



MODULE 7

ABILITY TO WORK IN A MULTICULTURAL
ENVIRONMENT IN THE ECONOMIC AND
ADMINISTRATIVE SECTOR



SCENARIO WITH TIPS FOR THE
EDUCATOR FOR 4 WORKSHOP
HOURS

I. INFORMATION

- Duration of the workshop
- Recipients of the workshop
- Number of participants
- Working methods
- Materials needed for the workshop
- The purpose of the workshop

II. INTRODUCTION

- Introduction to the workshop
- Introducing the workshop leader/s
- Ice breaker: Group integration
- Establishing group rules

III. MERITS

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V. EVALUATION QUESTIONNAIRE

VI. CERTIFICATE TEMPLATE



I. INFORMATION

Duration of workshop:

4 clock hours

Workshop recipients:

The recipients of the workshop are adults, employees of the administration and economic sector. The workshop plan can be used by all people from other professional groups interested in the topic of multiculturalism and working in a multicultural environment.

Number of participants:

A group of 12 people of both sexes. It is also possible to conduct the workshop in a smaller group of at least 8 people, depending on the premises or the size of the team.

Proposed working methods:

- Brainstorming
- Active methods of conducting the workshop: group work
- Active methods of conducting the workshop: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

Example materials needed for the workshop:

- Work cards,
- Felt tip pens,
- Crayons,
- Markers,



I. INFORMATION

- Sticky notes,
- Flip chart,
- A4 sheets,
- Pens,
- Certificates
- Evaluation questionnaire

Aim of the workshop:

The main goal is to gain knowledge and competence to work in a multicultural environment, to overthrow myths and stereotypes about otherness and diversity, and to re-educate the fears as a result of lack of experience and knowledge and to develop a model of openness to other people, cultures and values.

Mini lecture: (30 minutes)

Multiculturalism- by definition, it is the presence of many different cultures within one country or the state's policy towards cultural diversity. On the one hand, the term is descriptive, referring to the factual situation in many countries, e.g. in Canada, consisting in the existence of many different cultural, national and religious groups within one country. On the other hand, multiculturalism refers to the policies pursued by states to support and integrate diverse cultures within one state.

Under the influence of globalisation, economic as well as political, demographic and socio-cultural trends are changing. A number of progressive changes in the formation of competitiveness of companies, influenced the Polish business environment - and not only that.

It is less and less surprising to have an international team, which is increasingly becoming an essential part of organisations and corporations. Multiculturalism is not indifferent to business. For employees and the company, it is a chance for development and great support for the employer. First of all, a multicultural team is a picture of the world in a broader perspective.



I. INFORMATION

Thanks to contact with different customs, your employees learn different methods of performing their work and fulfilling their duties.

What seems to be the biggest advantage of companies that focus on creativity is an unconventional way of thinking resulting not only from the very nature of employees (personality traits), but also upbringing and custom characteristic of a given nationality.

A fresher perspective and a different attitude to working or how to implement a project can be the key to a company that is struggling with stagnation and burnout. The team's multiculturalism positively correlates with creativity, supports marketing strategies, and these affect, for example, increasing sales or innovation. The development of the company means maintaining or strengthening its market position at the same time.

By building a team of different cultures, you gain valuable knowledge for yourself and your employees. The company enters international business interactions in a more transparent way, and employees who practice a foreign language at the same time better understand the needs of their clients.

Team heterogeneity makes it possible to build a new (better) competitive advantage strategy. In accordance with the principle of "creating strengths" and "eliminating weaknesses", the company has a chance to become more efficient and thus productive if it draws valuable knowledge from the experience of employees from abroad.

Team members from different parts of the world can more intuitively respond to the current needs of the company and its contractors. Behind the suboptimal performance of the company, there may be unintended stereotypes or simple ignorance that prevent conquering the market in the international arena.

Advantages of a multicultural team:

- greater accessibility of diverse knowledge concerning a specific industry or technology;
- possibility of introducing new, innovative solutions, projects and ideas to the knowledge and valuable experience of foreign employees;





I. INFORMATION

- More efficient communication with foreign contractors;
- better efficiency and productivity (adjustment to the preferences of foreign users).

II. INTRODUCTION

1. Introduction of the workshop topic - (5 min.)
2. Introduction to the workshop program
3. Introduction of the workshop educator
4. Welcome - (5min.)
 - full name
 - education,
 - professional experience
 - interests
5. Ice breaker- introduction of the workshop participants (15 min.)

- Talent chain
- Finish the sentence:
 - My name is
 - I like
 - My talents are
 - I feel confident in
 - My strength are
 - The last training course I went on was
 - My favourite colour is

6. Group rules - (15 min.)

The workshop leader distributes two sticky notes to the participants and asks the participants to write down on one of them what we do and on the other what we don't do during the workshop to ensure a nice and safe atmosphere. The leader gives participants 2 minutes for this task.



II. INTRODUCTION

Example:

What we do	What we don't do
<p>We are kind to each other We respect each other We communicate when we need breaks</p>	<p>We don't criticise each other We don't use mobile phones We don't judge other people's opinions</p>

The educator collects the sticky notes, reads them aloud, asks if everyone agrees to the presented rules. Stick them in a visible place or ask one of the participants to do so.

The educator then asks that participants write their name on another sticky note and stick it in a visible place on their chest.

Questions about what we expect after the workshop. Verification of expectations - (10 min.)

The workshop educator distributes one sticky note to the participants and asks them to write down their expectations in relation to the workshop. The educator gives participants 3 minutes to do this. Then collects the cards, reads the questions/statements and discusses them.

Garage - (5 min.)

The educator takes out a previously prepared A4 sheet / flipchart with the title "GARAGE" and a marker and informs the participants what the "Garage" is. "Garage" - during breaks in the garage, each participant can anonymously write down a question about the content and the workshop. The questions will be answered after the break.



III. MERITS

Task 1. (20 min)

The educator explains to the group that:

The behaviour of members of a cultural group depends on the history of the people to whom the group belongs to.

For a very long time (we can talk about thousands of years), people adhere to a system of norms, behavioural reactions and actions that, as experience and evolution have shown, are most beneficial for them.

Being a derivative of historical influences, climate and cultural mentality, it dictates the type and characteristics of the group.

We like doing business with people we like.

It is much easier to like a person who respects our culture and whose behaviour does not offend the interlocutors.

The educator divides participants into 4 groups. Each group has a different group to describe: Write everything you can think of, know and have heard about:

1. Germans

Germans like to plan. They meticulously define the next steps from the beginning to the end of the project, and until the whole plan is ready, they do not like to start work. In business, the structure, procedures and rules are developed on the basis of experience by experienced senior employees.

2. Russians

Russians, on the other hand, prefer not to plan long-term, because the environment changes very quickly and decisions are made on an ongoing basis.

3. Americans

Americans: they are decisive, goal-oriented and action-oriented, self-confident, energetic, optimistic about life, ready for change, always ready to leave the place and make a decision.

Cultural values, more than in the West, determine the structure, organisation and behaviour of Eastern enterprises, because deeply rooted religious and philosophical beliefs form the rules of doing business.

4. French

The French do business quickly, but they are also able to withdraw quickly.

You can also discuss the Italians, Greeks, English and other nationalities. The groups present the effects of their work, then summarise the exercise together with the educator.



III. MERITS

Task 2 - (20 min)

A lot of space in modern psychology is devoted to an attempt to answer the question of how much we are biologically conditioned by the action of nature, and how much culture influences our behaviour and functioning in everyday life.

Do natural mechanisms help us or hinder us?

The educator distributes the worksheets to the participants and invites them to complete them. When something happens around us that we are not familiar with or we encounter someone that we do not know, emotions and automatic thoughts are activated.

Write down what thoughts come to you in response to contact with someone you do not know and is different from you, i.e., you cannot refer to the similarity

WORK CARD 1

Emotion	When does this happen and what do I think about it
I am afraid of	
I feel reluctance	
Makes me angry	
I am intrigued	
I am shy	
I feel sadness	
I feel happiness	

Participants share their conclusions from the exercise. Together with the educator, they summarise the exercise.



III. MERITS

Task 3 - (30 min)

The educator invites the participants to an exercise aimed at recognising various manifestations of the cultures around us.

The group is divided into 6 small teams and the educator distributes 5-6 photos to each of them.

In these photos there should be things that come from other cultures that surround us and are more or less obvious.

E.g. chocolate, tea, boomerang, pokemons, matryoshka dolls, car brands, clothes brands, karate, French croissant, Ukrainian borscht, Italian soup, dumplings, a series of books about Pippi, Lasse and Mai, Roman and Arabic numbers, letters of the alphabet.

The educator asks the participants to look at these pictures in groups and think together about where these things come from.

Then asks each group to choose three pictures: one that shows something the group knew where it came from, one that they didn't know, and one where opinions were divided

After 15 minutes, the educator asks for these photos to be presented in front of the group and then summarises the exercise.

The educator asks the participants if they see any signs of different cultures in their work.

For the exercise, the educator can use any photos of their choice.



III. MERITS

Task 4 - (20 min)

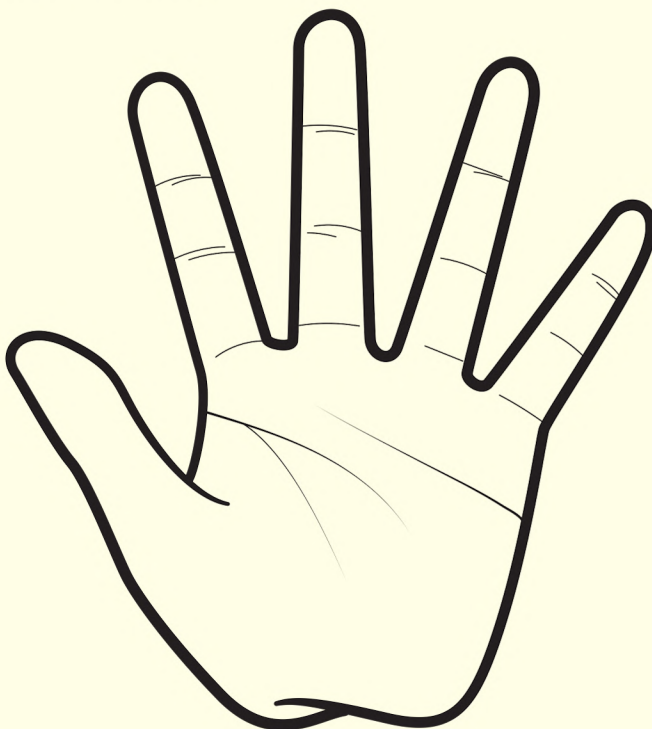
My individual multiculturalism.

The educator gives each participant an A4 piece of paper, asks them to trace their hand on it.

In the centre of the hand, each writes down what personal, individual connection they have to multiculturalism.

- How many languages do they know?
- Have they attended karate classes?
- Have family abroad?
- Have a foreign colleague in their department?
- What kind of food do they like?
- Where do they go on holiday?
- What books do they read (foreign authors)?

Work card 2. Hand drawing



After the exercise, the participants present their multicultural hands. Together with the educator, they discuss the exercise and draw conclusions.





III. MERITS

Task 5 - (20 min)

Social marginalisation, social exclusion – exclusion from participation in social life of individuals, social groups or, in the global sense, societies in relation to their social environment.

It can refer to the process of exclusion of individuals and groups, or to the state of exclusion.

List 10 groups or individuals that, in your opinion, are excluded in your local and professional environment and for what reason.

E.g. Gypsies, homosexuals, people who do not know foreign languages, etc.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

After completing the exercise by the participants, together with the educator, they summarise the results.



III. MERITS

Task 6 - (20 min)

WHAT DOES TRAVEL GIVE PEOPLE?

The educator divides the participants into pairs and gives the task: Talk to each other about - what does traveling give people?

Find the benefits and losses from traveling.

Benefits	Losses

At the end of the exercise, the groups share their observations.

The educator adds if the statement was not already made: If people went beyond their comfort zone and travelled, they would not be afraid of other people.



IV. ZAKOŃCZENIE ZAJĘĆ

Edukator prosi, aby uczestnicy usiedli w kręgu i każdy odpowiedział na pytanie:

- Co Ci się najbardziej podobało?
- Co wyciągniesz dla siebie ?
- Z czym wychodzisz?

Po zakończeniu wypowiedzi uczestników prowadzący dziękuje za udział w warsztatach.



IV. END OF WORKSHOP

The educator asks the participants to sit in a circle and each answer the question:

- What did you like the most?
- What will you take away for yourself?
- What are you leaving with?

At the end of the speech of the participants, the workshop leader thanks them for their participation in the workshop.





V. EVALUATION QUESTIONNAIRE

6. If yes, please write down the topics that would interest you.

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7. Additional comment

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Thank you for completing the questionnaire!



VI. CERTIFICATE TEMPLATE

CERTIFICATE

THIS IS TO CERTIFY THAT

.....
Took part in workshop titled:
"Ability to cooperate in a multicultural environment"

Project No.

Institution/ Company:

Date:

Place:



.....
Educator