write it on a flip chart with the number "1" in front of it. Give a brief and practical answer.

Repeat the procedure. Ask for questions from the other teams. Record the questions on the flip chart and number them in a sequential order. Give brief, practical responses to each question. Once every team has shared its first question, go around the teams repeatedly as time permits.

Identify the most useful question. After answering a suitable number of questions, ask the participants to review the list of questions on the flip chart. Ask each participant to work independently and write the number that corresponds to the most useful question on a piece of paper. Explain this constraint: no participant may select a question asked by his or her own team.

Announce the results. Ask a couple of volunteers to collect all pieces of paper, sort them by the numbers, and identify the question that received the most votes. Congratulate the team that asked the question. Also identify the participant (or participants) who originally wrote this question and congratulate them.

This question received the highest number of votes in my session:

How do we work effectively with people who behave differently in these categories?



Variations and Adjustment

Not enough time? Just answer two or three questions from the teams. Also, when identifying the most useful questions, ask the participants to raise their hands instead of the secret balloting.

You are not a subject-matter expert? Don't worry if you are unsure about your ability to correctly answer the questions from the participants. Work with a subject-matter expert in the areas of diversity and inclusion. Your role is to be the facilitator who takes care of the flow of the game, and the expert's role is to give brief, practical answers to the useful questions from the teams.

Answer the leftover questions. At the end of the session, collect the remaining questions from the teams. Remove duplicates and organize the questions in a logical order. Write brief and practical answers to each question. Create a web page with these questions and answers or send them to the participants as an email attachment.

I*nteractive Storytelling* involves fictional narratives in a variety of forms. Participants may listen to a story and make appropriate decisions at critical junctures. They may also create and share stories that illustrate key concepts, steps, or principles from the instructional content.

Zoom: A Sample Interactive Story

In this technique, the participants are asked to expand a sentence from a story. This act of zooming in helps the participants to conduct a task analysis and to map the steps of a process.

Here's how **Zoom** is used in an activity for providing first aid training. It begins with this sentence from a story: *Sheila administered CPR to the victim.*

One of the participants elaborates this sentence into the following paragraph: *Sheila checked for responsiveness of the victim. She called 911 and checked the pulse. There was no pulse and Sheila performed chest compressions. She tilted the head back to clear the airway.*

As a continuation of the activity, the participants are asked to take the first sentence of the new version and provide additional details: *Sheila made sure that Charlie had not sustained spinal or neck injury. She shook the unconscious victim gently and shouted, "Are you okay?" Getting no response, Sheila called 911 and proceeded to check for circulation.*

Advantages and Limitations

Traditional storytelling manipulates the listeners and hijacks their rational thinking. Interactive storytelling removes this dark side and encourages the listeners to process, challenge, and question the insights from the story. Interactive storytelling comes in different formats: They can be used for training, teamwork, and motivation. However, you must be careful not let the participants ignore the facts for the sake of a good story.

Appreciative Encounters

Storytelling is a universal human activity. All cultures preserve—and hand down—their values through stories.

We spread the fear and horror of meeting foreigners through stories. “Would you believe what happened when I was traveling in Africa?” is usually a preamble to a narrative full of disasters, mishaps, and setbacks. It is time for us to put a stop to the circulation of these horror stories.

Here’s an engaging activity based on appreciative inquiry techniques that focus on strengths, successful results, and positive encounters. We have frequently used this interactive storytelling activity to explore positive concepts related to diversity and inclusion.



Purpose

To identify factors that contribute to positive cross-cultural interactions.



Participants

Minimum: 4

Maximum: Any number

Best: 15 to 30, divided into five teams.



Time

30 -50 minutes



Flow

Form teams. Divide participants into two or more approximately equal-sized teams, each with 2-5 members.

Create stories about positive interactions. Ask each participant to work independently to come up with a story related to a positive intercultural interaction. This story should feature a delightful encounter with one or more people from a different culture. It could be an autobiographical anecdote or a fictional narrative. Instruct the participants to keep their stories short.

Share stories. Invite the participants to walk around the room and pair up with someone from a different team. The two participants should share their stories with each other. Ask the participants to listen carefully so they can recall details of the other person’s story at a later time. Announce a 4-minute time limit for this activity.

Continue exchanging stories. Whenever a pair of people has finished exchanging their stories, ask them to thank each other and walk around, looking for new partners. They keep sharing their stories with one another.

Return to the team. After a suitable number of exchanges, ask all the participants to return to their teams. Now, each participant would have his or her original story along with a few stories from the others.

Discover common themes. Ask members of each team to think back on the stories they heard and identify the common themes among them. Ask them to make a list of factors that contribute to positive interactions with people from other cultures. Also, encourage the team members to brainstorm techniques for increasing the probabilities of such positive encounters.

Pair and share the conclusions. After a suitable pause, ask each participant to pair up with another participant from a different team. Ask the participants to take turns sharing their list of factors that contribute to positive intercultural encounters and techniques for increasing these factors.



Variations and Adjustments

Not enough time? Immediately after the participants create their original story, ask them to work with their teammates and discover the common themes. Eliminate the pair-and-share activity.

Multiple Realities

Are you familiar with the *Rashomon Effect*? It refers to alternative (and sometimes contradictory) perceptions of the same event by different people. It is named after Akira Kurosawa's Japanese movie, *Rashomon* in which the accounts of the witnesses, suspects, and victims of a rape and murder are all different. Any time you hear multiple eye-witness accounts of an event that contains conflicting information, you are experiencing the Rashomon effect.



Synopsis

Participants review a story told in three versions, from three different narrators' points of view. Teams of participants write a short story featuring an intercultural interaction. All teams rewrite one of these stories from an alternative point of view.



Purpose

To narrate an incident from the alternative perspectives of different people involved it.



Participants

Minimum: 6

Maximum: Any number

Best: 16 to 24



Time

15 to 30 minutes



Handout

It Happened in Kanji. Three different versions of an intercultural interaction.



Supplies

- Timer
- Whistle



Flow

Distribute copies of the story. Point out that the three versions deal with the same incident, told from the points of view of three different people. Ask the participants to take a couple of minutes to read the different versions and reflect on the alternative perceptions.

Organize the participants into teams. Divide the participants into three or more teams, each with two to five members.

Write a story. Ask each team to write a story that features an interaction between people from different cultures. Narrate the story from the first-person point of view of one of the characters. Keep the story short. Announce a time limit of 5 minutes and start the timer. At the end of the time, blow the whistle and ask the teams to stop writing.

Read a story. Ask for a team to volunteer to read its story. Ask the other teams to listen carefully and warn them that they will be rewriting the story.

Identify the characters. With the help of the participants, identify the character from whose point of view the story is narrated. Also, identify another character from the story to be used as the new narrator.

Rewrite the story. Ask all teams (including the one that wrote the original story) to rewrite the story, retaining the same incident, but recounting it from the perspective of the different character. Announce a time limit of 5 minutes and start the timer. At the end of the time, blow the whistle and ask the teams to stop writing.

Read the rewritten stories. Ask the teams to take turns to read the new versions of the story. Ask everyone to listen to the different versions of the story.

Select the best rewrite. Ask each team to select the best rewritten version. One constraint: No team may select its own rewrite. Announce a 2-minute time limit to make this choice.

Conclude the session. Identify the rewritten version (or versions) that was selected by the most teams. Congratulate the team that produced this version.

Debrief the activity. Conduct a debriefing discussion about different perspectives and multiple realities. Invite the participants to share workplace examples of how alternative perspectives led to misunderstanding and confusion.



Variations and Adjustments

Are you conducting a training webinar? Send out the three-version story ahead of time to the participants. Also send the single version of another story. Have the participants rewrite the story as a pre-webinar assignment. Read a few selected versions during the webinar and conduct a poll to select the best version.

It Happened in Kanji

(Three versions of the same incident)

Corruption and Bribery: John's Story

I picked up Dr. Babcock from his hotel at 8 in the morning and drove him to the Ministry of Agriculture. Dr. Babcock is a high-level advisor who arrived yesterday, and I am the gopher who has been working for the development project of 2 years.

While driving, I gave Dr. Babcock a crash course on the politics of Kanji I pointed out a few landmarks on the way. I wanted to impress him with my familiarity with the city, and so I took a shortcut along a congested side street.

As soon as I turned into the street, a policeman stepped into the middle, holding up his hand, I braked the car to a stop, thinking *Corruption strikes again*. I pulled out a 100 rupai bill, ready to bribe him.

The policeman started shouting and waving his hand. I deftly stuck the rupai bill in his right hand, He looked at the bill, frowned and threw it back into the car. Obviously, inflation has increased the standard bribe rate. So I pulled out a 200 rupai bill and stuck it in his shirt pocket. He kept talking, pulled the money, threw it back.

By this time, I lost my patience. *Enough is enough*. I shifted quickly, made a U-turn, and left the street in a hurry. I saw the silly face of the flat-footed policeman in my rear view mirror.

Day One in Kanji: Dr. Babcock's Story

I was slightly sleepy when John picked me up at the hotel to take me to the Ministry. He was very friendly and enthusiastic and kept chattering nonstop. I was not listening to what he was saying, but I understood that he was trying to impress me with his local knowledge.

John turned into a side street and a hefty member of the local gendarmerie stopped him. I did not understand what the policeman was saying but John obviously did. He mumbled *bribery* and gave some money to the policeman.

The policeman appeared confused and dissatisfied. He returned the money to John and kept talking loudly and rapidly.

John said, "Enough is enough."

He made a fast U-turn and sped away from the street, nearly hitting a cyclist.

White People Behave Strangely: The Policeman's Story

I was standing at the entrance to a street when I saw a Jeep turn into the street. I stepped in front and signaled the driver to stop. He was a foreigner, and I explained to him that he was driving the wrong way in a one-way street. Since he probably did not speak Kanjim, I spoke slowly, loudly, and clearly.

The white man listened to me and gave me a 100 rupai bill. He probably thought I was collecting money for the Policemen's Benevolent Fund. I returned the money to him politely and suggested that he make his contribution at the local police station

The white man reacted by placing 200 rupai in my pocket. Again, I returned the money, explaining that he was going the wrong way.

Finally, the driver understood. He reversed the car in a hurry and drove out of the street. As he drove away, he stared rudely at his rear view mirror.

Reincarnation

An effective interactive storytelling technique is to ask the participants to change the characters and settings in a story. Here's an interesting multicultural training activity that combines autobiographical thinking and cultural empathy.



Synopsis

Ask the participants to list significant achievements and failures in their professional and personal life. Assign a single change (related to gender, physical ability, sexual orientation, or race) in their life and ask them to imagine its impact on their successes and failures.



Purpose

To explore how a person's culture plays a significant role in personal triumphs and tragedies.



Participants

Minimum: 1

Maximum: Any number (working individually)

Best: 10 to 20



Time

15 minutes for the activity. 10 minutes for debriefing.



Supplies

- Paper
- Pens or pencils
- A deck of playing cards



Flow

Brief the participants. Tell them that you are going to lead them through an introspective exercise that involves imagining the impact of *what-if* scenarios. Ask the participants to sit down comfortably, away from others. Tell them to have paper and a pen handy for jotting down notes for themselves.

List your achievements. Give these instructions in your own words:

Think of your successes in your personal and professional life. Make a list of five things that you have achieved—things you are proud of.

Pause for suitable time and blow the whistle. Say:

It does not matter if you don't have exactly five achievements listed. Any number would do.

List your failures. Give this instruction in your own words:

Think of your failures in your personal and professional life. Make a list of five major failures.

Pause for suitable time. Blow the whistle and announce the end of the listing activity.

Distribute playing card. Shuffle a deck of cards and give a card to each participant. Ask the participants to look at the card and note the suit: spades, hearts, clubs, or diamonds.

Imagine an alternative life. Give these instructions in your own words:

You are going to construct a science-fiction story in which you are the hero. Close your eyes if it helps you to relax and imagine.

Think how your life would have been different if you were born in an alternate universe. On your planet, everything is exactly the same as on Earth. You are also the same, except for one difference.

Here is the difference:

*If you picked a **spades** card, your gender is different. If you are a man, you will be a woman in your alternate life. If you are a woman, you will be a man. Other than this gender difference, everything else will remain the same.*

*If you picked a **hearts** card, your health and physical condition are different. You will be a wheelchair user from your early childhood in your alternate life. Other than this difference, everything else will remain the same.*

*If you picked a **diamonds** card, your sexual orientation is different. If you are a heterosexual, you will be a gay or a lesbian in your alternate life. If you are a homosexual, you will be a heterosexual in your alternate life. Other than this difference in sexual orientation, everything else will remain the same.*

*If you picked a **clubs** card, your race is different. If you are a white person, you will be a person of color in your alternate life. If you are not a white person, you will be a white person your alternate life. Other than this racial difference, everything else will remain the same.*

Give additional instructions. Specify these steps in your own words:

Take a few minutes to speculate on how your life would be different in the alternate universe. Think of the successes and failures you listed earlier. Visualize how the difference would have impacted on these events. You may refer to the list on your paper.

Do you feel your life would have been easier or more difficult because of this single difference?

What changes would you face in your personal and professional life?

Spend the next 3 minutes performing this thought experiment.

Pause for 3 minutes. Blow the whistle, announce the end of the activity, and thank the participants.



Debriefing

Conduct a debriefing discussion. Use questions like these:

1. *On the whole, was this a pleasant or unpleasant activity?*
2. *Which steps in the activity made you feel uncomfortable. Which steps were positive?*
3. *Did most of the achievements in your original list relate to your career, your family, or yourself?*
4. *Did most of the failures in your original list relate to your career, your family, or yourself?*
5. *Did the difference in your alternate life make you more successful or less successful?*
6. *Which of the four differences would have been the most difficult one for you to think about?*

Traveler

Here's an interactive storytelling exercise for intercultural travelers. It is adapted from a game from David King, a talented Australian friend.

The plots of all stories involve different situations and characters' responses to these situations. In this activity, the participants take turns to create fictional situations and responses.



Synopsis

Ask the participants to write situations that could arise during foreign travel. Instruct the participants to pair up, share the situations, and suggest suitable responses. Exchange the situation cards and repeat the procedure.



Purpose

To apply your skills and knowledge to unexpected situations during travel in alien countries and cultures.



Participants

Minimum: 6

Maximum: Any number

Best: 10 to 20



Time

30 to 45 minutes, depending on the number of rounds of play



Handout

- *How To Write Situation Cards*, one copy for each participant
- *How To Play Traveler*, one copy for each participant



Supplies

- Blank index cards
- Pens or pencils



Equipment

- Timer
- Whistle



Flow

Introduce the activity. Point out that most participants have experience traveling internationally. The time has come for them to apply their experience and expertise to real world situations. They will need to think fast and expect the unexpected.

Write situation cards. Give each participant a copy of the handout, *How To Write Situation Cards* along with several blank index cards. Walk the participants through the procedure outlined in the handout. Instruct the participants to spend the next 5 minutes writing as many situation cards as possible.

Select one situation card. Blow the whistle at the end of 5 minutes. Ask each participant to review the situation cards he or she created and select the best one. Tell the participants to hold on to this card and give the other cards to you.

Prepare the participants. Distribute copies of the handout, *How To Play Traveler*. Walk the participants through the directions.

Prepare the room. Ask participants to stand up and make space in the room by pushing in the chairs and moving personal items under the tables.

Begin the activity. Announce a time limit of 10 minutes. Ask the participants to form pairs and begin the *Traveler* game according to the directions. Watch the participants and your timer.

Conclude the game. At the end of 10 minutes, blow the whistle and announce the end of the play time.

Conduct mini debriefs. Ask the participants to form small groups of four to six people and compare cards. Allow them to talk and debrief each other for a few minutes.

Prepare for a large debrief. After a few minutes, ask each small team to pick one card from their team for a large-group discussion. Encourage them to select the most common situation, the most challenging, the most difficult, or something worthy of the entire group's attention. Once they have chosen, they should give the card to one team member, return the remaining cards to the facilitator, and return to their seats.

Debrief as a group. Once all participants are seated, ask a volunteer to read aloud the chosen card. Ask this person what was the best response he or she heard. Ask which other participants encountered this card and what responses they gave or received. Ask other participants to contribute their responses to the situation. Ask how common this situation is. Ask if there are variations on this situation that should be discussed. Continue the debrief through each of the chosen cards until all the key points have been discussed.

How to Write Situation Cards

Imagine you are traveling in a foreign country. This is the first time you are visiting this country.

Think of different situations you could encounter during your travel. Briefly explain each situation in a separate card. Here are some suggestions for creating these situation cards:

Keep them brief. You are not writing a lengthy case for a business textbook. Come up with a short scenario that describes a relevant situation. Pretend that you are writing a 140-character tweet.

Keep them authentic. Describe situations that participants could confront in their real-world travel.

Keep them generic. Don't write the situations to suit a specific skill or intercultural model. Include ill-defined, vague, or grey situations from the real world.

Keep them varied. Describe unexpected situations, not just the obvious ones. Don't limit yourself to negative incidents; include some positive events. You want to be sure that the participants can handle success as well as failure.

How to Play *Traveler*

Hold on to your *Situation Card*. You will be using the card during the first round of the game.

Form a pair. Randomly find another participant and pair up.

Start the round. One participant should read the situation card aloud and the other participant should immediately say how he or she would respond.

Continue the round. When finished with the first response, the other participant reads his or her situation card aloud. Now the first participant takes a turn to respond.

Swap cards. Once both situations have been responded to, exchange your cards.

Form a new pair. Find another partner.

Start the next round. Once again, take turns reading aloud your situation cards and supplying a suitable response. This time, you will be reading the situation that you previously responded to. Now you could see how someone else would deal with it.

Continue playing. When finished with each round, swap cards again and continue forming pairs and responding to new situations.

Conclude the activity. The facilitator will announce the end of the activity after an appropriate time. Keep the last card you have and wait for further instructions.

Unfinished Story

It is universal human nature to finish what we start and, if it is not finished, we experience dissonance. That's why we cannot tolerate unfinished stories.



Synopsis

Everyone receives a copy of an unfinished story. The participants work in team to write a suitable conclusion. Later, the participants pair up with people from other teams and share their conclusions.



Purpose

To write a suitable conclusion to an incomplete story.



Participants

Minimum: 4

Maximum: Any number

Best: 10 to 30



Time

20 to 30 minutes



Handouts

- *The Contest*, one copy for each participant
- *Conclusion of the Story*, one copy for the facilitator



Equipment

- Timer
- Whistle



Preparation

Put yourself in the participants' place. Read the incomplete version of “The Contest”. Write the concluding section. See if you can write two or more alternative conclusions. Compare your conclusions with the author's conclusion.



Flow

Distribute copies of the unfinished story. Give one copy of the handout to each participant. Ask them to spend a minute or two to read the story. After a suitable pause, blow the whistle and proceed to the next task.

Organize the participants in teams. Form teams of two to five people. Seat each team around a table.

Ask the teams to come up with the conclusion to the story. Instruct the participants to make their conclusions realistic and brief. Assign a 4-minute time limit.

Ask the participants to remember the team's conclusion. Blow the whistle to indicate the end of the story writing activity. Ask the participants to make sure they can remember the conclusion created by the team so they can retell it to others.

Pair up with people from other teams. Ask the participants to find a partner from some other team. Ask the two members of each pair to share their conclusions to the story.

Continue working in pairs. Ask the participants to switch partners and share their conclusions.

Compare the endings with the author's ending. After a suitable number of exchanges, blow the whistle and ask the participants to return to their teams. Get everyone's attention and read (or retell) the author's conclusion.

Debrief the learning point of the story. Briefly compare the author's conclusion with the conclusions created by different teams. Ask the participants to come up with the “moral” of the story.



Variations and Adjustment

Want to save trees? Instead of distributing copies of the handout, read the story or tell it in your own words.

Want to create your own activity? Specify your training objective. Locate an appropriate story or anecdote or case study. Remove the conclusion of the story. Use the procedure from this activity.

Want more interaction? Specify the training topic and ask teams to write a short 1-page story related to the topic. When completed, ask the teams to cut off or black out the concluding section. Exchange the stories among the teams and ask them to write concluding sections. Compare the new conclusion and the original conclusion of each story.

The Contest

Nobody in the village knew when the tradition started but everybody knew how the contest was conducted.

The contest was simple: Two contestants stood facing each other. They spread their feet and assumed a stable posture. They placed their palms against each other. The referee stood near them and started the contest by beginning to count.

The rule for winning the contest was very simple. All children had memorized this ancient rule: You win if you make the other person's feet move before the referee counted to 20.

Everyone played the contest game in the village: men and women, boys and girls. From a very early age, children were taught winning strategies. Among adults, there were secret meetings to share special strategies. In these meetings, the older and wiser people taught others how to strengthen leg and arm muscles, how to stand barefoot and dig one's toes into the ground, and how to push suddenly to topple the other contestant. In some secret meetings, men and women learned how to cast spells to weaken the opponent, how to tease the opponent to make him lose confidence, and how to stare at the opponent's forehead to mesmerize him. Some people even bribed their opponents, asking them to pretend to have lost the contest. This bribe was very expensive because of the public humiliation associated with the loss.

On the seventh day of the seventh month in the lunar calendar, the villagers gathered on the banks of the river for the championship contest. During the last four years, this ceremony was anticlimactic because nobody challenged the reigning champion. Rumor had it that there will not be any challengers this year and the champion would win by default. But all villagers came to the celebration hoping for some surprise and excitement.

The champion came to the middle of the arena and yelled out the traditional challenge. The village elder stood by his side, ready to count to 20. Even though everyone expected that there would be no challenge, there was a hush in the crowd.

But wait, here is someone stepping forward: a frail holy man with a grey beard. Although he looked weak, he strode purposefully to face the champion. Without any delay, he assumed the palm-to-palm starting position.

Some spectators started laughing. Others became apprehensive thinking that the holy man had secret powers to hurt the champion. They held their collective breath.

The village elder started the count. Before the count of 3, the holy man moved his feet. The crowd howled in disappointment. But the village elder kept counting because, after all, rules were rules. The holy man whispered something into the champion's ears. When the count reached 17, the champion moved his feet. The crowd was stunned and confused.

The village elder called for his advisors. They talked among themselves in subdued tones. Then the elder stepped in the middle of the arena and said:

I proclaim that both contestants won. Our ancient rules say that a person wins if the other person's feet move before the count of 20. Since both contestants' feet moved, both of them have won.

Later, people asked the champion, "What did the holy man whisper to you?"

Conclusion of the Story

According to the champion, this is what the holy man said:

You have already won. Would you like to achieve a greater victory? There is still time. If you move your feet, I too can win. That way you can demonstrate how cooperation makes everyone win.

That was the year the villagers learned that one could win without making someone lose.

This system of card games is designed to encourage mindful application of effective guidelines related to various intercultural skills. Each deck contains 52 cards with ready-to-use suggestions. Different games can be played with the same deck of cards. These games require the participants to read pieces of practical advice and to evaluate, discuss, explore, compare, select, modify, and apply these pieces of advice.

The Cards

A practical advice card (PAC) presents a useful tip related to an important intercultural strategy. Here are three sample pieces of practical advice from a deck on *collaborating across cultures*:

1. Cultural differences produce the best — and the worst — results. Collaboratively figure out how to avoid the worst and achieve the best.
2. Adopt alternative perspectives: Silence during conversation does not signal confusion. It signals respectful and mindful processing.
3. Interruptions during a conversation don't signal rudeness. Assume it signals interest and enthusiasm.

The five pages of *Guidelines for Managing Globally* (page 116 to 120) are examples of the pieces of advice printed on a deck of cards.

Precautions: A Sample Practical Advice Card Game

This game is played among teams. The facilitator reads a piece of advice from a card. All teams prepare and present a list potential disadvantages of mindlessly implementing this piece of advice. Afterwards, each team come up with a suitable precaution for reducing or removing one of these disadvantages. The facilitator polls the participants to identify the most useful precaution.

Advantages and Limitations

The pieces of advice on the cards are not limited to a specific intercultural communications model. Instead, these tips leverage what the players may learn from a variety of books and training sessions. All pieces of advice involve actionable ideas. They are not abstract theoretical constructs or philosophical principles. The games encourage mutual learning from a diverse group of players. Also, you can play several different training games that incorporate the same deck of practical advice cards.

A potential disadvantage could be due to cultural taboos against playing with cards.

Both Sides

There's always good news and bad news when you implement a piece of advice. In this three-person game, players identify the advantages and disadvantages of implementing a piece of advice. Later, they figure out how to increase the advantages and decrease the disadvantages.



Synopsis

Read the piece of advice from your card. Ask the other two participants to list the advantages and disadvantages of implementing this piece of advice. Synthesize the information and explain how to increase the advantages and to decrease the disadvantages of this piece of advice.



Purpose

To increase the positive aspects and to reduce the negative aspects of implementing a piece of advice.



Participants

Minimum: 3

Maximum: Any number, divided into groups of three

Best: 18 to 48



Time

15 to 30 minutes



Supplies

A deck of *Practical Advice Cards*.



Flow

Brief the participants. Select a card randomly and read the practical piece of advice printed on it. Ask the participants to brainstorm the potential advantages of implementing this piece of advice. Encourage the participants to yell out their responses. Later, ask the participants to brainstorm possible disadvantages associated with the same piece of advice. Once again, let the participants yell out their answers. Point out that every piece of advice has potential advantages and possible disadvantages.

Distribute practical advice cards. Ask each person to take a random card and review the advice printed on it.

Organize participants into triads. If two participants are left over, join them to form a triad. If only one person is left over, make him or her a nomadic observer.

Read a piece of advice. Ask the tallest person in each triad to be the *Reader*. Ask this person to read aloud the piece of advice printed on his or her card. Ask all three participants to think of the advantages and disadvantages of implementing this piece of advice.

Share the advantages and disadvantages. Ask the *Reader* to randomly point to one of the other two members of the triad and specify *advantage* or *disadvantage*. The selected participant should rapidly reel off the list of advantages (or disadvantages). Ask the *Reader* to alternatively point to the two participants and randomly specify *advantage* or *disadvantage*. Ask the selected participants to provide more advantages and disadvantages, without repeating any item listed previously.

Reconcile the responses. After the two participants appear to have exhausted their lists, ask the *Reader* to suggest ways of reducing the disadvantages and increasing the advantages. Ask the other two players to listen carefully and see if the *Reader* has incorporated the various ideas they provided earlier.

Judgment time. When the *Reader* stops talking, ask the other two participants to critically evaluate the synthesis and indicate their rating with a thumbs-up or thumbs-down. Also encourage these two players to contribute additional ideas for effectively implementing the piece of advice.

Continue the activity. Ask the participant to the right of the previous *Reader* to kick off the next round by reading the piece of advice on his or her card. Repeat the synthesizing and the scoring procedure as before. At the end of the round, ask the third participant to inaugurate the next round.

Chat

Reading and understanding a piece of advice is the first step in applying it. Discussing the piece of advice with your colleagues and evaluating it is the next step. This activity requires you to chat with your friends and rewards you for making valuable contributions.



Synopsis

Take turns to read a piece of practical advice from a card. Discuss it from different perspectives. Rank the contribution of each participant.



Purpose

To critically evaluate different pieces of practical advice.



Participants

Minimum: 3

Maximum: 52, divided into groups of three to six

Best: 10 to 30



Time

12 to 30 minutes, depending on the number of participants in each playgroup



Handout

Questions for Discussion, one copy for each participant



Supplies

- A deck of *Practical Advice Cards*
- Small pieces of paper for ranking the players
- Pencils or pens



Flow

Brief the participants. Tell the participants that they are going to explore few pieces of practical advice. Rather than merely reading each piece of advice, the participants are going to discuss it in depth.

Distribute the practical advice cards. Explain that each card contains a piece of practical advice. Ask the participants to silently read the advice on the card and reflect on it.

Organize playgroups. Divide the participants into groups of three to six people.

Distribute the list of questions. Explain that these questions are designed to stimulate a conversation about the piece of advice on each card. Invite the participants to review the questions.

Start the first round. At each playgroup, ask the participants to identify one person to be the first *Listener*. Instruct this player to get the conversation started by reading the practical advice on his or her card. Announce a time limit and monitor the discussion.

Conclude the first round. At the end of the time limit, blow the whistle to conclude the first conversation. Ask the *Listener* to think back on the value of the contributions from the other players. On different slips of paper, ask the *Listener* to secretly write the numbers 1, 2, 3, ... to rank each participant according to the value of his or her contribution. Give an example: If there are four other players, the person who made the most valuable contribution is ranked 1 and the person who made the least valuable contribution is ranked 4. Ask the *Listener* to fold these slips of paper and place them in front of the appropriate players.

Continue the conversations. In each playgroup, ask the player seated to the right of the previous *Listener* to assume the role of the new *Listener*. Continue the discussion and scoring procedures. Repeat the procedure to give all players an opportunity to be the *Listener*.

Conclude the last round. After everyone in each playgroup has had a chance to be the *Listener*, announce the end of the activity.

Identify the winner. Ask the participants to open the slips of paper and add the numbers. In each playgroup, the player with the *smallest* total is the winner. Identify these winners and congratulate them.

Questions for Discussion

1. How would you explain this piece of advice in your own words?
2. How would you explain this piece of advice to a 7-year old?
3. How would you motivate someone to use this piece of advice?
4. What personal examples do you have of the piece of advice in action?
5. Among your colleagues, who is already using this piece of advice?
6. What are the advantages of using this piece of advice?
7. How can this piece of advice be overused or abused?
8. What could be some dangers in applying this piece of advice?
9. How would you convert this piece of advice into an easy-to-recall slogan?

Headlines

An appropriate headline for a piece of practical advice attracts the readers' attention and highlights the key elements. It also makes it easier to recall the piece of advice later. This game rewards players who have a talent for writing effective headlines.



Synopsis

Players independently write a headline for a piece of advice. A non-playing judge selects the best headline.



Purpose

To create a meaningful and memorable headline for a piece of advice.



Participants

Minimum: 3

Maximum: Any number (divided into groups of 3 to 7)

Best: 5



Time

4 minutes for the each round.



Supplies

- A deck of *Practical Advice Cards*
- Pencils or pens
- Pieces of blank paper



Flow

Appoint a *TKJ*. Select one of the players at each table to take on the role of the *Timekeeper-Judge (TKJ)*. Reassure the other participants that everyone will have a turn being the *TKJ* during the subsequent rounds.

Display a card. Ask the *TKJ* to pull out a random card and read the piece of practical advice printed on it. Instruct the *TKJ* to place the card in the middle of the table, printed side up.

Think for 30 seconds. Ask the *TKJ* to keep track of time for 30 seconds. Ask the participants to think about suitable headlines for the selected piece of advice for 30 seconds.

Write the headline. After 30 seconds, ask the players to write a meaningful and memorable headline for the piece of advice.

Select the best headline. Ask the players to take turns to read the headline they wrote. After all players have done so, ask the *TKJ* to select the best headline and give its author the practical advice card. Remind everyone that the judge's decision is final and he or she does not have to explain the logic.

Continue the game. Ask the next player to take on the role of the *TKJ* and repeat the same procedure. Continue the game until every player has had a turn to be the *TKJ*.

Identify the winner. At the end of the game, ask the participants to count the number of practical advice cards they have won. At each table, the player with the most cards is the winner. Identify these winners and congratulate them.

Single

The name of the game refers to the repeated reduction of several cards to a single card. The participants compare pairs of cards, select the better one, and repeat this procedure until only one card remains.



Synopsis

Pair up with another participant and compare the pieces of advice on the two cards you have. The participant with the better card continues to pair up with more participants. The other participant facilitates the pairing of cardholder and the selection of the better card. The game continues until only one cardholder remains with the best piece of advice.



Purpose

To comparatively review the pieces of advice on different cards and to identify the best piece of advice.



Participants

Minimum: 5

Maximum: Any number

Best: 20 to 50



Time

15 to 30 minutes, depending on the number of participants



Supplies

- One practical advice card for each participant



Flow

Brief the participants. Select any two cards and read the piece of advice on each of them. Ask the participants to compare these pieces of advice and to select the better one. Encourage the participants to talk to each other and to discuss the costs and benefits associated with implementing each piece of advice. After a suitable pause, select the card with the better piece of advice based on the inputs from the participants.

Distribute practical advice cards. Ask each person to take a random card and review the piece of advice printed on it.

Ask the participants to pair up and compare their cards. Tell each participant to pair up with another participant. Ask the members of each pair to review the pieces of advice on the two cards they have. Encourage the participants to discuss the relative merits of the two cards and to select the card with the better piece of advice.

Give instructions to the cardholders. Ask the participant with the better piece of advice (“the cardholder”) to hold on to the card and to pair up with another cardholder.

Give instructions to the facilitators. Ask the participant with the other card (“the facilitator”) to give back his or her card and help the cardholders to continue the activity. Ask these facilitators to spot cardholders in different parts of the room and to pair them up. Also ask the facilitators to help speed up the review process and to select the card with the better piece of advice.

Continue the activity. Ask the participants to continue reviewing pairs of cards and selecting the one with the better piece of advice. As the game proceeds, the number of facilitators will increase and the number of cardholders will decrease. Encourage the mobs of facilitators to actively help the cardholders to review the pieces of advice and to select the card with the better one.

Conclude the activity. The game will come to an automatic stop when only one cardholder remains, holding the card with the best piece of advice. Ask for a drum roll and ask the remaining cardholder to read the piece of advice. Extol the participants to reflect on this piece of advice and to implement it at the next available opportunity.

Teaching and Learning

Like activities that involve all participants in the entire group roaming around, mingling with each other, and working in pairs. In this card game, you create a teaching and learning frenzy among constantly regrouping pairs of participants.



Synopsis

The participants are divided into two equal groups of teachers and learners. Each teacher is given a practical advice card. During a 10-minute period, the teachers teach as many learners as possible and the learners master as many pieces of practical advice as possible.



Purposes

- To share a piece of practical advice to as many others as possible.
- To learn as many pieces of practical advice as possible.



Participants

Minimum: 4

Maximum: 100

Best: 20 to 30



Time

20 to 30 minutes



Supplies

- A deck of practical advice cards
- Timer



Flow

Assign roles to the participants. Divide the participants into groups of equal size. Tell the members of one group that they will play the role of teachers. Participants in the other group will play the role of learners.

Brief the participants. Explain what happens during the activity: Each teacher will receive a practical advice card and study the advice printed on the card. Later, this teacher will teach the advice to as many of learners as possible, one person at a time. The learners will attempt to learn as many different pieces of advice as possible. At the end of 10 minutes, the teacher who taught the most participants and the learner who learned the most pieces of practical advice will be declared winners.

Ask the learners to get ready. Tell them to talk among themselves and come up with strategies to learn rapidly.

Ask the teachers to get ready. Shuffle the deck of practical advice cards and give one card to each member of the teacher group. Warn the teachers that you would take the card back at the end of 2 minutes. Ask the teacher-participants to study the piece of advice on the card, take notes, and come up with a plan for explaining the advice to individual learners in such a way that they would be able to easily and accurately recall the details.

Start the frenzy. After 2 minutes, blow a whistle and collect all the practical advice cards from the teachers. Tell the participants that there will be a frenzy for 10 minutes during which individual teachers and learners will pair up with each other. The teacher will explain the piece of practical advice. The learner will listen carefully, take notes, and ask questions, trying to understand the piece of advice so he or she can recall it later. When the task is done, they will part company. The teacher will go in search of another learner and the learner will search for another teacher.

Keep track of the number of pieces of advice taught and learned. Ask the teachers to note how many different learners they have taught. Ask the learners to note how many different pieces of advice they have learned.

Conclude the session. At the end of 10 minutes, blow the whistle to stop the teaching and learning process. Ask the members of the learners group to count the number of pieces of advice each participant had learned. Identify the participant who has learned the most pieces of advice as the *Champion Learner*. Now ask the teachers to count the number of different people they had taught. Identify the winners who had taught the most number of people.

Debrief. At the end of the activity, conduct a debriefing discussion about the behaviors of effective teachers and learners. Also ask the learners to recall and explain the pieces of practical advice they had learned.

Roleplaying involves the participants taking on characters, personalities, and attitudes to achieve a variety of training outcomes. The participants act out their roles in a spontaneous and realistic manner under imaginary conditions imposed through a scenario.

Complaints: A Sample Roleplay

This roleplay involves six participants: One person plays the role of a minority member in a large company with complaints about managerial discrimination. Another person plays the role of a corporate public advocate (ombudsman) listening to the complaint. Each of these players have coaches standing behind them, prompting appropriate behaviors. The other two participants play the role of observers. After the first roleplay, the players rotate their roles and play out another scenario. After six rounds with different scenarios and different roles, the group debriefs itself to generate strategies for preventing and handling the discrimination of minority employees.

Advantages and Limitations

Roleplays have these advantages:

- They help us achieve a variety of objectives related to interpersonal skills, personal insights, and emotional intelligence.
- They immediately engage the participant into spontaneous action.
- They integrate thoughts, talk, and action to provide a comprehensive learning experience.

Roleplays have their limitations:

- Some participants feel threatened about revealing their weaknesses in front of an audience.
- Some participants get carried away with their histrionic skills and exaggerated performances.
- Some participants launch into inadvertent self-disclosure and emotional outbursts.
- Some participants take other players' statements and feedback as personal attacks.

Communication Contrasts

Instead of conducting a roleplay, this activity requires teams of participants to act out a drama. By encouraging the participants to incorporate cultural differences in the dialogue, this activity is particularly powerful for exploring different modes of communication.



Synopsis

Ask different teams to stage dramatic segments incorporating the key differences between direct and indirect communication. Ask one of the teams not to produce a drama but evaluate other teams' dramas.



Purpose

To compare direct and indirect modes of communication.



Participants

Minimum: 9

Maximum: Any number

Best: 16 to 30



Time Requirement

45 to 90 minutes



Handout

Direct and Indirect Modes of Communication (3 pages). One copy for each participant.



Equipment

- Timer or stopwatch
- Whistle



Room Set up

Arrange tables and chairs for each team. Create a waiting area for teams while another team is staging its drama.



Flow

Brief the participants. Distribute copies of the handout on direct and indirect modes of communication. Ask the participants to scan through the handout and review the differences between the two modes of communication. After a suitable pause, invite questions and comments from the participants. Provide brief responses to the questions.

Form teams. Divide participants into three to five teams, each with three to seven members. Seat each team around a table.

Explain the drama-production task. Announce that you are going to produce a 5-minute videotape for training interculturalists about the differences between direct and indirect modes of communication. The task for each team is to prepare a two-act drama for this video and act it out. The first act should portray two people using the direct mode of communication and the second act, the indirect mode. Announce a 9-minute preparation time. Because of the limited time, encourage teams to identify critical differences in the two modes of communication, prepare outlines for the two acts, quickly rehearse key incidents, and improvise the dialogue.

Explain the evaluation task. The dramatic segment staged by each team will be evaluated along three dimensions:

Authenticity: Is the drama realistic and believable?

Focus: Does the drama emphasize key principles and procedures in the communication procedure?

Interest: Does the drama attract and maintain audience attention?

Organize a team of judges. Randomly select one of the teams. Explain that instead of playing the role of a drama production company, this team will play the role of drama critics. Ask the team to come up with a rating scale for evaluating different dramatic segments along the three dimensions that you identified earlier.

Coordinate preparation activities. Explain that the drama production teams and judging team have the same 9-minute preparation time. Start the timer. Let teams work on their own. Give a 2-minute warning at the end of 7 minutes. Blow a whistle at the end of 9 minutes to signal the end of the preparation time. Send all teams except the judging team out of the room.

Stage the first play. Randomly select one of the teams to return to the room and stage its play. Impose a 5-minute time limit and enforce it strictly. Make sure that the members of the judging team are carefully watching the play and taking notes.

Continue the dramas. At the end of 5 minutes, invite the next team to return to the room and stage its drama. (The first team can stay in the room and watch the enactment.) Repeat this process until all teams have presented their dramas.

Ask judges to present their feedback. After the final segment, ask the judging team to make its decisions. Invite this team to briefly explain the items in their checklist and give evaluative feedback for each drama. After the judging team has presented the feedback, ask it to identify the best drama.

Present your feedback. Congratulate the winning team. Give your feedback, focusing on how accurately each team emphasized the key differences between the two modes of communication.



Variations and Adjustments

If you have limited time, reduce the number of teams to three (and increase the number of participants in each team). Stage two segments.

If you have too many participants, ask all teams to prepare the play but randomly select two teams to stage their plays. Ask members of the other teams to act as the critics.

If you have a video camera, record the dramatic segments. Use excerpts as illustrative examples when you conduct the activity the next time.

Use the Structure of *Communication Contrasts* as a Template

You can use the structure of *Communication Contrasts* as a template for helping the participants explore a variety of polarized communication modes. Here are some examples:

- Assertive and accommodative
- Expressive and subdued
- Formal and informal
- Logical and emotional
- Playful and serious
- Self-enhancing and self-effacing
- Status-oriented and person-oriented

Direct and Indirect Communication

There are several individual and cultural differences in the way we communicate. A highly prevalent difference in communication modes is represented by the opposite poles of direct and indirect communication.

Direct Communication

In direct communication, what you see is what you get. People communicate their intent in a clear and straight forward fashion. This is the preferred mode of communication in individual cultures such as U.S. American, Dutch, and Danish.

Here is a list of behaviors associated with direct communicators:

- Make clear and specific statements.
- Make it easy for everyone to understand.
- Tell it like it is.
- Let the facts speak for themselves.
- Don't beat around the bush.
- Tell their subordinates *what*, *when*, and *how* you want things to be done.
- Believe that honesty is the best policy.
- Feel it is okay to say, "No".
- Say, "No" or "I don't know" whenever appropriate.
- Attempt to persuade directly.
- Make points with conviction.
- Give strong rationale for your statements.
- Participate actively in discussions.
- Frequently use the words, *should* and *have to*.
- Focus on tasks and results.
- Appear to be in a hurry to get the job done.
- Come across as confrontational.
- Consider lack of eye contact as deceptive.
- Consider indirect communicators to be playing games and being evasive.

Indirect Communication

In indirect communication, what you manage to see is what you get. In this mode, people camouflage their actual intention in order to maintain harmonious relationships. This is the preferred mode of communication in communitarian cultures such as China, Japan, Egypt, India, and Mexico.

Here is a list of behaviors associated with indirect communicators:

- Value courtesy, politeness, tact, and diplomacy.
- Take the path of least resistance.
- Quietly observe other people and listen to the conversation .
- Ask open-ended and non-leading questions.
- Get other people involved in the conversation.
- Make heavy use of nonverbal elements.
- Use silence to communicate.
- Leave sentences unfinished.
- Offer modest suggestions for consideration.
- Tell a story and let the listeners draw their own conclusions.
- Frequently use words like *maybe* and *possibly*.
- Don't deliver bad news.
- Say, "It will be difficult" instead of saying "No".
- Avoid answering difficult questions.
- Change the subject to avoid difficult topics.
- Do not talk about personal feelings.
- Consider eye contact as aggressive and rude.
- Consider direct communicators to be blunt and crude.

Cross-Cultural Communication

Here is a list of suggestions for *direct* communicators:

- Slow down and be patient.
- Use a gentler and softer tone.
- Be civil, polite, and courteous.
- Use tact and discretion to be diplomatic.
- Accept polite excuses and tactful evasions without drawing attention to them.
- Learn to tell stories and to process other people's stories.
- Don't demand direct and immediate answers.
- Give time to people to process your questions and come up with responses.
- Give people time to confer privately with others.
- Don't ask, "Why not?"
- Learn to listen—and to listen between the lines.
- Gradually ease into difficult topics.
- Don't miss out on key information just because it is delivered in a soft tone.

Suggestions for *indirect* communicators:

- Be assertive when necessary. Recognize your subtle messages may be lost.
- Be diplomatic but make sure the others understand the implication of what you are saying.
- Remember, direct communicators respect straightforward statements.
- Remember, asking questions is not a sign of aggression.
- Express your true position without softening it.
- If you cannot answer immediately, answer as soon as possible.

Company Picnic

Company Picnic is a roleplay activity that engages everybody in the whole group and delivers a powerful message. This activity is my twist on an improv game that I learned from Alain Rostain.



Purpose

To examine behaviors associated with status



Participants

Minimum: 12

Maximum: Any number

Best: 25 to 50



Time

10 to 15 minutes for the activity. 10 minutes for debriefing.



Supplies

- A deck of playing cards. (Use additional decks if you have a large number of participants)



Equipment

- Timer
- Whistle



Flow

Distribute playing cards. Remove jokers from a regular deck of playing cards. Shuffle the deck and ask the participants to come to the front of the room and receive a card from you. Instruct each participant to hold the card on his or her forehead, facing out, so that everyone can see the card except the person who received the card. Nobody is permitted to look at his or her own card until the end of the game. If somebody accidentally sees the card, instruct him or her to return the card to you and get a replacement.

Present the scenario and assign roles. Give this background information and instructions in your own words:

You all work for a multinational widget manufacturer and you have gathered for a summer picnic in celebration of a very successful first half of the year. For the next several minutes, you interact with as many people as you can. Treat each person as if his or her status in the company corresponds to the card on the forehead (2 is low, Ace is high). For example, a 2 might work in the mailroom, an Ace could be the CEO, a King could be a VP, and a 10 could be a Division Manager. Your objective is to give others clues to the card that they hold, while assessing the clues others are giving you about your status. Don't tell the others anything directly about their card.

Start the roleplay. Announce a 4-minute time limit, start the timer, and blow the whistle. Encourage the participants to mingle.

Stop the roleplay. When the 4 minutes are up, blow the whistle and ask the participants *not* to look at their cards yet. Ask everyone to form a single line from the lowest (2) to the highest (A) status, depending on where they think their status is. Ask the participants to do this without looking at their cards and without telling others if they are out of place. Once a single-file line is formed, tell the participants check their cards to see how well they guessed their status.



Debriefing

Ask participants how they felt about the activity. Most people would report having fun, and a few people may confess to feelings of discomfort. Check with the people at the extremes (2s and Aces) about their feelings and their behaviors.

Relate the behaviors to the real world. Ask the participants if *Company Picnic* reflects real-world events and processes. Encourage participants to relate the roleplay to what is happening in the society, in their community, and in their company.

Ask about real-world status signs. Question the participants about the equivalent of playing cards at the company. What types of wrist watches, jewelry, furniture, cell phones, and cars signal a person's position in the corporate hierarchy?

Ask *what if* questions. Here are some suggestions:

- *What if we had conducted the roleplay for 10 minutes?*
- *What if we had another round of roleplay with the cards shuffled again and redistributed?*
- *What if we had only one Ace and several 2s and 3s?*
- *What if you ran across your boss during the roleplay—and she had a 2?*

Provoke people into self-examination. Ask how many people felt uncomfortable because they believed in treating everyone as an equal and this roleplay prevented them from doing so. Follow up by asking why they persisted in their behavior in spite of their discomfort. Handle responses like *You made us do it* or *The rules required us* by gently encouraging the participants to examine what uncomfortable things they do in real life simply because of external pressure and unexamined rules and regulations.

Discuss the learning points. Present the three learning points listed below (plus any other learning points you come up with). Ask the participants to present evidence from the activity and from the workplace to support or reject these points.



Learning Points

1. Instructions from authority figures and pressure from other people influence us into doing things we feel uncomfortable about.
2. We are capable of altering our behavior toward other people according to their status.
3. Our self perception reflects other people's behavior toward us.

Triple Roleplay

Roleplays are useful tools to help the participants apply what they learned about communication styles and cultural norms. The participants spontaneously create a dialogue as they conduct the roleplay. In *Triple Roleplay*, you take the interactivity one step further by asking the participants to write their own scenarios for the roleplay.



Synopsis

Three participants independently prepare roleplay scenarios. Each participant takes a turn to be the Judge and watch the other two conduct two rounds of roleplay, switching roles. The judge provide score points to reflect the degree of realism of the performances.



Purpose

To conduct an effective conversation in an intercultural context.



Participants

Minimum: 3

Maximum: Any number, divided into groups of 2.

Best: 12 to 24



Time

20 to 30 minutes



Handout

Sample Scenarios, one copy for each participant (3 pages).



Supplies

- Pieces of paper for writing role-play scenarios
- Small pieces of paper for recording the score points
- Pens or pencils



Equipment

- Timer
- Whistle



Room Set Up

Arrange chairs and table space for the participants to work individually. Provide plenty of empty space for the participants to stand up in teams of three



Flow

Review the scenarios. Distribute copies of the handout, *Sample Scenarios*, to each participant. Explain that each scenario is related to an incident in a global organization and contains a title, a primary role, a secondary role, and a situation. Ask the participants to review the scenarios.

Write your own scenarios. Ask each participant to work independently and create a scenario related to diversity and inclusion. Encourage the participants to follow the style and the format of the sample scenarios. Announce a 3-minute time limit for this task.

Organize triads. At the end of 3 minutes, blow the whistle and invite the participants to organize themselves into groups of three. In each group, select one person to be first Judge.

Conduct the first round. Ask the Judge to read and explain the two roles and the scenario. Then ask the person with the primary role to start the conversation. Ask the other person to make suitable contributions to keep the conversation going. Ask the Judge to observe the roleplay, paying attention to the performance of the participant in the primary role.

Reverse the roles. After the Judge has listened to enough of the conversation, ask him or her to stop the roleplay. Also ask the two participants switch their roles and re-enact the roleplay. The judge asks the two participants to act out a new and different conversation related to the same scenario.

Scoring. Ask the Judge to stop the roleplay after a convenient time has expired. At this time, instruct the Judge to distribute 13 points between the two roleplayers to indicate the relative realism in performing the *primary* role. The Judge should not use any fractions in distributing the score points: Even if the two participants performed with equally well, the Judge is forced to award 7 points to one and 6 to the other. Ask the Judge to secretly write the score points on two different pieces of paper, fold them into fourths and give them to the appropriate participants. These pieces of paper are not to be opened until the end of the activity.

Repeat the procedure. The person to the left of the previous Judge becomes the Judge for the next round. The new Judge repeats the procedure of explaining the situation and the roles, conducting two rounds of roleplay, and awarding score points. The same procedure is repeated one more time with the third participant acting as the Judge.

Conclude the activity. The activity comes to an end when all three participants have played the role of the Judge. At this time, each person would have received two pieces of paper with score points. Ask everyone to open these pieces of paper, add the points, and identify the winner.



Variations and Adjustments

Not enough time? Prepare and use a set of your own scenarios instead of asking the participants to create their scenarios. Also, limit the roleplays to a minute, focusing on starting the conversation effectively.

Left-over participants? If you end up with an extra participant, have a group of four. If two participants are left over, join them to form a triad.

Sample Scenarios

A Double Ph. D.

Primary role: U.S. Plant Manager

Secondary role: U.S. Employee

Situation: You are letting a local employee know that the company's German headquarters has appointed Herr Dr. Bratke as the new International President. The local employee (who is a proud anti-intellectual) is skeptical because of Dr. Bratke's lack of operational experience.

A Lengthy Wedding

Primary role: HR Manager

Secondary role: Foreign Employee

Situation: A woman employee from overseas wants help to obtain 2 months' leave. She is returning to her home country to get married.

Don't Take It Personally

Primary role: Vice President

Secondary role: Manager of Asian Division

Situation: You have some constructive feedback for a new Asian manager who is visiting you. You remember someone telling you that people from Asia feel they lose face if someone criticizes their professional judgment.

Introducing my Niece

Primary role: Manager

Secondary role: Local Manager in Kuala Lumpur

Situation: You receive a telephone call from an employee in Kuala Lumpur. He tells you that his niece recently graduated with high grades from a U. S. university. He wants your help in getting her a job in the company.

It's Tomorrow

Primary role: Manager

Secondary role: A Colleague from Abroad

Situation: You are surprised to see your foreign colleague waiting for you in your office early in the morning. After a brief conversation, you realize that he interpreted your polite "See you tomorrow" literally. How do you handle this misunderstanding?

Let's Get Down to Business

Primary role: Manager of a Manufacturing Company

Secondary role: Distributor from the Middle East

Situation: You want to save the visitor's time by coming right to the point and discussing key business details. But the visitor wants to talk about your family, friends, children, schools, the cost of gasoline, and other such topics.

Low Glass Ceiling

Primary role: IT Consultant

Secondary role: VP of IT Services

Situation: You recently graduated from a prestigious Computer Science program. You are on a consulting assignment to India. You are warned that high status managers in India don't accept advice from young women. How do you start a conversation with an Indian VP?

Take Charge

Primary role: Experienced Manager

Secondary role: Enthusiastic Colleague

Situation: Your colleague is a results-oriented, non-nonsense manager. You feel that his brash, direct, and aggressive manner is offending a group of associates from other countries. How do you give advice to your colleague?

Trust Me!

Primary role: Project Manager

Secondary role: Manager of outsourced services in another country

Situation: You want to talk directly with the team that is working on your project. But the manager says that he would act as an intermediary and convey your message since the team members don't know you and don't trust you.

Virtually Late

Primary role: Project Manager at the Headquarters

Secondary role: Software Programmer working seven time zones away

Situation: The programmer joins a conference call 30 minutes after it started. The call involves employees from five different time zones.

What Does “Yes” Mean?

Primary role: Executive Manager

Secondary role: New Assistant

Situation: Your assistant says “Yes” when you ask her to organize an off-site meeting. She has failed to complete different previous tasks after saying “Yes” to your requests. How do you make sure that she will handle this critical task?

Why Was I Not Promoted?

Primary role: HR Manager

Secondary role: A Minority Woman Employee

Situation: The minority woman is complaining that a promotion that she deserved was given to a White male with lesser qualifications. She is threatening to sue the company for discrimination.

You Are Empowered!

Primary role: Manager

Secondary role: Associate from Singapore

Situation: You want your associate to write a proposal for a client. You encourage him to select his own format, details, and style. However, your associate expects explicit directions, deadlines, number of pages, and a suitable outline.

Yin-Yang

Have you played the *Telephone* game in your childhood? In this game, children sit in a circle, and the first child whispers a message to the next child. The second child whispers to third child and so on until everyone has heard the whispered message and transmitted it to the next person. In the end, when children compare the original and the final version of the message, they usually burst out laughing at the way the message gets distorted.

We have designed written version of the *Telephone* game (called *Yin-Yang*). Recently, we used this game to explore direct and indirect modes in intercultural communication.

Indirect and Direct Communication

Indirect communication assumes that people understand the meaning without having to tell everything. It tones down unpleasant aspects of the message by using convoluted language and metaphors.

Direct communication makes everything explicit. People using this mode of communication tell you exactly what they mean in an assertive fashion.



Synopsis

The participants begin the game by writing a direct statement on a card and passing it to the next player. They convert the statement into the opposite mode and keep passing the latest statement. After five or six rounds, the participants read the sequence of statement in alternating modes.



Purpose

To fluency transform statements between the direct and indirect modes of communication.



Participants

Minimum: 3

Maximum: Any number

Best: 15 to 30



Time

15 to 20 minutes



Supplies

- Blank index cards
- Pens or pencils
- Paper clips



Flow

Explain the two opposing communication modes. Make a brief presentation about *direct* and *indirect* modes of communication. Give examples and invite the participants to convert a statement from one mode to the opposite mode.

Distribute game supplies. Give everyone a packet of six blank index cards and a paper clip.

Write the first statement. Ask each participant to work independently and write a brief direct statement on an index card. Pause while the participants complete this task.

Pass the statement to the next participant. Ask each participant to give his or her card to the person seated on the left. Ask the last participant gives the card to the first one.

Rewrite the statement. Ask each participant to study the statement on the card that he or she received. Instruct the participant to use a blank index card and rewrite the statement in the indirect mode of communication without intentionally altering the meaning of the message. Pause while the participants do this.

Paper clip the cards. Ask the participants to place the card they wrote on top of the original card and attach the two cards with the paper clip. Instruct the participants to make sure that the message on the original card is hidden by the new card they wrote.

Pass the cards to the next participant. Ask each participant to give the paper-clipped cards to the next person.

Rewrite the statement on the top card. Ask the participants to study the indirect statement and rewrite it in the direct mode on a new card. Pause while the participants do this.

Continue passing the packets of cards. Ask each participant to place the new statement on top of the earlier cards and attach them with the paper clip so only the latest statement is visible. Participants continue passing the paper-clipped cards, rewriting the statement on the top card, and repeating the process.

Conclude the activity. Stop the activity after five or six rounds.

Read and laugh. Ask the participants to turns to read the statements on the cards, working sequentially from the first one (the card at the bottom) to the last one (the card on the top).

Play Sample

During one of the most recent sessions, Mark started with this direct statement:
I love you.

At the end of the game, it metamorphosed into this statement: *One price only: \$15. Do you want to buy or not?*

This is what happened during the game:

Direct: *I love you.*

Indirect: *I hand knitted this poncho for you. I thought you would like it.*

Direct: *This hand-made poncho costs \$15.*

Indirect: *This is a very good offer, high quality, nice price. Would you be able to spare \$15 for this superb product?*

Direct: *One price only: \$15. Do you want to buy or not?*

Use the Structure of *Yin-Yang* as a Template

The game we played help us explore *direct* and *indirect* as the two opposing modes of communication. You can use the structure of *Yin-Yang* with other dichotomies found in intercultural communication. Here are some examples:

- Assertive vs. Accommodative
- Elaborate vs. succinct
- Expressive vs. subdued
- Fast vs. slow
- Formal vs. informal
- High context vs. low context
- Playful vs. serious
- Precise vs. imprecise
- Self-Disclosing vs. private
- Self-promoting vs. self-effacing
- Visual vs. oral

Question About Your Group

People frequently ask you questions about different groups you belong to.

Are all Hindus vegetarians?

What are some major taboos among the Australians like you?

How could you Christians believe that God created the earth when the scientific evidence suggests otherwise?

What do you think of your company's preference to outsource IT jobs?

Some of these questions may provoke you into making sarcastic responses. However, it is always a good idea to assume genuine curiosity on the part of the questioner and provide clear and truthful answers in a nondefensive fashion.



Synopsis

This activity incorporates three rounds of team discussions and paired roleplays: During the first round, one team brainstorms typical questions while the other group comes up with guidelines for responding to such questions. Following this, the participants pair up with members of the other group and roleplay a question-and-answer conversation. During the second round, teams change their roles and repeat the same procedure. In the third round, both teams discuss the lessons learned earlier and share them through one-one-one conversations.



Purpose

- To anticipate different questions about your group.
- To respond appropriately, truthfully, and openly to these questions
- To generate a set of principles for effectively responding to group-related questions.



Participants

Minimum: 8

Maximum: Any number

Best: 20 to 50



Time Requirement

30 to 45 minutes



Supplies

- Pieces of paper
- Pens (or pencils)



Equipment

- Timer
- Whistle



Room Set Up

This is a stand-up activity. Remove chairs and tables from the room (or move them to the sides, next to the walls).



Flow

Brief the group. Point out that everyone is a spokesperson for different groups that he or she belongs to. In this role, it is important to provide accurate and truthful answers to questions related to the group's culture. Specify a culture or a group (to which all the participants in the room belong) to focus the activity.

Sample culture groups: Single mothers, science-fiction fans, Fiji islanders, performance consultants, Red Cross volunteers, soybean farmers, and members of the armed forces.

Divide participants into two teams of equal size. Designate one of them as Team A and the other as Team B. Ask participants from Team A to temporarily remove their name tags so everyone can easily differentiate between the two teams.

Conduct the first round of team discussions. Ask members of Team A to brainstorm a list of questions that outsiders may ask about their culture. Encourage them to include provocative or hostile questions in the list.

Ask members of Team B to brainstorm a list of principles for responding to group-related questions with decorum and grace.

Announce a 3-minute time limit for the brainstorming activities. Blow a whistle at the end of this period to conclude the activity.

Conduct the first round of paired roleplays. Explain that during the next 5 minutes, members of Team A will repeatedly pair up different members of Team B and hold brief roleplays. Each roleplay will begin with a question from the Team A member and an appropriate response from the Team B member. The roleplay may continue with additional questions and answers. However, encourage the participants to frequently switch partners and begin new conversations.

Conduct the second round of team discussions. At the end of 5 minutes, ask the participants to return to their original teams. Explain that the teams will exchange their roles.

Ask members of Team B to share the questions they heard earlier from the other team. Also, ask them to brainstorm additional questions.

Ask members of Team A to share the effective techniques used by the other team to respond to their questions. Also, ask them to brainstorm additional principle for responding to questions.

Announce a 3-minute time limit and blow a whistle at the end of this time to conclude the activity.

Conduct the second round of paired roleplays. Repeat the same procedure used during the earlier round but with the roles of the two teams reversed. Tell members of Team B to start with a question and members of Team A respond to it. Encourage the participants to frequently switch partners and begin new roleplays.

Conduct the third round of team discussion. After 5 minutes, ask all the participants to return to their original teams and debrief themselves. Encourage them to share the lessons about responding to different questions. Ask each team to come up with a list of principles for effectively, clearly, and truthfully answering questions about their group.

Conduct the final round of paired conversations. Explain that you will conduct another round of one-on-one conversations between members of the two teams. This time, however, instead of asking and answering questions, participants will share the principles they learned for answering group-related questions.



Variations and Adjustments

Too many people? Ask each team to divide themselves into sub-teams of 5 to 9 people. Let each sub-team conduct its own brainstorming discussions. During paired conversations, explain that any sub-team members from Team A may pair up with any sub-team member from Team B.

Not enough time? Conduct only one round of team discussions and paired conversations. Skip the other rounds. Follow with a debriefing of the entire group.

Structured sharing activities help the participants share and analyze their best practices, knowledge, and opinions. The primary source of information in this training activity is the participant group; the facilitator's role is merely that of a guide.

Shouting Match: A Sample Structured Sharing Activity

Identify a controversial topic (example: *sexual orientation in the workplace*) where a sharing of opinions could be beneficial. Announce a proposition for a debate related to the topic. Divide the participants into three teams and assign an extremely positive role to one, an extremely negative role to another, and a neutral role to the third. Ask the positive and negative teams to make a list of arguments in support of their positions while the neutral team prepares a two-column list of arguments on both sides. Conduct a debate among the opposing teams and ask the neutral team to decide the winner. Correct any misconceptions and provide objective information.

Advantages and Limitations

Structured sharing activities make use of these powerful principles of adult learning: Adult learners bring a wealth of experience about diversity and inclusion. Learning with, and learning from, your peers is an effective technique. Learning through active dialogue is preferable to learning through passive listening. Adult learners don't merely consume learning; they create it.

Structured sharing activities have some limitations and dangers. Instead of sharing their wisdom, the adult participants may end up sharing their ignorance, prejudices, and stereotypes. So it is important for the facilitator to monitor the activity and step in to correct any misconceptions.

Always and Never

Inclusive people make friends from different countries, cultures, ages, and professions. They have no difficulty working effectively with people who are different. This structured sharing activity helps us identify what to do and what to avoid in becoming more inclusive.



Synopsis

Fill in the blanks to complete sentences that identify inclusive and rejecting behaviors. Share the sentences with people from other teams and with members of your own team. Analyze the sentences to develop a checklist for increasing inclusive behaviors.



Purpose

To identify friendly behaviors that make outsiders feel welcomed and valued.



Participants

Minimum: 4

Maximum: Any number

Best: 12 to 30



Time

20 to 30 minutes



Handouts

Inclusive Behaviors Forms (2 pages), one copy for each participant.



Supplies

- Sheets of flip chart paper
- Thick felt markers
- Masking tape



Equipment

- Timer
- Whistle



Room Setup

Arrange tables with chairs around them for teamwork. Make sure there is enough open space for the participants to wander around and pair up. Also locate wall space for posting flip chart checklists.



Preparation

Become familiar with the activity. Review the instructions. If possible, walk through the activity with a co-facilitator.

Copy the forms. Duplicate the two pages printed at the end of this activity. Make the required number of copies.



Flow

Organize the participants into teams. Assemble two to eight teams, each with two to five participants. It does not matter if some teams have one more members than the others. Seat each team around a table.

Distribute the forms. Give a copy of each of the two pages to each participant.

Fill in the blanks. Ask the participants to study both the forms. Give examples of completed sentences:

*An inclusive person **always** smiles and says, “Hello” to people they have not met before.*

*An inclusive person **always** gives useful background information to newcomers.*

*An inclusive person **never** uses code words that are only understood by the inner circle.*

*An inclusive person **never** says bad things about other people behind their back.*

Ask the participants to work independently and complete the five sentences in each page. Announce a 3-minute time limit.

Ask the participants to form pairs. At the end of 3 minutes, ask the participants to stand, walk around, and pair up with another participant from a different team. Ask them to exchange their forms, study the completed sentences, and have a brief conversation. Ask them to get their forms back and pair up with some other participant. Remind the participants not to pair up with members of their own team.

Return to the team. Ask the participants to go back to their table and exchange their forms with each other. Also ask them to recall and share other ideas from the other participants.

Prepare a checklist. Distribute a sheet of flip chart paper and a felt marker to each team. Ask the team members to reflect on the ideas from the completed sentences and come up with a checklist of things to do and things to avoid to increase their inclusive behavior. Encourage the participants to brainstorm as many checklist items as possible. However, limit them to listing the six most effective items on their flip chart sheet. Announce a 3-minute time limit for this activity.

Post the checklists on the wall. At the end of 3 minutes, blow the whistle and distribute pieces of masking tape to each team. Ask the participants to tape their checklists to the wall.

Conduct a gallery walk. Invite the participants to review the different checklists mounted on the wall, paying attention to the similarities and differences among the items.

Make a personal choice. Ask the participants to return to their table and reflect on the checklist items they reviewed. Ask each participant to select one item that he or she should immediately implement.

Conclude the session. Ask for a few volunteers to share what item they chose and why they chose it. Begin this activity for sharing your personal choice.

Use the Structure of *Always and Never* as a Template

You can use the structure of *Always and Never* as a template for helping the participants explore a variety of intercultural topics. Here are some samples:

- Discussing controversial topics
- Facilitating multicultural teams
- Global management
- Managing intercultural conflicts
- Negotiating with people from other cultures
- Conducting a press conference

Inclusive Behaviors

Inclusive people make outsiders feel appreciated and included. They help us learn to live together. They value diversity and build a community of people who are different from each other.

Think of inclusive people you have encountered or heard about. Think of their behaviors and complete these sentences:

Always

1. Inclusive people **always** _____

2. Inclusive people **always** _____

3. Inclusive people **always** _____

4. Inclusive people **always** _____

5. Inclusive people **always** _____

Flow

Discuss civilizational orientation. Introduce these eight civilizations that are at the core of differences among people (especially in the areas of literature, art, music, and food): Western, Middle Eastern, Confucian, Japanese, Latin American, Slavic, Hindu, and African. Ask the participants to stand in groups according to the civilization in which they grew up. If necessary, help some participants identify their civilizational cluster. Ask the participants to introduce themselves to the other people in the group and conduct a discussion.

Inclusive Behaviors

Inclusive people make outsiders feel appreciated and included. They *never* make fun of others. They *never* ignore people who are different.

Think of inclusive people you have encountered or heard about. Think of their behaviors and complete these sentences:

Never

1. Inclusive people **never** _____

2. Inclusive people **never** _____

3. Inclusive people **never** _____

4. Inclusive people **never** _____

5. Inclusive people **never** _____

Areas and Groups

In the study of diversity, people can be assigned to different groups from relevant areas. For example, Sam belongs to the group of German speakers in the area of *native languages*. I belong to the group of Ph.D.s in the area of *educational level*. As a member of a group, we share values, norms, perspectives, and habitual behaviors with the other members of our group.

In this structured sharing activity, we explore the similarities and differences among different groups in the same diversity area.



Synopsis

Ask the participants to organize themselves into different groups related to a diversity area. Instruct the members of each group to identify one desirable characteristic and one undesirable characteristic of their group. Ask them to identify the desirable and undesirable characteristics of the other groups. Ask each group to predict other groups' perceptions.



Purpose

To identify the desirable and undesirable characteristics of different groups.



Participants

Minimum: 4

Maximum: any number

Best: 15 to 30



Time

Depends on the number of groups. Allocate 10 minutes for each group. (Example: If you divide the participants into five groups, you will probably need 50 minutes of play time.)



Supplies

- Paper
- Pens or pencils



Equipment

- Timer
- Whistle



Room Setup

Encourage the participants to stand up, move around, and form groups. So leave plenty of empty space in the room.



Preparation

Identify suitable groups. Think of the different diversity areas that are relevant to your participants. From one of these areas, select suitable groups that are associated with your participants.



Flow

Discuss diversity areas. Explain how an understanding of the groups in a diversity area could help people to work together effectively. Select one of the areas for further exploration.

*In a recent training session in Singapore, we chose **national identification** as the diversity area to explore.*

Identify different groups. Within the selected diversity area, specify different groups that are present among the participants. Ask the participants to organize themselves into these groups. Invite members of each group to cluster in different sections of the room and introduce themselves to each other.

Based on the nationalities of the participants, we organized them into four groups: Singaporean, Malaysian, Indonesian, and Indian.

Identify a desirable characteristic of your group. Ask the members of each group to brainstorm the group's desirable characteristics. Then instruct the participants to select the one of these positive characteristics as the most important characteristic of their group. Announce a 3-minute time limit for this activity.

The group from Malaysia decided that their sense of national unity was the most important characteristic.

Identify an undesirable characteristic of your group. After 3 minutes, blow the whistle and announce the end of the first activity. Invite the members of each group to repeat the brainstorming procedure and choose one of the group's undesirable characteristics. Again, announce a 3-minute time limit.

After a lengthy discussion, the Malaysian group decided that the traditional differences among their ethnic groups was probably the most important negative characteristic.

Predict characteristics of other groups. Select one of the groups as the first target group. Ask members of the other groups to talk among themselves and guess what would be important desirable characteristic identified by the target group. After a 2-minute pause, ask each group to announce its prediction.

We began with the Malaysians as the target group. Members of the Indonesian group identified respect for different cultures as the most important positive characteristic of the target group. The Indian group identified advances in electronic technology. The Singaporean group predicted patriotism as the important characteristic.

Compare the predictions. Ask the target group to announce the desirable characteristic they had chosen earlier. Also, ask them to decide if any of the predictions from the other groups matched their original choice.

The Malaysian group decided that the choice of Singaporeans (patriotism) was close enough to their original choice (national unity).

Repeat the procedure with undesirable characteristics. Ask the other groups to predict the undesirable quality selected by the target group. Use the same procedure for announcing the predictions, revealing the chosen characteristic, and comparing these items.

These were the predictions about the undesirable characteristics of the Malaysians:

- *Indonesians: Status hierarchy in the society*
- *Singaporean: Inefficiency among civil servants*
- *Indians: Ethnic discrimination*

The Malaysians decided that the prediction from the Indian group was reasonably close to their original choice.

Repeat the procedure with the other groups. Identify different target groups and ask the other groups to make predictions. Conclude the session after all groups have had their turn to be the target.



Debriefing

Conduct a debriefing discussion using the following types of questions:

- *What were some of the additional positive and negative characteristics that your group identified about itself?*
- *Did any statement made by members of your group (during the initial brainstorming) surprise you?*
- *Did the perceptions of the other groups (as revealed by their predictions) surprise you?*

- Which was more difficult: brainstorming **desirable** characteristics or **undesirable** characteristics?
- Did you hold back on announcing undesirable characteristics of your group or other groups?
- Do you feel the other groups' predictions reflected stereotyping or logical generalization?
- If the teams were asked to identify three characteristics of each type (instead of a single characteristic) how would it have changed the process and the results?
- Based on what you learned about different perceptions, how would you change your behavior when you interact with members of the other groups?

Use the Structure of Areas and Groups as a Template

The structured sharing activity described above involves four different groups in the area of nationalities. You can use the structure of this activity to explore other areas and groups. Here are some samples:

Area	Groups
Income status	Low, middle, high
Marital status	Single, married, divorced, widowed
Number of siblings	Only child, one sibling, two siblings, three siblings, large family
Job type	Sales, engineering, manufacturing, accounting, legal, medical
Job position	Worker, supervisor, manager, independent contributor
Number of years on the job	Less than a year, 2-3 years, 3-5 years, 5-10 years, more than 10 years
Generation	Baby boomers, Generation X, Millennials, Generation Z
Political ideology	Liberal, conservative, middle-of-the-road
Learning style	Visual, auditory, kinesthetic

One by One

Recently, we conducted a training session on how to facilitate multicultural teams. Since the participants had previous experience in this area, we decided to tap into the wisdom of the group. We asked them to work in teams and write pieces of practical advice based on their previous experiences. Using a systematic elimination process, we identified the best piece of advice.



Synopsis

Ask teams of players to write six pieces of practical advice, each on a separate card. Ask the teams to exchange the packets of cards, remove one card with the least useful piece of advice, and repeat the process until each team is left with a single card.



Purpose

To generate pieces of facilitation advice, compare them, and select the best advice.



Participants

Minimum: 3

Maximum: 30

Best: 15 to 30



Time

15 to 30 minutes



Supplies

- Blank index cards
- Pens or pencils



Equipment

- Timer
- Whistle



Flow

Organize teams. If you have three to five players, ask each person to play individually. With more than five players, form three to six teams, each with two to five players. It does not matter if some teams have one more member than the others.

Example: If you have 17 players, form three teams of four and one team of five.

Write pieces of practical advice. Give six blank index cards to each team. Working in teams, ask the participants to write a piece of practical advice on each card to help facilitate a multicultural team. Announce a 5-minute time limit for this task.

Exchange the cards. At the end of 5 minutes, blow the whistle and ask the players to stop writing. Tell each team to give its packet of six cards to the next team.

Remove one card. Ask each team to review the pieces of advice on the cards and remove one card that has the *least useful* piece of advice. Then ask the team to give its current packet of cards to the next team.

Remove a card and exchange. Ask the teams to review the pieces of advice on the current packet of cards and remove the card that has the least useful piece of advice. As before, ask the teams to give the packet of remaining cards to the next team.

Continue removing a card and exchanging. Ask the teams to repeat this procedure until they have only one card left.

Display the last cards. Ask the teams to place the single card at the middle of the table in front of the room. Pause briefly to permit the participants to study the pieces of advice on these cards.

Eliminate cards. When you blow the whistle, ask all players to touch a displayed card with the *least useful* piece of advice. Remove the card with the most fingers touching it. Repeat this process until only one card is left.

Conclude the activity. Tell the participants to study the piece of advice on this card carefully because it contains the most useful piece of advice — as determined by players themselves.

Same Type, Different Types

Any decision made by a group of people should reflect the values and preferences of different types of its members. Here is a structured sharing activity that enables the participants to achieve this goal.



Synopsis

During the first round, each team is assigned a specific age level and asked to brainstorm ideas for achieving a common goal. During the second round, participants are reorganized into mixed teams with each member of a different age level and asked to synthesize their earlier ideas.



Purpose

To generate ideas that will appeal to people at various age levels



Participants

Minimum: 8

Maximum: Any number

Best: 16 to 20



Time

30 to 60 minutes



Supplies

- Blank pieces of paper
- Pens or pencils
- Flip chart pads
- Felt-tipped pens



Equipment

- Timer
- Whistle



Room Setup

Arrange tables (preferably round ones) with chairs around them to facilitate teamwork.



Flow

Organize teams. Decide how many types of people you want to be represented in this activity. Divide the participants into this number of equal-sized teams. If you have one or two participants left over, assign them the role of nomadic observers.

Example: In a recent training session, I wanted to represent five types of people. I had a group of 21 participants. I divided them into five teams of four people each. I assigned the observer role to the extra participant.

Assign age groups. Explain that each team will represent a specific age level. Assign the age groups according to this list:

Team A = 57-year old

Team B = 47-year old

Team C = 37-year old

Team D = 27-year old

Team E = 17-year old

Announce a goal. Tell the participants the goal they are to achieve as a team.

Example: In my activity, I told the participants that they are planning a park for the community.

Generate ideas. Ask members of each team to brainstorm strategies for achieving the goal from the point of view of the age assigned to them. Ask teams to generate several ideas, discuss these ideas, and select the five best ideas. Request everyone in each team to note down the ideas. Announce a 7-minute time limit for this activity.

Get a number. After 7 minutes, blow the whistle and stop the activity. Ask the members of each team to count off and remember their numbers.

Organized mixed teams. Tell the participants that you are going to reorganize them into a new set of teams. Ask the participants to recall their number and find others with the same number to form new teams. Point out that each new team now has a representative of each age level,

Regenerate ideas. Ask members of the new teams to continue brainstorming ideas for achieving the original goal. Ask the participants to maintain their loyalty to the age groups from the previous round but try to satisfy the needs and preferences of other age groups. Encourage the participants to recall and share their ideas from the previous round while keeping an open mind toward other perspectives. As before, ask teams to select the five best ideas and record them on a sheet of flip chart paper. Announce a 7-minute time limit for this activity.

Post lists of ideas. Blow the whistle at the end of 7 minutes and ask teams to post their lists on convenient areas of the wall. Invite all participants to take a gallery walk and review the lists from the other teams.

Consolidate the lists. With the help of all participants, come up with a common list that contains popular ideas and avoids duplicates. Alternatively, make a complete list of non-duplicate ideas, photocopy this list, distribute them to the participants, and have each person select the top three ideas. Use this information to prepare the final list of ideas.



Adjustments and Variations

Have ample time? After the mixed teams have generated the common set of ideas, send the participants to the original teams and ask them to compare the different lists. After a suitable discussion, send them back to the mixed teams for another round of synthesizing the common lists.

Use the Structure of *Same Types, Different Types* as a Template.

The structured sharing activity described above involved five groups of different age levels to plan a community park. You can use the structure of this activity to organize other groups to effectively achieve other goals. Here are some samples:

Goal	Groups
Publish a glossary of technical terms used in a paint manufacturing company.	Engineers, Marketers, HR people, Researchers, Customers
Plan for the Centenary Celebration of the university.	Alumni from different countries.
Formulate policy for preventing discrimination in hiring practices based on sexual orientation.	Men, Women, Members of the LGBTQ community
Formulate policies for reducing discrimination against different castes.	Brahmins, Dalits, Other Hindus, Non-Hindus

Who and What?

You probably know a few people who seem to have an inclusive personality. These people have friends from different countries, cultures, ages, and professions. They also have no difficulty working with people who are different from themselves. You probably also know a few narrow-minded people who dislike others who are different. These are prejudiced people who don't want to interact with foreigners.

This activity involves preparing a checklist for behaving in a more inclusive fashion. Obviously, you don't need this checklist but you can use it to train the multicultural members of your organization or community.



Synopsis

Participants work individually, with a partner, and in teams to prepare a list of *dos and don'ts* for becoming more inclusive.



Purpose

To identify and implement guidelines that contribute to the inclusion of people from diverse backgrounds.



Participants

Minimum: 6

Maximum: 50

Best: 15 to 30



Time

20 to 45 minutes



Supplies

- Sheets of flipchart paper
- Felt-tipped pens
- Masking tape



Equipment

- Timer
- Whistle



Flow

Ask the participants to select three positive role models. Tell the participants that you are going to conduct a thought experiment. Ask each participant to think of three friendly, expansive people who enjoy interacting with others from different backgrounds. One of them should be a public figure, one should be a friend or a family member, and one should be a person from the workplace.

Ask the participants to identify inclusive behaviors. Working independently, ask each participant to think what makes these three people accommodating and accepting of others. Ask the participants to make a list of these inclusive behaviors on a piece of paper. Point out that some of these behaviors could be common to all three or they could be specific to one or two of the role models. Announce a 3-minute time limit for this activity.

Ask the participants to select three negative role models. This time, tell the participants to select three bigots who are suspicious of people who are different from themselves. One of these should be a chauvinistic public figure, another should be an opinionated friend or a family member, and the third one should be a prejudiced person from their workplace.

Ask the participants to identify unfriendly behaviors. Invite each participant to think what makes these three negative people disdain and reject outsiders. Ask the participants to list these snubbing behaviors on a piece of paper. Announce a 3-minute time limit for completing this task.

Distribute playing cards. Give a random playing card to each participant. Make sure to distribute equal numbers of black and red cards. (If you have an odd number of participants, you may give one more card of either red or black.)

Pair up with a partner. Ask the participants to pair up with someone who has a card of the different color. If one participant is left over, ask him or her to pair up with you.

Discuss inclusive and exclusive behaviors with the partner. Ask the participants to share the behaviors they identified earlier. Ask them to take note of behaviors they had overlooked. Announce a 3-minute time limit for this activity.

Form a team. Blow a whistle at the end of 3 minutes. Ask the participants to take leave of their partners and to form a team of three to five people who have playing cards of the *same* color (red or black).

List *Dos and Don'ts*. Distribute a sheet of flipchart paper and a felt-tipped pen to each team. Instruct the team members to share their ideas and prepare a two-column checklist of *dos and don'ts* for increasing inclusive behaviors. Announce a 5-minute time limit for this activity.

Review lists from other teams. Blow the whistle at the end of 5-minutes. Ask the teams to attach their checklists on the wall with pieces of masking tape. Invite the participants to review the posters from the other teams to discover common items and unique ones. Announce a 3-minute time limit.



Debriefing

Discuss the items from the posters. At the end of 3 minutes, blow the whistle and assemble the participants for a debriefing discussion. Conduct this discussion by asking questions like these:

- Which inclusive behaviors appeared in most posters?
- Which inclusive behaviors are unique to individual posters?
- Which inclusive behavior is most frequently neglected in your workplace?
- Which behavior is likely to produce the most inclusiveness in your organization?

Prepare an action plan. Invite each participant to individually select one of the inclusive behaviors for immediate application. If time permits, ask the participants to pair up with a new partner and share their application ideas.

A textra game combines the effective organization of written materials with the motivational impact of playful activities. The participants begin by completing a reading assignment before playing a game that uses peer support and peer pressure to encourage transfer and application of what they read.

Each Teach: A Sample Textra Games

This textra game is appropriate for teaching step-by-step procedures. Prepare a set of handouts to describe each step. Distribute a single handout to each participant so equal numbers of participants receive each handout. Ask the participants to read the handout and master the step explained in it. After a suitable period of study, organize the participants into teams so each member of the team has mastered one of the different steps in the procedure. Give several practice exercises and ask team members to cooperate with each other to complete the task. Later, ask team members to teach their steps to the others so everyone masters all the steps in the procedure.

Advantages and Limitations

You can plug in existing handouts, reprints, articles, and books into the framework of a textra game to create an instant training activity. Textra games combine the effective organization and independent study of text materials with the peer support and team learning of games. Different types of textra games can be used for achieving different types of instructional objectives. However, don't use these games to compensate for sloppy writing and don't use review questions that emphasize mindless recall of meaningless facts.

Diversity Jolts

Jolts are brief experiential activities that act as metaphors for intercultural principles and issues. These activities can be used for diversity training. They can also be used as the basis for mindful discussions among people from different cultures.

Purpose

To explore general principles and specific examples of jolts as intercultural training tools.

Synopsis

Ask team members to cooperatively study a handout and competitively play a quiz game with the members of other teams. Alternate between these two activities and identify the team with most points as the winner.

Participants

Minimum: 8

Maximum: Any number

Best: 12 to 30

Time

45 minutes to 2 hours

Handouts

- *Using Jolts in Intercultural Training*, one copy for each participant
- *How To Play Fast Grab*, one copy for each participant
- *Sample Questions About the First Section of the Handout*, one copy for the facilitator

Supplies

- A deck of playing cards
- A bowl of counters (poker chips, paper clips, match sticks, or coins) for each table

- Signboards (with playing card values) for contest tables

Equipment

- Timer or stopwatch
- Whistle

Preparation

Learn to conduct the *Fast Grab* game. You will repeatedly conduct this built-in game that tests the participants' mastery of the training content. Read the handout, *How To Play Fast Grab*, and figure out the flow of the game. If possible, rehearse the game with a few friends.

Prepare closed questions about jolts. Each time you play the *Fast Grab* game, you will ask a series of recall questions related to different sections of the handout. Read this handout and become familiar with the content. Prepare a list of short-answer questions about different sections of the handout. (Review the sample questions about the first section of handout for suggested types of questions.)

Flow

Prime the participants. Briefly introduce the concept of jolts as intercultural tools. Explain that you are going to conduct an activity that involves significant amounts of reading. Also explain that the participants will be divided into teams. Team members will cooperatively study a handout on jolts and competitively play a quiz game.

Conduct the initial learning activity. Distribute copies of the handout, *Using Jolts in Intercultural Training*, one per participant. Ask the participants to scan the entire handout and study the first section carefully. Announce a 3-minute time limit.

Distribute playing cards. Arrange a deck of playing cards in this fashion: AC, AH, AS, AD, 2C, 2H, 2S, 2D, 3C, 3H, 3S, 3D, ...and so on, all the way to KC, KH, KS, KD at the bottom of the deck. While the participants are reading the handout, assemble a packet of playing cards with as many cards from the top of this deck as there are participants. Shuffle this packet of cards.

Form learning teams. After 3 minutes, ask the participants to stop reading and put away the handout. Give one playing card to each participant. Point out that each card has a value (Ace, 2, 3, 4, ... J, Q, K) and a suit (C, H, S, D). Ask the participants to form themselves into four learning teams according to the suit of their playing cards. Ask the members of each team to sit at some convenient location and to introduce themselves to each other.

Conduct a practice quiz. Distribute copies of the handout, *How To Play Fast Grab*, to all participants. Ask everyone to read the handout and learn how to play the quiz game. After a suitable pause, place a grabbit and a bowl of counters at each table. Ask the participants to play *Fast Grab* within each team, keeping score with the counters. Conduct the game with the closed questions related to the first section of the handout. After an appropriate period of time, stop the game. Ask each

participant to announce the number of counters he or she has won and return the counters to the bowl. Explain that the participants will play the ***Fast Grab*** game later—but with contestants from different teams.

Conduct a cooperative learning session. Ask the members of each team to continue studying the Sample Jolt 1 from the handout. Explain that each participant may study the handout using his or her preferred method, but recommend that the team members help one another and get ready to play another round of ***Fast Grab***.

Conduct a contest round. While the participants are studying the handout, place a sign with the value of a playing card (Ace, 2, 3, and so on) at different tables. At the end of 5 minutes, ask the participants to stop reading. Announce that they are going to play another round of ***Fast Grab***, competing with players from different teams. Ask the participants to check the value of their playing card and assemble at the appropriate tables. Start a round of ***Fast Grab*** game using questions related to Sample Jolt 1.

Conclude the play of *Fast Grab*. Stop the ***Fast Grab*** game after an appropriate period of time. Ask the contestants to *pick up their counters* and return to their learning teams. Ask each team to combine its counters.

Continue the activity. Explain that the participants will alternate between cooperative learning and competitive game playing. Ask the participants to continue studying the next sample jolts from the handout. Play another round of ***Fast Grab*** with the participants who have the playing cards with the same value. Repeat cooperative learning and competitive playing for several rounds.

Conclude the game. After four or five rounds of ***Fast Grab***, announce the end of the activity. Ask the participants to return to their learning teams and combine their counters. Identify the team with the highest number of counters and congratulate its members.

How To Play *Fast Grab*

Set up the Tables

Grabbit. Find an object that can be conveniently grabbed by the players. Place this *grabbit* at the middle of the table. Make sure every player can reach it.

Table signs. Earlier the participants would have received a playing card with a specific value: Ace, 2, 3, 4, ... Prepare a sign for each table with the value of each card and place it on the table.

Bowl of counters. Collect convenient counters (coins, paper clips, matchsticks, or poker chips) and place 20 of them at each table.

Play the Game

1. Sit at the table that has a sign with the value of your card.
2. Do not bring your handout or any notes.
3. Listen to the question from the facilitator. The first player to grab the *grabbit* can answer this question.
4. If you grabbed the *grabbit*, give your answer immediately. You don't have to shout out your answer because only the people at your table need to hear it.
5. After a suitable pause, the facilitator will announce the correct answer.
6. The players at the table decide if the grabber's answer is correct.
7. If the grabber's answer is correct, he or she takes a counter from the bowl.
8. If the grabber's answer is *not* correct, he or she will return a counter to the bowl. (If the grabber does not have any counters, there is no penalty.)
9. Continue the game, one question at a time.
10. When the facilitator announces the end of the game, take the counters you won with you and return to your learning team.

Sample Questions About the First Section of the Handout

For use by the facilitator. Correct answer to each question is given in parentheses.

1. What is the name of the jolt used in the do-it-yourself demonstration? (Clock on the Ceiling)
2. In what direction are you asked to rotate your finger in the demonstration jolt? (clockwise)
3. What is maximum time requirement for a jolt? (5 minutes)
4. Do you learn a skill by participating in a jolt? (No)
5. What activity follows all jolts? (debriefing)
6. What is one reason you should not use a jolt for? (to make the participants feel silly)
7. Why should you schedule plenty of time for conducting a jolt? (to conduct debriefing)

Using Jolts for Intercultural Training

Instead of defining a *jolt*, let me provide you with a vicarious experience. Here's a brief description of one of my favorite jolts called *Clock on the Ceiling*. Here is the do-it-yourself version of this jolt. Read and follow these instructions:

1. Stand up, extend your right hand, and point your index finger toward a large imaginary clock embedded flat on the ceiling.
2. Circle your finger around the imaginary clock in the clockwise direction. Continue circling your finger several times—always in the clockwise direction.
3. Keep your finger pointing to the ceiling and circling in the clockwise direction while you bend your elbow and lower the hand until your index finger (still rotating) comes below your shoulder level.
4. Now look at the direction in which your finger is rotating. Still in the clockwise direction?

If you followed the instructions and completed the task, you are in for a surprise. Your finger will end up rotating in the counterclockwise direction. If you are still skeptical, repeat the activity.

What Is a Jolt?

Now that you have experienced a jolt, here is our official definition:

A jolt is an experiential learning activity that lasts for a brief period of time and illustrates one or more important learning points.

Here are some important points about jolts:

- **Jolts last for a very brief period.** The *Clock on the Ceiling* jolt that you experienced usually lasts for a minute and half. Some jolts may last for less than a minute. According to our standards, no jolt can require more than 5 minutes.
- **Jolts provide participants with insights rather than skills.** They startle the participants into re-examining their assumptions and revising their habitual behaviors.
- **Jolts produce emotional effects.** Some jolts produce feelings of discomfort or elation; all jolts result in *aha* moments.
- **Some jolts require interaction among participants.** All jolts require *introspection* on the part of individuals.
- **All jolts must be followed up by a debriefing.** This process involves explanations from the facilitator and discussions among the participants. Going back to the *Clock on the Ceiling*, here is the main learning point that we want to bring out: *It all depends on your perspective. The same behavior appears radically different depending on your point of view.*

When to Use a Jolt

Here are some suggestions about when to use jolts:

- **Use jolts to increase self-awareness.** For example, use them to help participants examine their stereotypes, prejudices, and assumptions as a part of a training session on diversity, sexual harassment, or generational differences.
- **Begin the training session with a jolt** to capture participants' attention. Treat the rest of the training session as an extended debriefing discussion.
- **Schedule a jolt as a segue** between one training topic and the next.
- **Use a jolt to energize** the participants after a lunch break.
- **Use a jolt as a final activity** to remind participants that in spite of everything they learned, they may still revert to their habitual behavior patterns.
- **Use jolts to emphasize the difference** between intellectually knowing what to do and emotionally being able to do it.
- **Use jolts to vary the pace.** If you are making lengthy presentations of technical content, intersperse a few jolts in between to illustrate key principles and critical issues.
- **Use jolts to anchor a lecture.** Begin with an appropriate jolt and use the debriefing discussion to present your content.
- **Use jolts to highlight key aspects** of learning and application. You can use a jolt to illustrate effective learning techniques or to emphasize the importance of follow up activities.

How to Conduct a Jolt

Here are some suggestions for achieving maximum learning outcomes:

Before the Session

- **Be sure that you are using jolts for a legitimate reason**—not just for the sake of including an interesting activity.
- **Check your motivation.** Make sure that you are not using jolts to make your participants feel silly. Adjust your attitude to focus on mindful learning.
- **Avoid overuse of jolts.** The impact of jolts wears off if you use too many of them in the same training session. Too many jolts may irritate the participants.
- **Set aside plenty of time for debriefing.** Jolts are useless – and sometimes even dangerously misleading – without a thorough debriefing discussion. Remember, real learning comes from debriefing and debriefing requires time.

During the Session

- **Use a rapid pace to conduct the jolt.** But do the activity in a deliberate fashion.
- **Consider using a vicarious approach.** If you are working with a new group and have not yet earned sufficient trust from the participants, tell them a story about what happened when you used the jolt with a previous group. Do this instead of conducting the jolt.

After the Session

- **Defuse and decompress.** Acknowledge participants' emotional reactions. Don't take their comments as personal attacks. Defuse hostility by apologizing for any entrapment and explaining your rationale.
- **Conduct a debriefing discussion.** Use a structured approach – but without squelching spontaneous comments.

Sample Jolt 1

Different Similarities

My collaborator Tracy and I are very different from each other along such factors as gender, age, skin color, national origin, and accent. It took us some time and effort to discover the enormous number of hidden similarities that make us click.

Synopsis

The participants pair up with people who are as *different* from each other as possible. Members of each pair conduct a discussion to discover *similarities* between them.

Purpose

To explore the different ways in which people are similar to each other and the impact of similarity on the way people react to each other.

Training Topics

- Diversity and inclusion
- Similarities and differences

Participants

Minimum: 4

Maximum: Any number

Best: 20 to 30

Time

3 minutes for the activity

5 minutes for the debriefing discussion

Supplies

- Countdown timer
- Whistle

Flow

Help the participants to get to know each other. Ask them to stand up, move around, observe the others, and have brief one-on-one chats for 45 seconds. At the end of this time period, blow the whistle and ask the participants to listen to an important announcement.

Identify the person who is the most different. Ask each participant to pair up with someone else so that the two members of the pair are as different from each other as possible. Announce a 45-second time limit to complete this task.

Debrief the experience. Blow the whistle at the end of 45 seconds and ask the members of each pair to stand near each other. Invite the participants to look around at the motley collection of dissimilar pairs and comment on the major differences. Point out that most of the differences are visible and physical such as gender, height, clothing, hair color, and ethnicity.

Find similarities. Ask members of each pair to talk to each other and discover similarities, especially the hidden ones. Invite them to find as many similarities as possible within the next 60 seconds. Suggest that they explore such factors as age, service in armed forces, automobile ownership, birth order, educational background, family, favorite authors, favorite magazine, food preferences, health status, hobbies, home ownership, hometown, language, learning style, leisure time activities, marriage status, membership in voluntary groups, musical preferences, personality type, political affiliation, professional reading preference, religion, schooling, sports, thinking style, and TV preferences.

Debriefing

Debrief the new experience. At the end of a minute, blow the whistle and announce that you are going to conduct another debriefing discussion. Begin by asking the participants how many similarities they discovered in the 1-minute period. Then launch a discussion with these types of questions:

- *Did you anticipate that you would find these many similarities between the two of you?*
- *How do you feel about the similarities you discovered?*
- *How do you feel about the other person?*
- *How would you encourage members of a team to discover the similarities among themselves?*

Learning Points

1. When we look for differences and similarities among people, we tend to focus on visible (or audible) physical characteristics rather than invisible personality types, background experiences, or personal preferences.
2. There are many similarities among people who appear to be different.
3. Being able to identify similarities bring people closer together.

Sample Jolt 2

By the Numbers

The need to be correct is a universal human need. This fact is incorporated in this jolt. We use this jolt frequently in our training sessions on diversity and inclusion. It makes participants aware of the insidious nature of stereotypes and prejudice. A unique feature of this jolt is the debriefing discussion inserted in the middle.

Synopsis

Present sets of three numbers that have a special pattern connecting the numbers. Invite participants to call out additional sets of numbers so you can tell them whether they have the special pattern or not. Your choice of numbers in the initial examples mislead participants.

Purpose

To explore the limitations of inductive thinking.

Training Topics

- Critical thinking.
- Stereotyping.

Participants

Minimum: 1

Maximum: Any number

Best: 10 to 30

Time

5 – 15 minutes for the activity and debriefing.

Flow

Brief the players. Tell them that you are going to present a few sets of three numbers. Ask them to listen carefully and discover the pattern among the three numbers in each set. Present these four sample sets:

Set A. 3 – 6 – 7

Set B. 14 – 28 – 29

Set C. 5 – 10 – 11

Set D. 2 – 4 – 5

Invite participation. Most players will have a knowing grin and some may blurt out their explanation of the relationship among the numbers. However, ask everyone to listen carefully to your instructions. Tell them to supply you with test sets by announcing three numbers. Ask players to wait until you have said “Yes” or “No” to each test set before offering the next one.

Provide feedback. Players will give you test sets that fit the pattern of *any number, twice that number, one more than twice the original number*. Actually, the pattern you are thinking of involves any three numbers in an ascending order. Listen to each set and say, “Yes” to confirm that it follows the pattern.

Nag the players. After verifying a few test sets, ask the players how they are feeling. Comment on the smug look on most faces. Present the following information, in your own words:

Many of you are falling into the trap of confirmation bias. You think you have figured out the pattern that links the numbers. You have immediately started proving your hypothesis by offering test sets that fit the pattern. You feel happy whenever your test set gets a “Yes.” You offer more test sets of the same type and enjoy feeling smart and superior. You are very careful not to present any test set that may get a “No” and make everyone think that you are stupid.

A true scientist, however, keeps an open mind. She attempts to disprove her hypothesis. So how about if you try some test sets designed to get a “No” from me.

Give feedback. Listen to new test sets and answer “Yes” or “No” according to whether they contain three whole numbers in ascending order.

According to this formula, these test sets will receive “Yes”:

7 – 9 – 14

10 – 20 – 2000

8 – 6 million – 7 billion

And these test sets will receive “No”:

5 – 9 – 8

9 – 8 – 2001

98 – 15 – 3

Return to your nagging. Whenever someone’s test set receives a “No”, ask the person how she feels. Explain that most people feel depressed when their hypothesis is rejected. Actually, a “No” provides valuable information, sometimes more valuable than a “Yes.” So, invite people to celebrate every “No” they receive.

Speed up the process. Explain that you are going to try out some more test sets yourself. Use crazy sets of numbers (such as 5 – 78 - 2,365,897) and give a resounding “Yes” to each.

Explain the pattern. Invite players to tell you the pattern that you are using. Confirm the pattern of *any three whole numbers in ascending sequence*.

Debriefing

Relate the experience to the process of jumping to conclusions. Explain that this simple activity illustrates the human tendency toward hasty generalization. Very often, we strengthen our unjustified conclusions by selectively looking for the same characteristic among new examples and by ignoring any information that does not fit our preconceived notions.

Learning Points

1. What we see is what we believe in.
2. Human brain tends to form stereotypes.
3. We have a bias toward confirming what we know rather than rejecting what we know.
4. If we don’t keep rejecting or modifying our beliefs, we are likely to miss valuable information.

Sample Jolt 3

One Word

There are many valid ways to view the world. What you see depends not only on what is out there but also what is inside in terms of your cultural and psychological values and styles. How you describe what you see is also influenced by several different factors.

Synopsis

The participants work silently and secretly to write a single word that describes what they see in a photograph. They compare these words and repeat the activity, trying to come up with a word that would be written by most people in the group. They conduct a debriefing discussion about their experience.

Purpose

To explore the differences in what different people see in the same photograph.

Training Topics

- Perception
- Individual differences
- Empathy

Participants

Minimum: 3

Maximum: Any number

Best: 15 to 30

Time

5 minutes for the activity. 5 minutes for debriefing.

Supplies

- Pieces of paper
- Pens or pencils
- Timer
- Whistle

Room Set Up

Arrange seats around tables for groups of participants.

Preparation

Collect a set of picture postcards, preferably from different countries displaying different cultures. You will need one card for each table. These cards could all be same or different from one another.

Flow

Get ready for the activity. Organize the participants into groups of 3 to 5. Seat them around a table. Place a photograph, printed side down, in the middle of the table.

Give instructions. Use your own words to explain this procedure.

I am imposing a gag order for the duration of this activity. When I blow the whistle, turn over the photograph so everyone can see it. Study the photograph and secretly write a single word to describe it. Write this word in big, block letters. You have 30 seconds to do this.

Write a word. Blow the whistle and repeat the instructions if necessary. Blow the whistle again at the end of about 30 seconds.

Share the words. Remind the participants to continue working silently. Ask them to show the word they wrote to each other.

Rewrite the word. Give this new set of instructions in your own words:

You are going to secretly write a single word related to the same photograph. Your challenge is to silently write a word that would be written by most others in your group. You may write the same word you wrote earlier, you may write a word written by someone else, or you may write a word that was not written earlier by anyone. Remember, your goal is to write a word that would be written by most people in your group. You may not communicate with the others except by telepathic means. You must not talk to the others or write them notes. Once again, you have 30 seconds to complete the task.

Signal the beginning of the task. Pause for 30 seconds and blow the whistle again.

Compare the words. Announce that you are lifting the gag order. Invite the participants to show their words and talk about them.

Debriefing

Conduct a discussion using the following types of questions:

1. *In the beginning, we all looked at the same photograph and followed the same set of instructions. However, we ended up with different words to describe the photograph. Why did this happen?*
2. *Do you feel there will be a difference between the words used by men and the words used by women? Why do you think so?*
3. *What word would you have selected if you were a person of the opposite gender? If you were a person from Timbuktu?*
4. *If we looked around the room and chose a single word to describe what we see, how much diversity do you expect among the words?*
5. *What if we asked people to select several words to describe the photograph? Will there be more overlap among the words?*
6. *During the second part of the activity, you tried to psych out what the other people are thinking that you are thinking about what they are thinking. What strategy did you use to accomplish this task?*
7. *What was the result of the second round? Did you succeed in using a word that was used by most other people? How did you feel about the result?*

Learning Points

1. Different people focus on different aspects of what they see. These individual differences are probably caused by several different factors.
2. When we try to think like other people, sometimes we succeed and sometimes we fail.

Sample Jolt 4.

Ten Sentences

If you watch what I am doing right now, you may say, "He is typing on a keyboard attached to a MacBook Pro computer." Or you may say, "He is writing an article about a game with photo cards." Or you may say, "He is wasting his time."

These are different ways to talk about the same behavior. In this jolt, we focus on the three ways of *describing*, *inferring*, and *evaluating*. The statements in the earlier examples reflect these three ways.

Synopsis

The participants write 10 sentences about what they see in a photograph. Later they classify the sentences into descriptions, inferences, and evaluations. During the debriefing discussion, they compare these three categories.

Purpose

To explore three different types of statements that people make about what they see.

Training Topics

- Observation
- Description
- Inference
- Evaluation
- Perception

Participants

Minimum: 3

Maximum: Any number

Best: 15 to 30

Time

4 minutes for the activity. 5 minutes for debriefing.

Supplies

- Pieces of paper
- Pens or pencils
- Timer
- Whistle

Room Set up

Arrange seats around tables for groups of participants.

Preparation

Collect a set of picture postcards, preferably from different countries displaying different cultures. You will need one card for each table. These cards could all be the same or different from one another.

Flow

Get ready for the activity. Organize the participants into groups of 3 to 5. Seat them around a table. Place a photograph, printed side down, in the middle of the table.

Give instructions. Use your own words to explain this procedure.

When I blow the whistle, turn over the photograph so everyone can see it. Study the photograph and secretly write 10 sentences about what you see in it. Keep each of these sentences short and make sure that each sentence is different from the others. You have 2 minutes to complete this task.

Write 10 sentences. Blow the whistle and repeat the instructions if necessary. Blow the whistle again at the end of 2 minutes. Announce the end of the activity and ask the participants to stop writing.

Debriefing

Explain the three categories. Use the information below to define the categories of *description*, *inference*, and *evaluation*. Illustrate each category with a sample sentence related to the photograph.

Description: *Your sentence is an objective statement about some aspect of what you see in the photograph. You act like a behavioral scientist or an anthropologist and stick to facts about what you see. Example: The man on the left side of the photograph wears a blue cap.*

Inference: *Your sentence goes beyond what is visible and presents a conclusion based on the photograph. Example: The man does not like the hot sun shining on his bald head.*

Evaluation: *Your sentence contains an inference with some value judgement attached to it. Example: All people in the photograph have a cynical look.*

Classify the sentences. Ask each participant to work independently and label his or her sentences with a D, I, or E to indicate whether it is primarily a description, inference, or evaluation. Pause while the participants complete this task.

Conduct a debriefing discussion. Use the following types of questions:

- *Can you give a sample of a sentence that is purely descriptive?*
- *Can you give a sample sentence that is primarily inferential?*
- *Can you give a sample sentence that is primarily evaluative?*
- *To what category do most your sentences belong?*
- *Which type of sentence is the easiest to write?*
- *Under what conditions are you likely to write inferences? Evaluations?*
- *What could be the disadvantages of coming up with inferences? Evaluations?*
- *What types of sentences do you frequently use in describing people from other countries and cultures?*

Learning Points

1. You can make statements about what you see in descriptive, inferential, and evaluative categories.
2. Descriptive statements are the most objective. Inferences involve coming up with conclusions. Evaluations involve making judgements.
3. People often make inferences and evaluations when describing objects and experiences from other countries and other cultures.

Sample Jolt 5.

Free Time

I recently used this jolt in the middle of a diversity presentation for hundreds of participants assembled in an auditorium.

Synopsis

Create two groups and instruct one of the groups to close their eyes and visualize a future event. Give secret instructions to the other group by projecting text messages on the screen. Later, ask all participants to talk to each other. Because of the earlier secret instructions, one group would ignore participants from the other group.

Purpose

To explore how it feels to be excluded—and to be excluding.

Training Topics

- Diversity.
- Inclusion.

Time

5 minutes for the activity. 3 to 10 minutes for debriefing.

Participants

Minimum: 4

Maximum: Any number

Best: 20 to 50.

Slides

A set of PowerPoint slides with secret instructions for the Green Group.

Flow

Organize groups. As each participant comes to the session, randomly give him or her a green or red dot. Distribute approximately equal number of dots of the two colors. Ask participants to stick the dots to their nametag or their forehead.

Brief participants. In the middle of a presentation, ask all participants to independently decide how they should spend 3 minutes of free time in the middle of your session.

Assign planning strategies. Explain that you are going to conduct an experiment on right-brain and left-brain approaches for planning. Ask participants to check the colored dot given to them. People with green dots (“greens”) will prepare a linear to-do list for the 3-minute period. Ask participants with red dots (“reds”) to close their eyes and visualize what they will be doing during the 3 minutes of free time. Ask the reds to keep visualizing with their eyes closed until you blow the whistle.

Give secret instructions to greens. Ask greens to keep their eyes open. Project the following messages on the screen, one at a time.

Shhh...! Follow these secret instructions.

When I blow the whistle, start an enthusiastic conversation. Share your ideas for how to spend the free 3-minute time period.

But talk only to other greens. Ignore reds. Don't talk to them.

Shout across chairs to other greens. If necessary, walk over to meet other greens.

If reds talk to you, don't respond. Ignore them.

Begin the free-time period. Turn off the projector, and after about one more minute, blow the whistle and ask the reds to open their eyes. Start the timer and invite all participants to discuss their plans for the 2-minute free time. Watch the activities. Blow the whistle after 2 minutes and announce the end of the free period.

Debriefing

Conduct a debriefing discussion. Follow this suggested sequence:

Ask "How did you feel?" Establish that reds felt uncomfortable about being ignored and excluded. Also establish that greens felt uncomfortable about ignoring others and excluding them.

Ask "What happened?" As a green, what did you do and why did you do it? As a red, what did you do and why did you do it?"

When greens explain that they were merely following instructions, explain the set-up to reds. Display the secret instructions on the screen again. Continue with debriefing.

Ask greens "Why?" Discuss why the greens chose to follow the instructions even though they felt uncomfortable. Point out that you indoctrinated them in just a few seconds. Ask them how strong their behavior would have been if you had "enculturated" them for several years.

Relate to the workplace. Ask, "In what ways is this activity like the events in your workplace?" Discuss responses from participants.

Ask what-if questions. Use questions such as, "What if there were a higher number of reds than greens?" and "What if the free time period lasted for 10 minutes?"

Ask "What-next?" questions. Use questions such as, "Knowing what you learned from this activity, how would you change the way you include or exclude people who belong to different groups?"

Learning Points

1. It feels uncomfortable to be excluded and to be excluding.
2. It is easy for people in a position of authority to set up norms of group behavior.

Dyads and Triads

Dyads and Triads is a flexible text game that can incorporate any of your multicultural training handouts. In the sample game described below, the handout deals with the stereotypes and generalizations.

Obviously, people learn from answering questions about the content of a training handout. Not too obviously (and more importantly), people also learn from asking questions about the content. In *Dyads and Triads*, the participants enhance their learning by both asking and answering questions. The types of questions they ask exercise both sides of their brain by requiring convergent and divergent thinking.



Synopsis

Conduct this activity in three parts: During the first part, ask the participants to independently study a training handout. During the second part, ask them to write closed review questions and use the questions to play the *Dyads* game. During the third part, ask the participants to write open questions and play the *Triads* game.



Purpose

To review a training handout by responding to questions that require recall of facts and higher-level processing of information.



Participants

Minimum: 6

Maximum: Any number

Best: 12 to 30



Time

45 - 60 minutes, depending on the length and complexity of the handout.



Handouts

- *Stereotypes and Generalizations*
- *How To Write Closed Questions*
- *How To Play Dyads*
- *How To Write Open Questions*
- *How To Play Triads*



Supplies

- Blank Index Cards
- Pencils or pens



Equipment

- Timer
- Whistle



Flow

Coordinate the study period. Distribute copies of the handout on stereotypes and generalization. Ask the participants to study the handout, using any preferred strategy for reading and note taking. Announce a 5-minute time limit.

Explain how to write closed questions. At the end of the study period, assemble all the participants and distribute copies of the handout, *How To Write Closed Questions*. Give a couple of examples like these:

- Which is judgmental: stereotype or generalization?
- What is a tendency?

Invite the participants to shout out examples of closed questions based on the content of the handout.

Ask the participants to write closed questions. Distribute several blank index cards to each participant. Ask the participants to write closed questions based on the training content, using a separate card for each question. After a suitable pause, ask each participant to look at the different questions he or she wrote, select the best one, and place the other question cards aside.

Explain how to play *Dyads*. Distribute copies of the handout, *How To Play Dyads*. Walk participants through the steps in playing the game.

Start the *Dyads* game. Ask each participant to take the question card and a blank index card for keeping score. Announce that the *Dyads* game will last for 5 minutes. Set the timer and start the game.

Stop the *Dyads* game. At the end of 5 minutes, blow the whistle and announce the conclusion of the game. Ask each participant to count the number of initials on his or her scorecard to compute the score.

Identify the winners. Find out which participant has the highest score. Congratulate the winner (or winners, if there is a tie for the highest score).

Explain how to write open questions. Move to the next phase of the activity by distributing copies of the handout, *How To Write Open Questions*. Present a couple of examples like these:

- Present a stereotype about your own culture.
- Make a generalization about teenagers.

Ask the participants to write open questions. Distribute additional blank index cards to the participants. Ask each participants to write a few open questions about stereotyping and generalization, each question on a separate card. After a suitable pause, ask the participants to select the card with the best question.

Explain how to play *Triads*. Distribute copies of the handout, *How To Play Triads*. Walk the participants through the flow of the game.

Start the *Triads* game. Ask each participant to make sure that he or she has a question card (with the open question) and a blank card (to keep track of the score). Announce that the *Triads* game will last for 6 minutes. Set the timer and start the game.

Stop the *Triads* game. At the end of 6 minutes, blow the whistle and announce the conclusion of the game. Ask each participant to count the number of initials on his or her scorecard.

Identify the winners. Identify the participant with the highest score. Congratulate the winner (or winners).

Stereotypes and Generalizations

The distinction between stereotypes and generalizations is crucial to our perception and judgment of others. If we want to understand people from other cultures, we have to sharpen our perception in order to avoid stereotyping.

Cultural Stereotype

A cultural stereotype is the application of a generalization to every person in a cultural group. "Stereotypes are traits attributed to individuals simply on the basis of their belonging to a certain group or culture." (Petersen/Six-Materna 2006, p. 69).

Stereotypes and collective clichés are often judgmental. They are prejudiced, heavily biased by the perceiver, and have little to do with the perceived. While the Swiss are often positively connotated, it is different for Germans, as common stereotypes show:

- "Switzerland is cute!"
- "Germans are aggressive!"

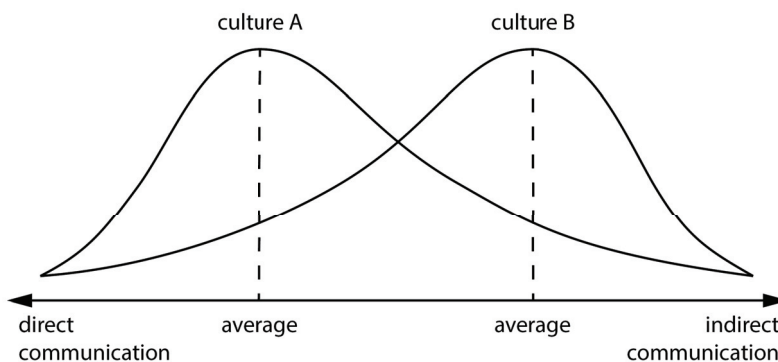
Stereotypes are subjective and also used to discriminate against the other sex or people from another region:

- "Women are bad drivers."
- "Men never listen."
- "People from Lucerne eat cats."
- "Bernese are slow."

Cultural Generalization

Cultural generalizations search for tendencies in a group that shares certain values and beliefs and engages in certain patterns of behavior. A tendency is an average quality or value and tries to be objective and non-judgmental. Germans are no longer perceived as aggressive, but rather as "more direct in communication" compared to the Swiss-Germans. Switzerland is no longer cute, but simply seen as different.

Let's have a look at direct and indirect communication (see graph below). The ends of the arrow on the right and the left signify extreme positions. In reality, no culture is absolutely direct or indirect, and depending on the context, people shift on the continuum. Furthermore, an individual might be an exception to the tendency. Yet, what the graph shows is that culture A is on average more direct than culture B. So if you meet someone from culture A and you are from culture B, you will most likely experience the representative of the other culture as more direct.



How To Write Closed Questions

Closed questions have a single correct answer. Usually, you answer these questions by recalling some factual information.

The best way to construct a closed question is to start with one of these question words:

- *What*
- *How many*
- *How much*
- *When*
- *Where*
- *Who*
- *Why*

How To Play *Dyads*

Check your supplies. Before you participate in the game, make sure you have a question card (an index card with a closed question) and a scorecard (a blank index card).

Organize dyads. When the game starts, quickly pair up with another participant. Remember that if you are slow, you may be left out without a partner.

Show your question. Hold up your question card so the other person can read the question. Do not read the question yourself or give any hints for the answer. Pause for a few seconds.

Process the answer. Listen to the answer given by the other person. Decide whether it is correct or not. If incorrect, give the correct answer. If correct, say, "Correct" and write your initials on the other player's scorecard.

Answer other player's question. Read the question on the other person's question card. Immediately give the answer.

Get feedback. If your answer is incorrect, the other person will give you the correct answer. If your answer is correct, make sure that the other person writes his or her initials on your scorecard.

Find a new player. Briskly move around and find a new partner. Don't waste your time with unnecessary conversation. Repeat the process of exchanging questions and answers and collecting the initials from other players.

Compute your score. When the facilitator announces the end of the play period, return your seat and count the number of initials on your scorecard. This is your score for the *Dyads* game.

How To Write Open Questions

Open questions have more than one acceptable answer. However, most open questions permit you to compare alternative answers and decide which one is better.

Here are some patterns for writing open questions:

1. Compare two or more new concepts.
2. Give an example of a concept or a principle.
3. How are two or more concepts similar? How are they different?
4. How would you use a new skill or procedure?
5. Make predictions about the potential impact of applying new principles or procedures. Justify your predictions.
6. What are the strengths and weaknesses of the new concepts and procedures?
7. What are some metaphors for the new concepts?
8. How would you explain the new concept to a child?
9. What are the causes of some of the problems? What are suitable solutions?

How To Play *Triads*

Check your supplies. Before you participate in the *Triads* game, make sure you have a question card (an index card with an open question) and a scorecard (a blank index card).

Organize triads. When the game starts, wander around the room and quickly find two other players (to form a group of three) for the first round. Remember that if you are slow, you may not be able to form a triad.

Show your question. Hold up your question card so the other two players can read the question. Do not read the question yourself or give any hints for the answer.

Select the second player. Point to one of the other two players and ask him or her to cover his or her ears. Also suggest that he or she moves away a little distance to avoid overhearing the other person's answer.

Listen to the first answer. Ask the other player to give his or her answer. Listen to the answer.

Listen to the second answer. Signal to the second player and ask him or her to uncover his or her ears. Ask for an answer to the open question. Let the other player also listen to the answer.

Process the answers. For the benefit of the second player, give a brief summary of the first player's answer. Make a quick and objective decision about which of the two answers is better. Write your initials on the scorecard of the person who gave the better response.

Answer other players' questions. Each of the other two players will take turns to show the questions on their cards. During the next two rounds, you will be competing with another player to give a better answer to the open question.

Form new triads. Briskly move around the room to find two new players to form another triad for the next round. Don't waste your time with social chitchat. Repeat the process of exchanging open questions and answers and collecting the initials of other players by giving better answers.

Compute your score. When the facilitator announces the end of the play period, return to your seat and count the number of initials in your scorecard. This is your score for the *Triads* game.

Factoids

As trainers, we believe it is important to organize information into a logical outline. But the type of organization that makes sense to us might not make sense to our learners. For example, we may sequence the information from the simple to the complex while our learner may prefer it the other way around. We may create five categories while our learner may prefer seven. So maybe we should let the learners organize an assortment of information for themselves. Here's a text game that merely distributes bits of information. The sample game was used as a pre-departure activity for volunteers leaving for Cambodia.



Synopsis

Give each participant a piece of information related to the training topic. Ask the participants to share the information with each other for 15 minutes. Instruct the participants to organize the information they collected. Administer a recall test and conclude the session.



Purpose

To organize and recall bits of information about Cambodia.



Participants

Minimum: 10

Maximum: Any number

Best: 20 to 30



Time Requirement

30 to 60 minutes



Handouts

- **Factoid cards.** Each card (or piece of paper) contains one bit of information. You should have a different factoid card for each player.
- **Complete list of factoids.** For distribution at the end of the game.
- **Recall test.** A set of 10 short-answer questions related to the bits of information from the factoid cards.



Supplies

- Paper and pencil



Flow

Brief the participants. Explain the flow of the game: At the start of the game, each participant will receive a different piece of information. At the end of the activity, everybody will be tested on their mastery of all pieces of information. In between, participants will share the bits of information with each other and organize the collected information.

Prime the participants. Give each person a factoid card. Ask participants to memorize the information and return the card within the next 60 seconds.

Encourage mingling and sharing. After you have collected the factoid cards from everyone, set the timer for 15 minutes and blow a whistle. Announce the beginning of the information-sharing process. Tell the participants to exchange their bits of information with each other. Give each participant a couple of sheets of blank paper for taking notes on the information they collected.

Organize the information. After 15 minutes, blow the whistle and announce end of the information-sharing period. Ask participants to form themselves into teams of four or five people. Tell the teams that they have 5 minutes to organize and study the information that they had collected earlier and get ready for a recall test. Set the time for 5 minutes and announce the beginning of the test preparation period.

Conduct the test. After 5 minutes, blow the whistle and distribute copies of the *Recall Test*. Explain that this is a “closed-book” test and that participants must not refer to their notes or talk to each other. Announce a 2-minute time limit. Set the timer and blow the whistle to begin the test.

Score the responses. After 2 minutes blow the whistle to end the test. Ask the participants to exchange the test papers among the team members. Give the correct answer to each question and ask participants to count the number of correct answers and write this number on the top right corner. Tell each participant to retrieve his or her test paper.

Find the winner. Identify the participants with the highest score and congratulate them. Ask each team to compute its total score. Congratulate the teams with the highest total scores.

Follow up. Distribute a handout with all the factoids (in a random order). Give a list of books and websites where participants can find additional information.

At the end of the Cambodia game, I referred the participants to the Wikipedia article (<http://en.wikipedia.org/wiki/Cambodia>) and to the Cambodian Information Center (<http://www.cambodia.org/>) for recent information.



Adjustments

If you have too many people—and if you don't have enough factoids to go around, use duplicates of some factoids.

Factoids About Cambodia

1. While Sihanouk was on a trip abroad in 1970, a military coup led by Lon Nol ousted him.
2. According to the 1993 constitution, Cambodia is a parliamentary representative democratic monarchy.
3. After a military coup ousted him, Sihanouk stayed in Beijing and aligned himself with the communist Khmer Rouge rebels.
4. Cambodia gained independence from France in November 9, 1953.
5. Cambodia is in Southeast Asia
6. Cambodia is surrounded by Thailand, Laos, and Vietnam.
7. Cambodians are usually identified as “Khmer” which refers to their ethnic group.
8. Corruption is a major political problem in Cambodia today.
9. During the Second World War, the Japanese occupied Cambodia from 1941 to 1946.
10. France administered Cambodia during 1863 to 1953 as a part of the French colony of Indochina.
11. The population of Cambodia is over 15 million.
12. In 1975, the communist Khmer Rouge took power under the leadership of Pol Pot.
13. In 1978 Vietnam invaded Cambodia in response to the genocide of Vietnamese in Cambodia.
14. In 1991 a comprehensive peace settlement stopped the war between Cambodia and Vietnam.
15. In 1991, the United Nations enforced a cease fire (between Cambodia and Vietnam) and dealt with refugees and disarmament.
16. In recent years, Japan, France, Australia, and the United States have provided economic aid for the reconstruction of Cambodia.
17. Khmer language is the official language of Cambodia.
18. Mekong is a major river in Cambodia.
19. Most Cambodians are Buddhists.
20. Ninety percent of Cambodians are ethnic Khmers.
21. Norodom Sihanouk was the Prime Minister and later the Head of the State of independent Cambodia.
22. Phnom Penh is the capital city of Cambodia.
23. Political stability and reconstruction returned to Cambodia only during the recent years.
24. The current king of Cambodia is Norodom Sihamoni. His role is purely symbolic and he has no political power.
25. The current prime minister of Cambodia is Hun Sen.
26. The Khmer Rouge regime is estimated to have killed between 1.7 to 3 million Cambodians.
27. The prime minister of Cambodia is the head of the government. The king of Cambodia is the head of the state.
28. There was a *coup d'etat* in Cambodia in 1997, but democracy remained in place.
29. Tourism and garment manufacture are major industries of Cambodia.
30. When the Khmer Rouge came to power in 1975, they changed the official name of the country to Democratic Kampuchea.

Cambodia: Recall Test

(Answers in parentheses.)

1. When did Cambodia gain independence from France? (1953)
2. Name a major river in Cambodia. (Mekong)
3. Name one of the countries that surround Cambodia. (Thailand, Laos, or Vietnam)
4. To which religion do most Cambodians belong? (Buddhism)
5. What is one of the major industries in Cambodia? (Tourism or garment manufacture)
6. What is the capital of Cambodia? (Phnom Penh)
7. What is the official language of Cambodia? (Khmer)
8. When did the United Nations enforce a ceasefire between Cambodia and Vietnam? (1991)
9. Who led the military coup against Sihanouk in 1970? (Lon Nol)
10. What is the population of Cambodia? (Over 15 million)

.Supplies

- A deck of playing cards
- A bowl of counters (poker chips, paper clips, match sticks, or coins) for each table
- Signboards (with playing card values) for the contest tables

Equipment

- Timer or stopwatch
- Whistle

.cultural values. After an appropriate number of questions, stop the game. Ask each participant to announce the number of counters he or she has won and return .

Pages

This text game is particularly useful for processing lists of guidelines related to different aspects of diversity and inclusion. This version of the text game incorporates guidelines for global managers in multinational organizations.



Synopsis

Distribute different pages with lists of guidelines for global management. Ask each participant to select the two most useful guidelines from his or her page. Organize the participants into groups with the same page, and later, with different pages. Ask these groups to discuss their choices and come up global management guidelines that would be most useful to most managers.



Purpose

To review and process a set of guidelines for managers in a multinational corporation.



Participants

Minimum: 10
Maximum: 50
Best: 16 to 24



Time

30 minutes



Handouts

- *Guidelines for Managing Globally* (5 different pages, each page with 10 different guidelines)



Equipment

- Timer
- Whistle



Room Set up

Arrange the room with plenty of open space for the participants to form themselves into groups.



Flow

Distribute different pages. Give a single page from the list of guidelines to each participant. Make sure that each page is distributed to an equal number of participants.

Brief the participants. Explain that each page contains several guidelines for managing in a multinational organization. Also explain that you have distributed different pages to different people.

Assign independent work. Ask each participant to review all the guidelines listed on his or her page and select the two most useful items. Announce a suitable time limit.

Assign convergent teamwork. Blow a whistle to indicate the end of independent review and selection. Ask the participants with the same page to organize themselves into teams and share their selections. Also ask them to discuss different choices and come up with a consensus choice of the top two guidelines that will be the most useful ones for most of the people in the room. Assign a suitable time limit.

Assign divergent teamwork. Blow a whistle to announce the end of this round and the beginning of the next one. Ask the participants to re-organize themselves into new groups in which each participant has a different page of the handout. (Some groups may end up with a few missing pages or duplicate pages.) Ask the members of each group to share their choices from different pages and select four tips among these pages. As before, instruct the teams to select guidelines that would be the most useful ones for most people in the room. Announce a suitable time limit.

Present the final selections. Ask each group to identify their top five guidelines. Comment on the similarities and differences among these choices.

Suggest individual action planning. Distribute complete sets of all handout pages to every participant. Invite each participant to select one guideline that he or she would like to implement immediately.

Use the Structure of *Pages* as a Template

Pages can be used with a variety of diversity and inclusion topic. We have used this game with these topics:

- Reducing culture shock
- Communicating effectively with people from other cultures
- Giving feedback to people from other cultures
- Discussing controversial topics with a multicultural group
- Working with the military in international peace-keeping operations

Guidelines for Managing Globally (Page 1)

1. At the end of each virtual meeting, conduct a debriefing discussion. Ask the participants how they could collaborate more effectively.
2. All these factors make a difference in the global workplace: age level, profession, language, religion, race, family structure, marital status, income, and education.
3. Allow ample time for activities and discussions that involve people from different countries. How? Estimate the time requirement and then double it.
4. Apologize whenever you realize that you have committed a cultural *faux pas*. Move on after you make a quick, clear, and sincere apology.
5. Ask for feedback and accept all feedback without denial or defensiveness. Thank the people who gave you feedback. Change your behavior appropriately.
6. Ask about a popular indoor game played by people in the other country. Learn and play this game. Don't be afraid to lose.
7. Avoid empty promises. People from other countries take polite pleasantries such as "See you soon" seriously.
8. Avoid sports metaphors. *Slam dunk* and *home run* are as confusing as *right-arm leg spin* and *off break*.
9. Be brief. Talking too much in a frantic attempt to make the other person understand you usually backfires and creates more confusion.
10. Close your mouth and open your mind. Learn more about people from other countries and cultures by listening and observing.

Guidelines for Managing Globally (Page 2)

11. Different people have different concepts of punctuality. At the start of a meeting, come to a common understanding of punctuality.
12. Disregard the body language, gestures, facial expression, and tone of voice of people from other countries. Don't interpret them from your cultural point of view.
13. Don't abruptly ask, "Do you speak English?" Say, "I am sorry I don't speak your language. Can you talk to me in English?"
14. Don't avoid hot topics. Use a structured approach to encourage participants to talk about these topics. Discussing critical issues increases the trust level.
15. Don't let commonalities ("We are both computer geeks") conceal important cultural differences between you and the other person.
16. Don't patronize people from other countries by using unnecessarily simple words and by speaking louder and slower.
17. Anticipate discomfort when working with people from other countries. Use your discomfort as an opportunity to learn about the other culture.
18. Find common values, opinions, backgrounds, professional interests, and leisure-time activities that you share with the other person. Use these similarities to establish trust.
19. People from a different country may value hierarchy. They may respect their managers and expect to be told what to do. Act appropriately.
20. Focus on the future. Making plans is always a good activity for a multinational group.

Guidelines for Managing Globally (Page 3)

21. Gain trust by making yourself vulnerable and laughing at yourself. Recount anecdotes about your mistakes due to misperceptions and prejudice.
22. If you are afraid of offending people from other countries, share your fears with them. Ask for their guidance and feedback.
23. Keep abreast of world news. Surf the Internet to scan the headlines from the other person's country. Chat about the news—but avoid controversial political issues.
24. Learn the cultural values and norms of the other person's country. And remember that every individual may have personal values and norms that are different.
25. Learn to say *Hello*, *Excuse me*, *Please*, and *Thank you* in the other person's language. Use these expressions in face-to-face and telephone conversations—and in email.
26. Make friends with a member of the group from the other country. Share your plans with this person and ask for feedback to avoid culturally insensitive behaviors.
27. Mirror the body language, pace of speaking, and rhythm of people from the other country. Be subtle so you don't appear to be making fun.
28. Most natives are unaware of the critical aspects of their country's culture. So double-check your information with at least three different sources.
29. Never laugh at others and always laugh at yourself. Maintain your sense of humor to prevent you from taking yourself too seriously.
30. People from a different country may behave differently toward men and women. Take this factor into consideration when working in an international team.

Guidelines for Managing Globally (Page 4)

31. People from different countries may have different reactions to humor and playfulness. Make sure that your jokes don't offend others.
32. Politely and gently ask the other person to retell what he or she heard you say. Clarify your message until the retelling confirms understanding.
33. Professionals usually have a larger reading vocabulary than listening vocabulary in English. Support your oral presentations with handouts and text slides.
34. Read novels and short stories written by people of another country to learn about the values, beliefs, and worldviews of that culture.
35. Remember that each individual is unique. Don't be so obsessed with national differences that you ignore personality and individual differences.
36. Roleplay a tourist. Ask a person from another country for recommendations of places to visit. This taps into the national pride.
37. Some countries are community oriented while others are individualistic. Take these preferences into consideration when you interact with people from other countries.
38. Some countries are focused on getting results while others are focused on maintaining relationships. Take these preferences into consideration and act accordingly.
39. Some cultures prefer a direct mode of communication. Others prefer an indirect, diplomatic mode. Take these preferences into consideration and act appropriately.
40. Spend time and effort to learn how to say (and spell) other peoples' names. Don't let them simplify their names to make it easy for you.

Guidelines for Managing Globally (Page 5)

41. Start your meeting by establishing clear ground rules. Let these rules come from the participants from different countries.
42. Storytelling is a universally preferred mode of communication. Tell brief, relevant, and personal stories to illustrate your points. Encourage other participants to do the same.
43. The best way to learn to work effectively with people from other countries is to work with them. Reflect on your successes and failures and learn from your experience.
44. The most important way to earn trust is to show respect to people from other countries. Learn to show respect from the other person's point of view — without gushing.
45. There are many differences among people from different countries and cultures. Focus on key differences that make a difference in business interactions.
46. There is logic in the patterns of behavior of people from other countries. You may not understand it, but it is reality.
47. When you are communicating through email or talking on the telephone, other people cannot see your smiles and nods. So be lavish with your spoken and written compliments.
48. When you are in a foreign country, don't hide in your hotel room. Go out for a walk in the local streets. Eat in crowded restaurants. Ride local public transportation.
49. When you are talking with someone whose mother tongue is different, frequently paraphrase what you heard for confirmation.
50. When you are working with subgroups of people who speak other languages, encourage them to hold discussions in their own language.

Quotations

Every place is my hometown and every person is my kin.

I frequently mutter to myself this quotation from an ancient Tamil poet, especially when I walk along the streets of a strange town.

Several quotations capture essential truths about diversity and inclusion. This activity incorporates genuine quotations and fake quotations created by the players themselves.



Synopsis

Teams of players come up with short statements that sound like memorable quotations. The facilitator reads these statements, mixed with a genuine quotation that the players try to spot. Players earn points based on their ability to fool others and to recognize the genuine quotation.



Purpose

To create and analyze short memorable statements that deal with essential truths related to diversity and inclusion.



Participants

Minimum: 5

Maximum: 50

Best: 15 to 30



Time Requirement

10 to 30 minutes



Handout

A list of quotations about diversity and inclusion.



Supplies

- Index cards (one card for each team)
- Prepared quotation card. This card contains a genuine quotation that is not included in the handout.

Here's a quotation that we used recently:

We may have come over on different ships, but we're all in the same boat now. — Whitney Young



Equipment

- Timer
- Whistle



Room Set Up

Arrange tables with five or more chairs around them to permit effective teamwork.



Flow

Organize players into teams. If you have five or fewer players, ask them to play individually. With more players, organize them into three to seven teams of equal size.

Prime the players. Distribute copies of the handout with the list of quotations. Ask the players to read the quotations and briefly discuss the core message and the wording of each quotation.

Instruct the team to come up with a fake quotation. Ask participants to write statements about diversity and inclusion that sounds like a memorable quotation from some credible authority. The object for the teams is to fool players from other teams into thinking that the statement is a genuine quotation. Start your timer and announce a 3-minute time limit for this task.

Collect the cards. After 3 minutes, blow a whistle to signal the end of the allotted time. Collect the cards from different teams, insert the prepared quotation card, and shuffle all cards.

Read the cards. Explain that you are going to read the statements on the cards along with a genuine quotation. Ask players to listen carefully and try to spot the genuine quotation. However, players must not indicate their choice yet. Read the statements on the cards (including the genuine quotation).

Introduce the poll. Tell players that you are going to read the statements again, in the same order. This time ask players to raise their hands if they think a particular statement is the genuine quotation. Explain that a player can raise his or her hand more than once if he or she wants to.

Read each statement. Count the number of raised hands and write down the total on the back of the card. Repeat the process until you have read all the cards and written the numbers on the back of each card.

Identify the winning team. Explain that each team gets a point for each player that it fooled into believing that its statement is the genuine quotation. Read each statement and announce the points it scored. (Skip the genuine quotation.) Identify the card that received the most points. Congratulate the team that created the card.

Identify the sharp spotters. Read the genuine quotation, name its author, and ask the players who spotted it to stand up. Congratulate these players for their shrewdness.

Debrief the players. Conduct a discussion about the common themes found in the pseudo quotations and the real ones in the handout.

Play Sample

Here is a quotation made up by one of the teams that misled the other teams:

Go high when the others go low; include those who exclude you; accept those who reject you; praise those who humiliate you; and defend those who attack you.

Quotations About Diversity and Inclusion

1. Maya Angelou: *In diversity there is beauty and there is strength.*
2. Anonymous: *Diversity is the one true thing we all have in common. Celebrate it every day.*
3. Ajaypal Singh Banga: *We have the Internet of Everything but not the inclusion of everyone.*
4. Tim Berners: *We need the diversity of thought in the world to face the new challenges.*
5. Shirley Chisholm: *If they don't give you a seat at the table, bring a folding chair.*
6. Hillary Clinton: *We cannot eradicate violence if we do not build strong, inclusive communities.*
7. Hillary Clinton: *What we have to do is to find a way to celebrate our diversity and debate our differences without fracturing our communities.*
8. Nikki DiCaro: *Knowledge is the foundation for understanding; understanding the catalyst for peace.*
9. Frederick Douglas: *The mind does not take its complexion from the skin.*
10. Malcolm S. Forbes: *Diversity: the art of thinking independently together.*
11. Teresa R. Funke: *If you build a wall to separate people, there will be those who find a way around the wall, or over it, or under it, or through it. We humans are not meant to be contained, and neither are our thoughts.*
12. Mahatma Gandhi: *No culture can live if it attempts to be exclusive.*
13. Helen Henderson: *Inclusion works to the advantage of everyone. We all have things to learn and we all have something to teach.*
14. Jesse Jackson: *Inclusion is not a matter of political correctness. It is the key to growth.*
15. Jesse Jackson: *When everyone is included, everyone wins.*
16. Martin Luther King, Jr.: *I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions.*
17. Martin Luther King, Jr.: *Whatever affects one directly, affects all indirectly.*
18. Seanan McGuire: *Don't let anyone tell you, ever, that this is a zero-sum game. Your genius does not threaten me. It delights and inspires me.*
19. Stuart Milk: *We are less when we don't include everyone.*
20. Michel de Montaigne: *There never were in the world two opinions alike, no more than two hairs or two grains; the most universal quality is diversity.*
21. Leontyne Price: *Accomplishment has no color.*
22. Bertrand Russell: *Collective fear stimulates herd instinct, and tend to produce ferocity toward those who are not regarded as members of the herd.*
23. Jane Silber: *Difference between diversity and inclusion is being invited to a house and being able to rearrange the furniture.*

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