



Co-funded by the
Erasmus+ Programme
of the European Union

CULT_RISK

Methodological handbook and training course plan



Produced within the European Programme Erasmus Plus, Key Activity 2, Strategic Partnerships for Adult Education

Project website: <http://culturalrisk.eu/>

This project has received funding from the European Commission within Erasmus+ programme "Cultural risk in the organisation in the globalisation era – competences vs. reality" - Project number: 2018-1-PL01-KA204-051056

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Introduction

The globalisation era has accustomed us to live with people that belong to other groups/communities/societies and share values and beliefs different than ours, however, unconscious biases and stereotypes are always around the corner, and the risk of discrimination in societies becomes unavoidable. *'The Cultural risk in the organisations in the globalisation era – competence vs. Reality'* (CULT_Risk) project aims at raising cultural awareness within the organisations and make people aware about the risks linked to cultural misconceptions and generalisations. Culture is mainly an issue that multicultural organisations cannot ignore anymore, dealing with foreign cultures is vital in order for the organisation to work effectively and efficiently challenging the dynamic changes of the markets and the concurrency.

The project addresses to employees/employers who faced/might face cultural risks at the workplace or individuals that want to benefit from this open resource material to become more culturally consistent.

The CULT_Risk methodological handbook and training course plan for adult educators is a result of the ERASMUS+ project.

The main aim of this guideline is to define approaches and methodologies in order to support educators, mentors and coaches to implement the CULT_RISK training course and training material to avoid risks in multicultural environments.

This document describes the different tools created within the CULT_Risk project and the topics, timing and content of the training modules.

This guideline also describes how the CULT_Risk partners have developed the competence map and the OER material, thus allowing educators to develop other necessary material in line with what has been developed up to now.

The CULT_Risk training course has been developed by all partners of the project in English language and has then been adapted and translated to partners languages (Polish, Italian, Greek and Latvian).

Didactic principles

Although a wide range of pedagogical tools are in place, there seems to be a gap between teaching methods considered to be most effective and those that are currently used in adult education. The most commonly used teaching methods are lectures, computer simulations and business games, project work and group work, company visits and work placements.

To enable the great potential of cultural awareness education, educators should try to incorporate the following didactic principles in the learning-teaching process.

- **The core of the training model should be a Learner-Centred Approach.**

Cultural awareness teaching requires a pedagogical approach centred on the target group. Trainers should use a bottom up strategy that includes, for instance, the experiences of life of the target group. Adult education should allow the use of models that encourage the target groups to continue learning throughout their experience. This approach should be focused on the interests and the competences of the target groups.

- **The didactic approach should be based on Autonomy/Active Learning/Experiential Learning**

Cultural Awareness is a reflective action and should be based on experiential learning; competency and skills can be acquired or built only through hands-on, real life learning experiences.

In opposition to the traditional approach, the target group should have an active role and should grow gradually autonomous. *In this perspective it's essential to prepare them to be able to think for themselves, considering the possibility to learn through "errors" (the perspective of the "good error"), encouraging the use of feelings, attitudes, and values, also when dealing with conflict situations.*

In this context, the possibility of "learning by doing" becomes very important.

The adult educator (both in presence and at distance) should facilitate the target group to learn autonomously, also through self-reflection and self-evaluation tools.

- **The target group motivation is a key factor for the success of the learning**

The motivation of target groups is considered one of the main problems to deal with in adult education. Adult educators should use different approaches to motivate the learners and should activate experiential learning and the use of ICT as much as possible. Furthermore, when training people at work it is important to make learning relevant to career and personal growth aspirations. Training that draws on real-life scenarios and case studies that learners can relate to is naturally more interesting and therefore much more motivating.

- **Digital Technologies and ICT tools should be considered as fundamental resources for adult learning.**

The added value of Technology for adult education and cultural awareness raising resides in access to

- (a) resources,
- (b) information retrieval tools,

- (c) sharing knowledge,
- (d) communication tools, and,
- (e) mobile fruition,
- (f) flexibility in the training path,

Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks. There are a lot of free online tools to be used to develop different competences and skills.

Together with the target group, the development of the trainers' competences needs to be an integral part of the model. Trainers do not change their pedagogy quickly and therefore this handbook gives suggestions on how to use the CULT_Risk project results in the most efficient way.

The training programme

The 'Cultural risk in the organisation in the globalisation era – competences vs. reality' training programme has been developed in modules and related units of learning outcomes.

The training modules developed within Intellectual Output 2, are built according to the ECVET (ECVET - European credit system for vocational education and training) principles as a set of learning outcomes – in terms of knowledge and competences/attitudes – that a trainee should achieve when participating in the CULT_Risk training course. As most EU countries have synchronised their national framework with EU directives, the partners have defined that the training material developed should allow to reach Levels 3 and 4 of the EQF standards as described below:

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
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The CULT_Risk training Modules are:

M1. Cross-cultural awareness

This module aims at introducing the beneficiaries to basic knowledge on cross cultural awareness and the benefits which can derive from it within a multicultural organisation.

M2. Understanding different cultures

This module supports the participants to identify ways and methods to understand different cultures, including own and others.

M3. Working with stereotypes

This module covers cultural stereotypes and their influence on people working in multicultural organisations.

M4. Communication skills

The aim of this module is to introduce participants to the basic elements of multicultural communication in organisations.

M5. Teamwork and Social Integration

The participants, in this module, understand the importance of change management, the role of emotions and main problem-solving strategies in the workplace in multicultural organisations.

M6. Leadership and hierarchy

This module aims to introduce managers and employees of multicultural organisations to the importance of leadership and hierarchy-related issues that influence quality of work.

M7. Learning styles

The aim of this module is to introduce learning styles to managers and employees at the work place. The participant will acquire knowledge and competences on learning styles, the cultural influences on learning styles and how to differentiate for learning styles in the organisation. Participants will identify their own learning style.

M8. Qualities in the working place

This module aims to present the desired qualities of employees and the workplace itself. It presents examples of how to develop these qualities to make multicultural organisations work more efficiently and effectively.



The CULT_Risk training course has a total duration of 40 hours. All training material has been developed as standalone elements and have followed the same framework.

In each module participants can find: an overview with specifications about the topics and the steps to follow; units of learning and knowledge and competences to be reached. Each unit contains learning material, external resources and readings and self-reflection questions.

At the end of each module the participants can take a self-evaluation test to measure the acquired knowledge and competences.

Below there is a detailed table specifying the knowledge and competences of the training material connected to each module and unit of learning outcome, together with the estimated hours needed to reach the foreseen goals within each module.

Modules	Duration (hours)	Units of learning outcomes	Knowledge	Competences
M1. Cross cultural awareness	5	U1.1. What is cross cultural awareness?	to learn the concepts of 'culture', 'cultural awareness', 'culture sensitivity' and 'culture shock'	to outline the concepts of 'culture', 'cultural awareness', 'culture sensitivity' and 'culture shock'
		U1.2. The most popular cultures occurring in Europe	to identify cultural diversity in Europe	to illustrate the most popular cultures occurring in Europe
		U1.3. The main differences between cultures	to identify cultural and personal diversity	to categorise between cultural differences of the society and differences of individuals
			to draw differences between cultures	to analyse the main differences between own and other cultures
M2. Understanding different cultures	4	U2.1. Understanding different cultures and the role of tolerance	to define the role of tolerance between people of different cultures	to outline the role of tolerance between people of different cultures
			to describe why people from different cultures can behave differently	to determine why people from different cultures can behave differently
		U2.2. How culture affects a number of crucial factors in the workplace?	to identify nuances in cultural norms and values	to analyse nuances in cultural norms and values
			to find the key cultural drivers and attitudes (i.e.: time, space, authority, risk, tasks and relationships)	to analyse the key cultural drivers and attitudes (i.e.: time, space, authority, risk, tasks and relationships)
M3. Working with stereotypes	5	U3.1. Identification of cultural stereotypes	to define the term 'cultural stereotypes'	to distinguish the term 'cultural stereotypes'
			to list the main reasons of the cultural stereotypes	to analyse the main reasons of the cultural stereotypes

		U3.2. Cultural stereotypes in the workplace	to describe the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work	to analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work
			to find possible cultural biases, prejudices and beliefs	to determine possible cultural biases, prejudices and beliefs
M4. Communication skills	4	U4.1. Which are the main communication styles?	to describe different communication styles	to determine different communication styles
			to draw own style of communication	to analyse own style of communication
		U4.2. Differences in verbal and non-verbal communication in different cultures	to find differences in meanings of one word or sign in different languages	to analyse differences in meanings of one word or sign in different languages
M5. Teamwork and Social Integration	5	U5.1. Changes needed in multicultural teams	to identify changes that are needed in multi-cultural teams (i.e.: related to the management, responsibilities of employees, organisation of works)	to model changes that are needed in multi-cultural teams (i.e.: related to the management, responsibilities of employees, organisation of works)
		U5.2. Role of emotions in multicultural teams	to describe the role of the emotions in multicultural team	to analyse the role of the emotions in multicultural team
		U5.3. Problem solving in multicultural organisation	to find the effective ways how to solve problems in multicultural organisation	to apply the effective ways how to solve problems in multicultural organisation
M6. Leadership and hierarchy	8	U6.1. Elements of organisational structure	to identify basic norms and values in the organisation	to apply basic norms and values in the organisation

			to identify artefacts in the multicultural organisation (i.e. behaviours of the employees towards new employees; meetings of employees outside the company aimed at their better integration; other ceremonies and rituals in the organisation)	to determine artefacts in the multicultural organisation (i.e.: behaviours of the employees towards new employees; meetings of employees outside the company aimed at their better integration; other ceremonies and rituals in the organisation)
		U6.2. Diversity of cultures in multicultural organisation	to describe different cultures in the organisation, i.e.: masculinity or femininity	to outline different cultures in the organisation, i.e.: masculinity or femininity culture
		U6.3. Hierarchy and relations in multicultural organisation	to identify the relations between people in the multicultural organisation culture	to analyse the relations between people in the multicultural organisation
		U6.4. Introduction of changes in multicultural organisation	to draw how to introduce changes in the organisation	to model changes in the organisation
to draw how to divide responsibilities in the organisation	to classify responsibilities in the organisation			
M7. Learning styles	4	U7.1. Introduction to learning styles	to describe different learning styles	to classify different learning styles
			to draw own learning style	to analyse own learning style
		U7.2. Influence of learning styles in multicultural organizations	to describe how different learning styles can influence the effectiveness of work in multicultural organisation	to analyse how different learning styles can influence the effectiveness of work in multicultural organisation
M8. Qualities in the working place	5	U8.1. Qualities in the working place	to define the term 'assertiveness' as important characteristic at the workplace	to apply 'assertiveness' at the workplace
			to identify the role of humour as an important element that can support effectiveness at the workplace	to use humour as an important element that can support effectiveness at the workplace

			to find different other factors as i.e.: punctuality, precision, and efficiency, which can ensure good work	to determine and to analyse different factors in the company as i.e.: punctuality, precision, and efficiency, which can ensure good work
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When writing the units of learning outcomes, the knowledge and the competences the CULT_Risk partners have followed common terms of references. The aforementioned terms of references will be shared below to support adult educators and trainers in developing the CULT_Risk material further.

Each section should not solely be a statement of facts or content but should be preceded by a verb and possibly adverb/adjective.

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge.
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

The following are sample verbs which can be used when writing the statements:

1. Knowledge	
1.1 Knowledge and Understanding	count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write
3. Competences	
3.1 Autonomy and Responsibility	collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell

The Content Framework

The partners have used the following training course content framework for the development of the content. Within the present guideline, this section is published to support adult educators and trainers in the development of other modules in line with the CULT_Risk training course.

Module Structure

Module: TITLE OF THE MODULE

This is just an exemplary plan. Section numbers, tools and information in the Module can be used according to your needs.

Full Modules training material will consist of these components:

1. Filled Module structure form „E-course sections plan” (see below)
2. Attached training material components (text documents, pdf, jpg, presentation files ppt etc.) with Annex and sections number in the file name (for example Annex 1).

Required Module parts:

- No. 0 Module overview (the same structure in all Modules)
- Any form of selfreflection after each unit (Open questions, Quiz, Survey, True/False Questions). Requirement - at least 5 questions.
- The final knowledge assessment test after completion of a full Module (Quiz, Survey, Questionnaire). Requirement - at least 10 questions.

General information about Module:

Module duration:

Learning Outcomes: Submitted in the Module Sections Plan > Section Title „No. 0 Module overview (see below)

Module sections titles:

No. 0.

No. 1.

No. 2.

No. 3.

COURSE SECTIONS PLAN
No. 0 Module overview

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Content visible inside the section	Activity/ tool
Learning Content	0.1.	Start here - how to use this course	<p>Summary</p> <p>Module duration -</p> <p>What does the module explain?</p> <p>It contains following topics:</p> <ol style="list-style-type: none"> 1. TOPIC 1 2. TOPIC 2 <p><i>Steps to complete</i></p> <p>In order to complete this module, you must do the following:</p> <ul style="list-style-type: none"> • ... • ... • ... 	Web Page
	0.2	Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • List of Knowledge <p>Competences</p> <ul style="list-style-type: none"> • List of Competences 	Web page
	0.3.	After completing this module, you will able to:	<ul style="list-style-type: none"> • List of what the learner will be able to do after completing the module 	Text Page

Unit No. 1 ...

Learning activity form	Section number	Section name (information visible on the main page of the module)	Activity/ tool
Learning Content	1.1		
	1.2		
	1.3		
	1.4		
Task	1.8		
Self-reflection	1.9	Self-reflection questions	

Unit No.2 ...

Learning activity form	Section number	Section name (information visible on the main page of the module)	Activity/ tool
Learning Content	2.1		
	2.2		
Task	2.3.		
Self-reflection	2.4	Self-reflection questions	

No. 3 Final activities

Learning activity form	Sections number	Section name (information visible on the main page of the module)	Activity/ tool
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Knowledge assessment test	3.1.	Check your knowledge	Multiple choice quiz / game
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Online platform / Open educational resources

The CULT_Risk project material is available in an online platform which takes advantage of several educational resources: PowerPoint presentations, videos, self-assessment gameful quizzes and comic books. The material can be accessed from desktop, tablet and smartphone via URL, there is no need for the user to register, games are best supported through chrome browser.

The homepage of the CULT_Risk training programme shows the 'Course journey' of the modules, it is structured as a pathway that gradually leads the learner to building cultural awareness through the module's units and final activities. To improve learning, both self-evaluation/self-reflection and final activities have been developed by the synchronous implementation of games, videos and comic books. At the beginning of each module learners can find the 'Module Overview', a section where the aim of the selected part, the topics to be covered, what skills the learner will develop and the estimated amount of time to conclude the module are stated.




Course Overview
Modules 1-4
Modules 5-8
English (English)



Module Overview



The aim of this module is to introduce cross cultural awareness to managers and employees at the work place. The participant will acquire knowledge and competences on culture and culture awareness, cultural differences, individual and society.

Participants will identify the barriers to develop cultural awareness and the competences needed to overcome diversity. In this module the participants will understand how and why it is important to raise cross cultural awareness in the working place and how to implement and manage efficient cross cultural communication.

Time to complete module: 5 hours.

It contains the following topics:

1. Culture, cross-cultural awareness, culture sensitivity and cultural shock
2. Illustration of most popular cultures
3. Strategies to overcome differences
4. Individual culture vs. Society culture
5. Self-evaluation test

Steps to be completed:

In order to complete this module you must do the following:

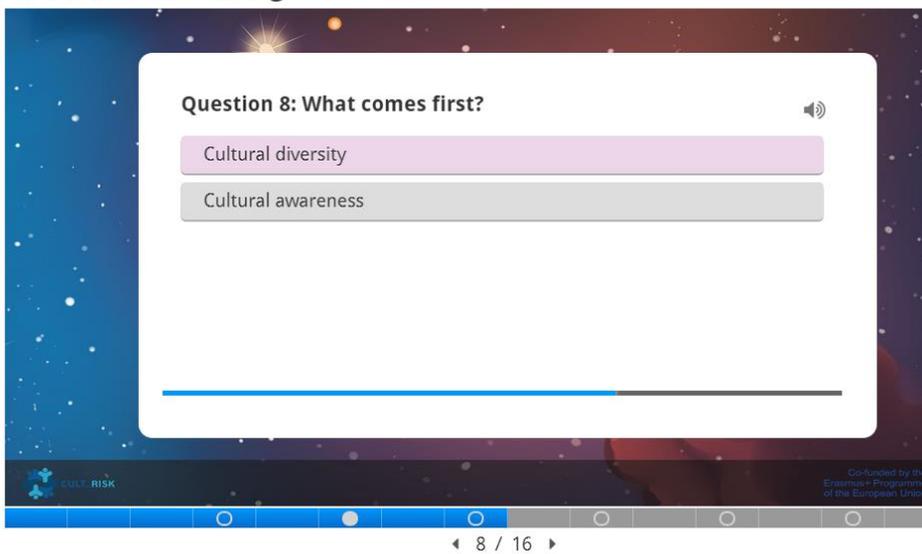
- Study topics in a suggested order
- Get acquainted with the provided learning resources
- Prepare practical tasks and assignments
- Participate in the classroom discussions and online forums/chats
- Complete a quiz after each part
- Leave your feedback after a course
- Repeat some topics if needed
- Go to the next module

At the end of each unit learners find the self-evaluation section: final activity quizzes where learners can test their gathering and check the achieved knowledge and competences before proceeding to the next module. The self-evaluation consists in using innovative e-learning methodologies as gameful quizzes, videos, comic books and open questions to measure the extent of learning.

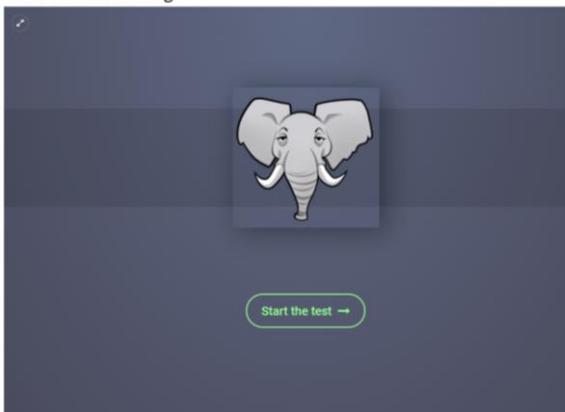
Gameful quizzes

The gameful quizzes rely on several means of playing as drag and drop, multiple choice, word clusters, and swipe-the-screen. A few examples can be seen below.

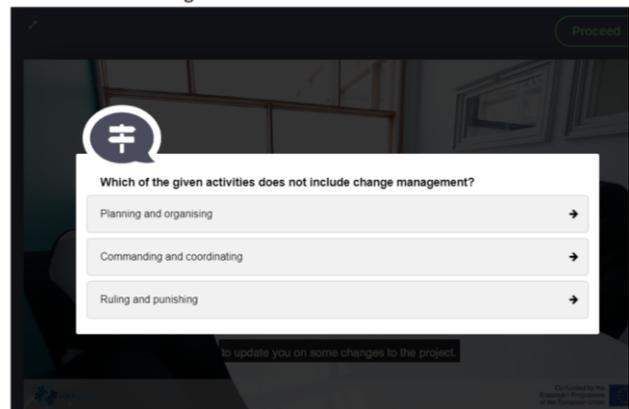
Check Your Knowledge



Check Your Knowledge



Check Your Knowledge



The Video formats

The video format includes using branching scenarios. In this format learners are given a certain scenario and questions related to it, which brings them to another set of questions. It is a tool that includes a scoring system to be set as per ending or is based on points collected. The inbuilt features are single choice, multiple choice or fill in the blank's activities, in order for learners to be active in the assessment and get the most out of their learning and self-reflection.

The comic books

The comic book format entails the single choice, multiple choice and fill in the blanks features. It is a powerful tool for teaching as it encourages active thinking and development, indeed, the juxtaposition of visual images with the text maximises overall learning and promote the retaining of more information than when reading a text-only format.

Check Your Knowledge



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