

CROSS CULTURAL COMPETENCE

A Field Guide for Developing
Global Leaders and Managers

BY

**SIMON L. DOLAN
KRISTINE MARIN KAWAMURA**

Instructor Resources

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Instructor Resources

Chapter 2

Appendix 2.1: Pre-Workshop Cultural Competence Self-Inventory SPAA Instrument¹

Rate each statement on a scale of 1 (low) to 5 (high) as indicated. Be as objective as possible. This is a tool for self-discovery, not a test. Please write down your scores and keep them available for use later in the session. The inventory is divided into four sections: **S** (skills-competences), **P** (practices-experience), **A** (awareness-sensitivity), and **A** (attitude-values).

1. Source: Used with permission of the author.

Assess Your S Score:

For each statement, circle the number that reflects the extent to which the statement is true and descriptive in your case, or the frequency with which the statement occurs in your behavior or thoughts:

1 (Totally false) to 5 (Totally true)

1 (Rarely) to 5 (Always)

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am aware of why I feel a certain way toward people who are culturally different. | 1 | 2 | 3 | 4 | 5 |
| 2. I recognize the many ways in which people are different. | 1 | 2 | 3 | 4 | 5 |
| 3. I recognize how bonding with my own people may exclude and impact others. | 1 | 2 | 3 | 4 | 5 |
| 4. I am aware of the many ways in which my culture is different from others. | 1 | 2 | 3 | 4 | 5 |
| 5. I am aware of the many similarities between myself and those of different cultures. | 1 | 2 | 3 | 4 | 5 |
| 6. I am fully cognizant of my strengths and weaknesses in dealing with others who are different. | 1 | 2 | 3 | 4 | 5 |
| 7. I do not have any anxiety about those who are culturally different from me. | 1 | 2 | 3 | 4 | 5 |
| 8. I think that seeking ideas from people from different cultures is beneficial. | 1 | 2 | 3 | 4 | 5 |
| 9. I am aware of my own prejudices formed by my culture and upbringing. | 1 | 2 | 3 | 4 | 5 |
| 10. I believe that cultural understanding enables people to work together more effectively. | 1 | 2 | 3 | 4 | 5 |

Add up and total your S (skills) score: _____

Assess your P Score:

1 (Totally false) to 5 (Totally true)

1 (Rarely) to 5 (Always)

- | | | | | | |
|--|---|---|---|---|---|
| 11. I feel positively about cultural differences and the way they enrich life. | 1 | 2 | 3 | 4 | 5 |
| 12. I respect the opinions of people from different cultures even when I disagree. | 1 | 2 | 3 | 4 | 5 |
| 13. I do not judge people on the basis of their different looks, dress, or customs. | 1 | 2 | 3 | 4 | 5 |
| 14. I realize that we all have accents, all food is ethnic, and there are no foreigners in the global village. | 1 | 2 | 3 | 4 | 5 |
| 15. I recognize that others may stereotype me in a way that affects their perception. | 1 | 2 | 3 | 4 | 5 |
| 16. I accept that others' behavior doesn't have to follow my logic or values. | 1 | 2 | 3 | 4 | 5 |
| 17. I do not judge people of other cultures with my own cultural values. | 1 | 2 | 3 | 4 | 5 |
| 18. I avoid generalizing the behaviors or attitudes of one individual to the entire group ("All Italians are ... All Muslims are ...") | 1 | 2 | 3 | 4 | 5 |
| 19. I believe that the similarities between people who are of different cultures are greater than the differences. | 1 | 2 | 3 | 4 | 5 |
| 20. I consciously examine and verify my assumptions about people of different cultures. | 1 | 2 | 3 | 4 | 5 |

Add up and total your P (practices) score: _____

Assess your A Score:

1 (Totally false) to 5 (Totally true)

1 (Rarely) to 5 (Always)

- | | | | | | |
|---|---|---|---|---|---|
| 21. I am able to exercise self-control in difficult encounters with different people. | 1 | 2 | 3 | 4 | 5 |
| 22. I am able to be flexible and can quickly adapt to new situations. | 1 | 2 | 3 | 4 | 5 |
| 23. I take the biases of my own background into account when evaluating others' opinions and actions. | 1 | 2 | 3 | 4 | 5 |
| 24. I make an effort to help others understand my differences. | 1 | 2 | 3 | 4 | 5 |
| 25. I work to overcome incorrect assumptions that others may make about me. | 1 | 2 | 3 | 4 | 5 |
| 26. If others don't understand what I say, I say it in different words and ways. | 1 | 2 | 3 | 4 | 5 |
| 27. I effectively use creativity in acting in a culturally different environment. | 1 | 2 | 3 | 4 | 5 |
| 28. When I am not sure, I ask people how they prefer to be treated. | 1 | 2 | 3 | 4 | 5 |
| 29. I educate myself on the ways of people from other cultures. | 1 | 2 | 3 | 4 | 5 |
| 30. I possess good cross cultural communication skills. | 1 | 2 | 3 | 4 | 5 |

Add up and total your A (awareness) score: _____

Assess your A Score:

1 (Totally false) to 5 (Totally true)

1 (Rarely) to 5 (Always)

- | | | | | | |
|---|---|---|---|---|---|
| 31. I interact respectfully with all people no matter how different they are from me. | 1 | 2 | 3 | 4 | 5 |
| 32. I work effectively with people from different cultures. | 1 | 2 | 3 | 4 | 5 |
| 33. I manage effectively even when situations are vague and ambiguous. | 1 | 2 | 3 | 4 | 5 |
| 34. I have friends who are from different cultural backgrounds. | 1 | 2 | 3 | 4 | 5 |
| 35. I have objects, art, music, books, or other items from or about different cultures. | 1 | 2 | 3 | 4 | 5 |
| 36. I accommodate others' styles, cultures, and values in dealing with them. | 1 | 2 | 3 | 4 | 5 |
| 37. I make sure that people who are culturally different are welcomed and included. | 1 | 2 | 3 | 4 | 5 |
| 38. I refrain from repeating jokes and words that reinforce cultural biases. | 1 | 2 | 3 | 4 | 5 |
| 39. I use humor to defuse embarrassing situations of cultural differences. | 1 | 2 | 3 | 4 | 5 |
| 40. I've learned about other cultures by visiting other countries. | 1 | 2 | 3 | 4 | 5 |

Add up and total your A (attitude) score: _____

Adding the Four Scores

Write down your four scores on the corresponding lines below under the Your Results column.

| Dimension | Your Results |
|---------------------|--------------|
| S (skills) score | _____ |
| P (practices) score | _____ |
| A (awareness) score | _____ |
| A (attitude) score | _____ |

Appendix 2.2: Instructions for Plotting and Understanding Your Scores

1. On the Cross Cultural Profile graph shown below, mark each of your scores on the corresponding dimension axis.
2. Connect the four score points with straight lines.
3. Shade or colorize the inside of your scores' shape to make it visible.



Exhibit 2.2: Cross Cultural Profile.

Appendix 2.3: Cross Cultural Competence Goal Sheet

The purpose of this goal sheet is to identify your personal and professional goals for developing cross cultural competence.

- (1) Begin by positioning yourself on the cross cultural continuum. At which level of cultural awareness and cross cultural competence are you today? Place an “A” at this point.

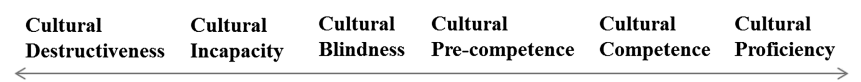


Exhibit 2.1: Cultural Competence Continuum. Based on Cross, Bazron, Dennis, and Isaacs (1989, pp. 13–17).

- (2) Why do you position yourself at this point? List relevant facts, experiences, observations, or lack of experiences that lead you to your answer.

●

●

●

●

●

- (3) Identify your personal and/or professional strengths in working or operating in cross cultural environments.

| Personal Strengths | Professional Strengths |
|--------------------|------------------------|
| | |
| | |
| | |
| | |
| | |

- (4) Identify any personal and/or professional challenges or weaknesses you have in working or operating in cross cultural environments.

| Personal Challenges/ Weaknesses | Professional Challenges/ Weaknesses |
|------------------------------------|--|
| | |
| | |
| | |
| | |
| | |

(5) In what areas do you want to improve your ability to work or operate in cross cultural environments?

| Personal Development Areas | Professional Development Areas |
|----------------------------|--------------------------------|
| | |
| | |
| | |
| | |
| | |

Name: _____ Date: _____

Appendix 2.4: Developing Cross Cultural Competence Action Plans

| Workshop section | Action | Estimated Timeframe | | | | | | Notes |
|------------------|--------|---------------------|-----------|-----------|----------|------------|---------------|-------|
| | | One week | One month | Half year | One year | Five years | Fifteen years | |
| | | | | | | | | |
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Chapter 3

HANDOUT

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Opening Agreement (with myself)

I, _____

(Write your name above the line)

recognize that it is natural to have difficulty understanding people who are from different cultures.

I give myself permission to struggle with the issues of cultural differences and to be open about my thoughts and feelings about them.

I recognize that I am a product of my culture, background, upbringing, and experiences and that "I am who I am." I do not have to feel guilty about how my culture may have impacted me, but I do take responsibility for:

- Learning as much as I can about how cultures impact behavior.
- Challenging myself to explore my own assumptions about cultural differences.
- Striving to apply the concepts and skills that help me work more effectively with others without regard to cultural differences.

Signature

HANDOUT

*When in Rome, Do as the Romans Do?*²

Jason Crumb was very excited when he heard news (through the grapevine) that he was going to be posted to China as general manager of a hotel owned by one of the leading hotel chains. *Now I can put all my managerial training and experience to practice*, he thought. But after working for two months in China, he realized that some of the employees were not working as hard as others.

He immediately called a management staff meeting and asked his Chinese managers to provide their — Chinese — perspective on why some employees were not working as hard as others, and what needed to be done to address this. His staff mentioned that some of them were having family issues that needed to be resolved and that it was not acceptable for them to bring their family issues to work. In his attempt to exercise managing diversity, Jason thought it would be best to give these employees some time to resolve their issues. He even told the staff to help them through this stage and keep monitoring their progress. His staff told him that it was not customary to do that. They should be fired as there were many locals who would love to have their jobs!

Jason dismissed this approach as being insensitive to employees' needs and mentioned that perhaps he should create a session on managing diversity for his staff. Upon hearing this, his director of rooms, Zhang Xia Wen, mentioned in a one-on-one meeting that managing diversity was not as important as working hard.

Jason thought about Xia Wen's comments over the next two weeks as the four employees were still not performing well and constantly complained about family issues and their difficulty concentrating at work.

One of these four employees, Zhen Hui Wu, asked for a meeting with Jason. Wanting to be inclusive, Jason scheduled the meeting for the next day. Hui Wu told Jason that he needed some time off to deal with some of his family issues and wondered if he could have two days off from work. Jason

(Continued)

2. Source: Used with permission of the author (Dolan & Lingham, 2014a).

(Continued)

decided to probe why he needed two days off, and Hui Wu stated that he needed to meet with some contacts to help him straighten out his family problems. He also mentioned that he had a big family and that there were many issues to deal with. Jason decided to give him one day off to deal with these issues and told Hui Wu to inform his manager, Yang Zhen.

The next day, Yang Zhen knocked at Jason's door and politely asked if he could have a word with him. In the conversation that followed, Yang Zhen tried to tell Jason that what he had done was inappropriate and that he should not condone such behavior from employees. In the next few days, Jason noticed that some of the hotel employees were looking at him in a strange way and were even making some comments as he passed by. As time went on, Jason began to notice that employees were unhappy. Still, these four employees were not performing well. Jason called for another staff meeting to figure out what was happening and what needed to be done. His staff told him that word was spreading around that he (Jason) was a soft leader and that it was easy to manipulate him. Some even mentioned that he was trying to use Western methods in China!

Jason was dumbfounded. He had to do something very quickly, with the intent to send a strong message. Should he fire all four of the employees? Perhaps he should fire only one so the others could learn from it and improve their performance?

HANDOUT

*Self-awareness Exercise: What Are My Attitudes Toward Diversity?*³

Answer each of the following questions. There is no scoring; the purpose is to sensitize you to issues of diversity, especially in the workplace.

- What stereotypes are you aware of that relate to *your* sex, racial/ethnic group, religion, and age?
- List some stereotypes about male executives and female executives, along with your opinions as to their accuracy.
- If you overheard a coworker making a joke that was demeaning to a particular minority group, how would you respond?
- What would your response be to a sexist cartoon or photograph on a coworker's bulletin board?
- If you were posted to a branch in a far-off culture, how would you feel as a minority outsider?
- If coworkers were to ask you to take on some extra duties so they could attend a religious observance not of your faith, how would you feel and respond?
- A talented coworker, a member of a visible minority, tells you, "I'm quitting tomorrow." You suspect the resignation has to do with the fact that the organizational climate is not supportive. How do you respond?
- In his memos, a manager uses gender-specific terms like policeman and fireman, and always uses the pronoun "he" when referring to people of both sexes. Do you tell him that the organizational culture no longer supports sexist language, or do you ignore the problem altogether?

3. Source: Used with permission of the author (Dolan & Lingham, 2014b).

HANDOUT

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Facilitating Self-inventory and Goal Setting

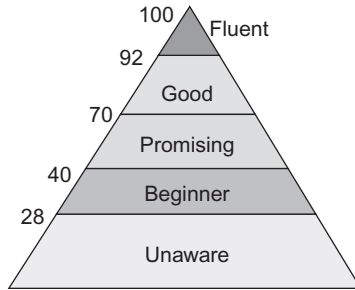


Exhibit 3.3: Five Levels of Cross Cultural Skills.

Chapter 6

HANDOUT

Quiz: How Effective Are You in Working with People from Other Cultures?

Are the following statements true or false? Check the correct answer.

1. When meeting an Arab family from Kuwait, make sure to shake hands with both men and women.
☐ True ☐ False
2. When a Japanese businessman hands you his business card, make sure to accept it with your left hand and put it carefully in your pocket.
☐ True ☐ False
3. When negotiating with a Saudi businessman, make sure to get to the business issue quickly since wasting time in personal matters is considered an insult to the Saudis.
☐ True ☐ False
4. It was a good sign of friendship when President Reagan sent the Bible as a gift to the leaders of Iran.
☐ True ☐ False
5. Most business people in the Middle East start their negotiation with as high a price as double what they are willing to settle for.
☐ True ☐ False
6. American business persons do not like detailed written contracts.
☐ True ☐ False
7. All Arabs are Muslims.
☐ True ☐ False

(Continued)

(Continued)

8. When a Japanese businessman responds to your proposal with a "Yes" and a smile, it means that the deal is sealed.

___ True ___ False

9. When Saudis wash their feet in the sink of a public restroom, it means that they have had a tough trip in the desert and want to get the dust off their feet.

___ True ___ False

10. When you negotiate with Chinese and they show great humility and deference to you, it means they are receptive to your proposal and will accept it easily.

___ True ___ False

ANSWERS

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1. False: Many Muslims don't want men who are strangers to touch the hands, or any other part, of a Muslim woman. Do not extend your hand to a Muslim woman — just nod your head. If she extends her hand to you, then of course you may shake it.
2. False: Japanese give great importance to business cards. It will be a good gesture to receive the card with both hands, look at it, and comment on how impressive it is and how honored you are to receive it. Then put it in your folder or briefcase, or put it slowly in your pocket.
3. False: Saudis do not like to quickly delve into business. They prefer to spend time getting to know you, the person they will be dealing with. They might want to meet in a restaurant or even at home before making a business deal. Relationships, not the details of the business deal, are everything to them.
4. False: Sending a gift is okay, but sending the Bible to Muslim leaders is not a good idea. Muslims believe that the modern Bible is a distortion of the one given by Allah through Jesus, whom Muslims honor as a prophet. Reagan's top aides were clearly blind to cultural differences.
5. True: Arabs and others in the Middle East enjoy the process of bargaining and will expect others to start with a high price and then go down. Most stores and street vendors in Arab countries are willing to slash their first price in half to get you to buy; even in doing this, they will still be ahead.
6. False: Americans care a lot about written contracts.
7. False: The majority of Arabs are Muslims, yet there are also Christian Arabs and Arab Jews, among other religions.
8. False: Traditional cultures are known to give a "Yes" response out of politeness. You should be attentive to other aspects such as body language.

(Continued)

(Continued)

9. False: Saudis, like all Muslims, are required to wash before performing their prayers.
10. False: These are signs of politeness instilled by the Chinese culture. Agreeing to your terms is another matter (and an agreement may be tough to get).

HANDOUT

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Schwartz's Basic Human Values⁴

- *Self-direction*: Independent thought and action; choosing, creating, exploring
- *Stimulation*: Excitement, novelty, and challenge in life
- *Hedonism*: Pleasure and sensuous gratification for oneself
- *Achievement*: Personal success through demonstrating competence according to social standards
- *Power*: Social status and prestige; control or dominance over people and resources
- *Security*: Safety, harmony, and stability of society, relationships, and self
- *Conformity*: Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms
- *Tradition*: Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide an individual
- *Benevolence*: Preserving and enhancing the welfare of those with whom one is infrequent personal contact (one's "in-group")
- *Universalism*: Understanding, appreciation, tolerance, and protection of the welfare of all people and for nature

(Continued)

4. Source: Based on content in Schwartz (2012, pp. 5–7).

(Continued)

At the direction of the workshop leader, prioritize your values from 1 (highest or most important) to 10 (lowest or least important) for each area of your life.

| Value | Work: Today | Work: Five Years | Personal | World |
|----------------|----------------|------------------------|----------|-------|
| Self-direction | | | | |
| Stimulation | | | | |
| Hedonism | | | | |
| Achievement | | | | |
| Power | | | | |
| Security | | | | |
| Conformity | | | | |
| Tradition | | | | |
| Benevolence | | | | |
| Universalism | | | | |

(Continued)

(Continued)

Exercise Questions

- Briefly reflect on your current work environment. Picture yourself interacting with your peers, leaders, and subordinates. Ask yourself, What basic human values are primary in my professional life? Prioritize the basic human values list from 1 (lowest) to 10 (highest) according to this reflection.
- Create a picture in your mind of where you see yourself in five years. Ask yourself, What values do I need to use to be the professional in my five-year picture? Prioritize the basic human values from 1 (lowest) to 10 (highest) according to this reflection.
- Reflect on your personal life, including, home, family, social activities, and community. Create a picture of yourself in this environment. Ask yourself, What values do I hold in my personal life? Once again, prioritize the basic human values from 1 (lowest) to 10 (highest) according to this reflection.
- Create a picture in your mind of how you want the world to be. What values does this world hold? Prioritize the basic human values from 1 (lowest) to 10 (highest) according to this reflection.
- Look at the worksheet of comparative values. How do you explain the differences, the similarities? Where do you need to have compassion, or empathy, for yourself? For other people?
- Now examine the wheel of relationships between values. Where do you see similarities in the priorities of values? Where do you see conflicts?
- Break the participants into groups of two or three people and ask them to share this experience and their observations.
- Bring them back together as a large workshop group to share observations, culling out patterns, similarities, and differences.

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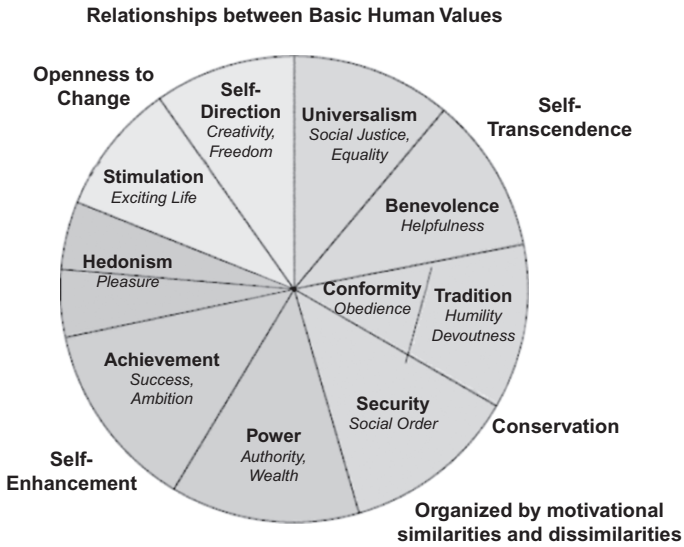


Exhibit 6.3: Theoretical Model of Relations Among 10 Motivational Types of Values. *Source:* Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2(1), 9. Retrieved from <http://dx.doi.org/10.9707/2307-0919.1116>.
Used with permission.

HANDOUT

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Handout for the Red Group

Read the instructions below and fully play your role as described, even if you feel a bit uncomfortable acting in a way that may not feel natural to you. The value of the activity depends on how faithfully you exhibit the communication styles described:

- Initiate a conversation with a person from the brown group.
- Use a strong handshake. Smile and laugh loudly. Look the other person in the eye. Be very open and uninhibited in your body movement.
- Strongly express your individuality verbally and nonverbally, in words and body language. Be assertive. Wink from time to time during your conversation.
- Move quickly back and forth, or even dance to express your joy.
- Loudly ask questions designed to help you understand the other person's position on issues of individual freedom, gender, liberation, women's rights, democracy, wars, and the like. Ask your partner to get to the point quickly.
- Show interest in solving the other person's problems: show how much you know. Use technical terms like web search engines, CMS, LMS, or others you know.

HANDOUT

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Handout for the Brown Group

Read the instructions below and fully play your role as described, even if you feel a bit uncomfortable acting in a way that may not feel natural to you. The value of the activity depends on how faithfully you exhibit the communication styles described:

- Don't initiate conversation with people of the other group.
- If you are a woman, respond to a handshake very reluctantly, and do it very softly. If you are a man, offer a polite but unenthusiastic handshake.
- Avoid eye contact. Look somewhere else when talking.
- Be very reserved. Don't smile broadly or laugh loudly. Don't discuss personal or sensitive issues. Don't reveal too much about your opinions. Don't ask questions.
- In a detailed, elaborate, and indirect style, talk about your feelings, your appreciation of relationships, collaboration, and peace in the world.
- Discuss movies such as *My Big Fat Greek Wedding*, or other family or romantic movies.

HANDOUT

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Handout for the Blue Group

Read the instructions below and fully play your role as described, even if you feel a bit uncomfortable acting in a way that may not feel natural to you. The value of the activity depends on how faithfully you exhibit the communication styles described:

- Initiate a conversation with a person of the green group.
- Stand about six inches closer to your partner than you would normally do. Try to maintain this distance while talking.
- Use wide and frequent hand gestures when speaking. Speak loudly. Interrupt the other person frequently. Laugh loudly at your own words.
- Ask a lot of questions, including personal ones, in a loud voice. Demand clear and specific answers.
- Talk about football, soccer, car racing, basketball, and other sports, using sports terms, game scores, sports stars, and the like.

HANDOUT

.....

Handout for the Green Group

Read the instructions below and fully play your role as described, even if you feel a bit uncomfortable acting in a way that may not feel natural to you. The value of the activity depends on how faithfully you exhibit the communication styles described:

- Don't initiate conversations with others, but respond to theirs.
- Stand about six inches farther away from your partner than you would normally do. Try to maintain this distance with the other person.
- Speak very softly and do not show emotions. Try not to look the other person in the eye.
- Make sure to answer questions politely, but do not discuss controversial topics or show strong opinions on critical issues. Smile to defuse the situation.
- Talk about your feelings, the day-to-day problems you encounter at work, your children, balancing work-and-life demands.

Chapter 7

HANDOUT

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Exercise: The New Manager Case Study

There’s been a lot of turnover in management for the IT group. Hoping to resolve this expensive problem, the company has recently hired Ravindra, a manager from India, to take over the group and “fix” the management. The first thing Ravindra notices is a lack of management control. He tries to make an immediate impact by instituting changes that increase accountability: the addition of an in/out board and weekly reports, among other measures.

None of the new ideas are popular with the employees, and some blatantly disregard the new rules. Staff meetings turn into heated debates about whether the changes are beneficial. Now feeling an even greater need to establish order, Ravindra sends a disciplinary letter to two of the employees who persist in questioning him during meetings.

HANDOUT

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Exercise: Influences on Your Organization's Values

Nation and Society

The cultural tradition of each society:

- What are the mainstream culture(s) and tradition(s) of the society in which your firm's headquarters is located? Identify them, and then attempt to characterize each with three phrases.
- What significant rules or guiding principles are associated with the country's primary culture and tradition? To what extent do they enter organizational life? How do they guide people's behavior in organizations? In families? In relationships?

The prevailing social values of the period:

- What social values or practices strongly influence your organization, work behavior, and time right now? Explore the social values involved in the following areas:
 - ☐ Technology/information
 - ☐ Relationships and family
 - ☐ Money and materiality
 - ☐ Communication and expression
 - ☐ Work/life balance

The existing legislation:

- Gather this information from the previous exercise when participants were asked to explore the constitution of their country of origin.

(Continued)

(Continued)

The Industry

Rules of the game in particular markets:

- In what industry (or industries) does your organization compete?
- What forces drive competition and change in the industry?⁵ For each area, describe some of the rules of the game or practices that provide evidence for your answer.
 - ☐ How strong are buyers (customers and clients) in the industry? Do they influence the purchase price of the product or service? How strong are the suppliers in the industry?
 - ☐ How easy is it to enter this industry as a new firm?
 - ☐ Are there are a lot of substitutes or complementary products/services in the industry?
 - ☐ What is the degree of competitive rivalry and cooperation in the industry?
- What rules of the game or expectations are associated in the industry? Also think about:
 - ☐ Change: Do changes in the industry tend to occur slowly or quickly?
 - ☐ Customers: How important is customer service/customer intimacy in this industry?
 - ☐ Suppliers: How important is supplier service/supplier intimacy?
 - ☐ Gender: What is the composition and power of women versus men in this industry?
 - ☐ Compromises: What kinds of compromises have been made in the industry?

(Continued)

5. This would be a good time to highlight the rationale underlying Michael Porter's Five Forces and their impact on competitive rivalry in different industries. See Porter (2008). Retrieved from <http://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy/ar/1>

(Continued)

- How do these forces and rules of the game impact your organizational culture and its values?

The Organization and Stakeholders

The beliefs and values of the founder:

- What beliefs and values of the founder have influenced the organization? Which are explicitly stated or modeled? Which are implicitly stated or modeled?

The beliefs and values of the managers:

- What beliefs and values of the managers have influenced the organization? Which are explicitly stated or modeled? Which are implicitly stated or modeled?

The beliefs and values of the employees:

- What beliefs and values of the employees have influenced the organization? Which are explicitly stated or modeled? Which are implicitly stated or modeled?

The history of success and failure in the company:

- What are the most outstanding successes in the company? What strategies or actions led to these successes?
- What are the most outstanding failures in the company? What strategies or actions led to these failures?

The training and influence of consultants or trainers:

- What consultants or trainers have worked with your company?
 - ❑ What were they like personally? Professionally?
 - ❑ What values did they seem to operate by?
 - ❑ What project(s) did they do? How did they influence the company?
 - ❑ (Or does your firm have a resistance to using outside consultants or trainers, and if so, why do you think that is?)

HANDOUT

.....

Case Study: Managing with Sensitivity

While waiting for a meeting to start, you hear your colleague Bill tell an off-color joke that makes fun of people of another culture. There are people of that culture working with you in the organization. Bill is generally a nice person, but he has a fondness for telling inappropriate, or culturally insensitive, jokes, some of which make you uncomfortable. You have a reasonably friendly working relationship with Bill that you value and would like to maintain.

Should you say anything to Bill? If yes, what do you say and how do you say it?

HANDOUT

.....

Reflection: Identifying Your Individual Values

Part I: Final Values

Personal values:

What are the most important things in your life?

1.

2.

3.

Ethical-social values:

What do you want to do for the world?

1.

2.

3.

Part II: Instrumental Values

Ethical-moral values:

How do you think you should behave toward other people?

1.

2.

3.

(Continued)

(Continued)

Values of competition/cooperation:

What do you believe is necessary to be able to compete/cooperate in life?

1.

2.

3.

Part III

1. Think back to your life circumstances 5 or 10 years ago. How have your life and work changed?
2. Have your values changed in this period of time? If so, how?

Part IV: Alignment among Values

1. Which of the values stated above are the most incongruent with your actual behavior in life? (You may answer this in terms of personal, family, and/or organizational life.) What causes this incongruity?
2. How do you feel about this discrepancy? What are the consequences for you? For others in your personal life? For others in your professional life?

HANDOUT

Handout for “The Value of Values: Personal Value Audit”

| List of Possible Values (English) | List in Other Language | Though it May be Difficult, Please Select the Five Most Important Values in Your Life from the List Below. These are Your Personal Values. (Place an X in This Column) |
|-----------------------------------|------------------------|--|
| Friendliness | | |
| Effective communication | | |
| Influence | | |
| Respectfulness | | |
| Family relationships | | |
| Forgiveness | | |
| Affection | | |
| Supportiveness | | |
| Happiness | | |
| Pride | | |

(Continued)

(Continued)

| List of Possible Values (English) | List in Other Language | Though it May be Difficult, Please Select the Five Most Important Values in Your Life from the List Below. These are Your Personal Values. (Place an X in This Column) |
|--|-------------------------------|---|
| Justice | | |
| Scholarly or work success | | |
| Self-esteem | | |
| Flexibility | | |
| Perseverance | | |
| Health/well-being | | |
| Initiative | | |
| Patience | | |
| Cooperation | | |
| Curiosity | | |
| Transparency | | |
| Punctuality | | |
| Order | | |
| Leadership | | |

(Continued)

(Continued)

| List of Possible Values (English) | List in Other Language | Though it May be Difficult, Please Select the Five Most Important Values in Your Life from the List Below. These are Your Personal Values. (Place an X in This Column) |
|--|-------------------------------|---|
| Calmness | | |
| Contribution (adding value) | | |
| Independence | | |
| Self-control | | |
| Honor (my promises) | | |
| Industrious | | |
| Tenderness | | |
| Fairness | | |
| Listening with attention | | |
| Playfulness | | |
| Protectiveness | | |
| Loyalty | | |
| Integrity | | |

(Continued)

(Continued)

| List of Possible Values (English) | List in Other Language | Though it May be Difficult, Please Select the Five Most Important Values in Your Life from the List Below. These are Your Personal Values. (Place an X in This Column) |
|---|------------------------|--|
| Planning | | |
| Privacy | | |
| Determination | | |
| Generosity | | |
| Maintain traditions | | |
| Optimism | | |
| Empathy | | |
| Humility | | |
| Open-mindedness | | |
| Equality | | |
| Innovativeness | | |
| Concern for the environment | | |
| Austerity (savings; opposite of wastefulness) | | |

(Continued)

(Continued)

| List of Possible Values (English) | List in Other Language | Though it May be Difficult, Please Select the Five Most Important Values in Your Life from the List Below. These are Your Personal Values. (Place an X in This Column) |
|--|-------------------------------|---|
| Compassion | | |
| Security/safety | | |
| Simplification | | |
| Honesty | | |
| Spirituality | | |
| Harmony | | |
| Having money | | |
| Consistency | | |
| Creativity | | |
| Pragmatism | | |

(Continued)

(Continued)

My five (relative) most important values are:

| |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

Name: _____

Date: _____

HANDOUT

*Handout for “The Value of Values:
Organizational Value Audit”*

| List of Possible Values (English) | Other Language | Though it May be Difficult, Please Select the Five Most Important Values that in Your View Dominate the Day-to-Day Activity in Your Organization. (Place an X in This Column) |
|-----------------------------------|----------------|--|
| Friendliness | | |
| Effective communication | | |
| Influence | | |
| Respectfulness | | |
| Family relationships | | |
| Forgiveness | | |
| Affection | | |
| Supportiveness | | |
| Happiness | | |
| Pride | | |

(Continued)

(Continued)

| List of Possible Values (English) | Other Language | Though it May be Difficult, Please Select the Five Most Important Values that in Your View Dominate the Day-to-Day Activity in Your Organization. (Place an X in This Column) |
|--|-----------------------|--|
| Justice | | |
| Scholarly or work success | | |
| Self-esteem | | |
| Flexibility | | |
| Perseverance | | |
| Health/well-being | | |
| Initiative | | |
| Patience | | |
| Cooperation | | |
| Curiosity | | |
| Transparency | | |
| Punctuality | | |
| Order | | |
| Leadership | | |

(Continued)

(Continued)

| List of Possible Values (English) | Other Language | Though it May be Difficult, Please Select the Five Most Important Values that in Your View Dominate the Day-to-Day Activity in Your Organization. (Place an X in This Column) |
|--|-----------------------|--|
| Calmness | | |
| Contribution (adding value) | | |
| Independence | | |
| Self-control | | |
| Honor (my promises) | | |
| Industrious | | |
| Tenderness | | |
| Fairness | | |
| Listening with attention | | |
| Playfulness | | |
| Protectiveness | | |
| Integrity | | |
| Planning | | |

(Continued)

(Continued)

| List of Possible Values (English) | Other Language | Though it May be Difficult, Please Select the Five Most Important Values that in Your View Dominate the Day-to-Day Activity in Your Organization. (Place an X in This Column) |
|--|----------------|--|
| Privacy | | |
| Determination | | |
| Generosity | | |
| Maintain traditions | | |
| Optimism | | |
| Empathy | | |
| Humility | | |
| Open-mindedness | | |
| Equality | | |
| Innovativeness | | |
| Concern for the environment | | |
| Austerity (savings; opposite of wastefulness) | | |

(Continued)

(Continued)

| List of Possible Values (English) | Other Language | Though it May be Difficult, Please Select the Five Most Important Values that in Your View Dominate the Day-to-Day Activity in Your Organization. (Place an X in This Column) |
|--|-----------------------|--|
| Compassion | | |
| Security/safety | | |
| Simplification | | |
| Honesty | | |
| Spirituality | | |
| Harmony | | |
| Having money | | |
| Consistency | | |
| Creativity | | |
| Pragmatism | | |

(Continued)

(Continued)

The five dominant values in my organization are:









| |
|----------|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

Name: _____

Date: _____













HANDOUT

Handout for “Color Codes for Calculating Individual and Organizational Scores”

| English | Other Language | Image | |
|-------------------------|----------------|---|---|
| Friendliness | |  |  |
| Effective communication | |  |  |
| Influence | |  |  |
| Respectfulness | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|----------------------|----------------|---|---|
| Family relationships | |  |  |
| Forgiveness | |  |  |
| Affection | |  |  |
| Supportiveness | |  |  |
| Happiness | |  |  |
| Pride | |  |  |











(Continued)

(Continued)

| English | Other Language | Image | |
|---------------------------|----------------|---|---|
| Justice | |  |  |
| Scholarly or work success | |  |  |
| Self-esteem | |  |  |
| Flexibility | |  |  |
| Perseverance | |  |  |
| Health/ well-being | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|--------------|----------------|---|---|
| Initiative | |  |  |
| Patience | |  |  |
| Cooperation | |  |  |
| Curiosity | |  |  |
| Transparency | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|--------------------------------|----------------|---|---|
| Punctuality | |  |  |
| Order | |  |  |
| Leadership | |  |  |
| Calmness | |  |  |
| Contribution (adding value) | |  |  |
| Independence | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|--------------------------|----------------|---|---|
| Self-control | |  |  |
| Honor (my promises) | |  |  |
| Industrious | |  |  |
| Tenderness | |  |  |
| Fairness | |  |  |
| Listening with attention | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|----------------|----------------|---|---|
| Playfulness | |  |  |
| Protectiveness | |  |  |
| Loyalty | |  |  |
| Integrity | |  |  |
| Planning | |  |  |
| Privacy | |  |  |





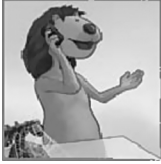







(Continued)

(Continued)

| English | Other Language | Image | |
|----------------------------|----------------|---|---|
| Determination | |  |  |
| Generosity | |  |  |
| Maintain traditions | |  |  |
| Optimism | |  |  |
| Empathy | |  |  |
| Humility | |  |  |













(Continued)

(Continued)

| English | Other Language | Image | |
|---|----------------|---|---|
| Open-mindedness | |  |  |
| Equality | |  |  |
| Innovativeness | |  |  |
| Concern for the environment (ecology) | |  |  |
| Austerity (savings; opposite of wastefulness) | |  |  |
| Compassion | |  |  |







(Continued)

(Continued)

| English | Other Language | Image | |
|-----------------|----------------|---|---|
| Security/safety | |  |  |
| Simplification | |  |  |
| Honesty | |  |  |
| Spirituality | |  |  |
| Harmony | |  |  |
| Having money | |  |  |

(Continued)

(Continued)

| English | Other Language | Image | |
|-------------|----------------|---|---|
| Consistency | |  |  |
| Creativity | |  |  |
| Pragmatism | |  |  |

Color Code for the Tri-axial model:

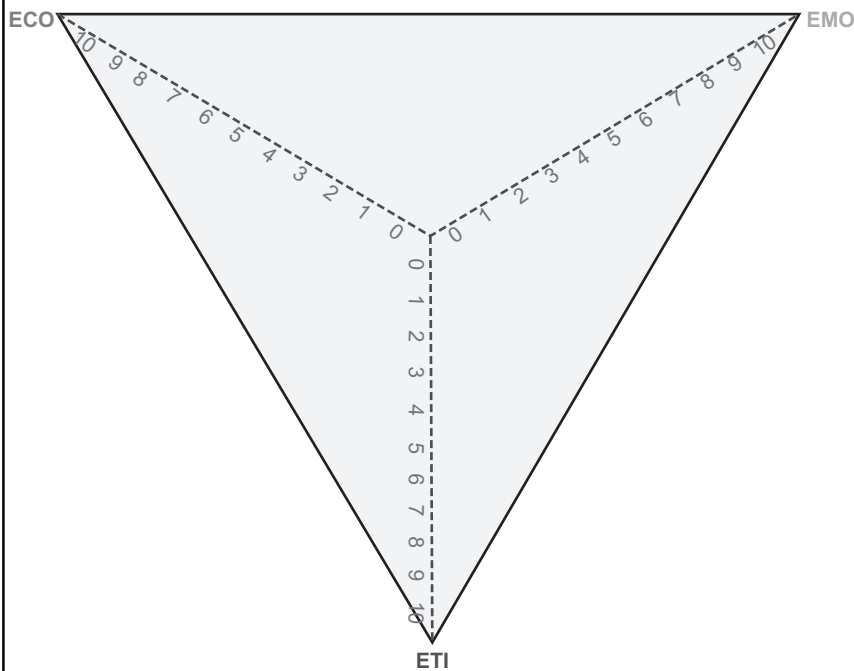
Ethical-Social = 

Economic-Pragmatic = 

Emotional-Developmental = 

HANDOUT

*Handout for “The 3Es Tri-Axial Model Template”
with Instructions*



Instructions for calculating your triangle:

- Apply the color codes (see Appendix 7.3) for each of the five values you have selected as your dominant personal values (in Appendix 7.1) and organizational values (in Appendix 7.2).

(Continued)

(Continued)

- Use your first triangle to calculate and mark your personal values zone. Count the numbers for each color. Each value has a score of 2. So, for example, if you have selected two red values, two blue/violet, and one green, that means you scored 4 points on the red axis (ECO), 4 points on the blue/violet axis (ETI), and 2 points on the green axis (EMO).
- Mark the corresponding dots on each axis on the template provided in Appendix 7.4 and connect them. Color the “triangular” space using any color you wish. This is your preferred personal value score.
- Repeat the same process using a second triangle and the information about your organizational values from Appendix 7.2. (You are calculating the reality of your organization as you perceive it.) Mark the corresponding dots on each axis and connect the dots. Fill in the “triangular” space with a different color. This is the organizational value score.
- Compare the two triangles. What do you see? Is there a complete overlap, some overlap, or no overlap in the two “triangular” shapes?
- Discuss the meaning of the congruence or incongruence of the two triangles with your team. You can read more about the Management by Values system in the following books:

Based on materials previously published in Dolan’s *Coaching by Values* (2011, iUniverse) and Dolan et al.’s *Managing by Values* (2006, Palgrave Macmillan).

For more information, see simon.dolan@learning-about-values.com

HANDOUT

Handout for “Alignment of Personal and Organizational Values”

Gather the results of your personal and organizational values audit and insert them in this chart. Using the color codes for the Tri-axial Model in Appendix 7.4, use check marks to indicate whether each value is Ethical-Social (ES), Economic-Pragmatic (EP), or Emotional-Energetic (EE).

| Top Five Personal Values | ES? | EP? | EE? | Top Five Organizational Values | ES? | EP? | EE? |
|--------------------------|-----|-----|-----|--------------------------------|-----|-----|-----|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

- Think about the following questions:
1. What values are aligned in importance?
 2. At what times and in what situations do your personal values drive you? Your organizational values?
 3. How does this analysis reflect your stress level at work or at home?
 4. In what categories are your dominant values located (ES, EP, or EE?) Where are you out of balance?
 5. Redo the personal and organizational assessments, and then select your top 10 values. Do you see any differences in the results?

Name: _____ Date: _____

Chapter 8

HANDOUT

Background for Negotiation Role-Play

Pogo, a large developing nation that has friendly relations with the United States, has recently found that it has extensive reserves of MLR, a newly discovered mineral that cures certain types of malaria. MLR is found in a number of other locations worldwide, but it is difficult to mine in these areas, while Pogo’s appears to be relatively easy and inexpensive to obtain. Pogo is eager to make the best possible use of this mineral but does not have the local expertise necessary to mine, refine, and sell MLR effectively; therefore, it has been looking for a partner. A US company, Global Pharmaceuticals, has extensive mining and pharmaceutical interests and believes it has developed a fairly high level of expertise in MLR mining; it would like to increase its involvement in the MLR trade. Both sides are anxious to reach an agreement regarding exploitation of Pogo’s MLR for their mutual benefit. Estimates suggest that yearly sales could exceed US \$500 million once full production is reached and that net profit margins could be as high as 10 percent of sales.⁶

6. Source: Presented by Hoffman, R. C. (2007). PDW: Interactive teaching methods in IB. *Academy of Management*. Drawn from Punnett, B. J. (2005). *Experiencing international business and management*. Armonk, NY: M.E. Sharpe.

HANDOUT

Instructions for Negotiation Role-Play — Global Pharmaceutical Members

Global Pharmaceutical Briefing⁷

As representatives of Global Pharmaceuticals, you want to reach an agreement with Pogo that is in the company's best interests. Nevertheless, you recognize the importance of reaching an agreement that will also benefit Pogo.

Your previous experience with MLR mining suggests that quality control is essential. To achieve desired levels of quality, you believe that the company must retain control over operations; this means that local ownership is acceptable only on a limited basis. In addition, you are concerned about the quality of labor that is available locally and would prefer to automate production as much as possible and bring in skilled labor from outside Pogo. Finally, your local information suggests that managers in the area lack training; thus, top management, and some middle management, will have to come from the United States.

Your research suggests that mining MLR in Pogo could be very profitable given the present world supply; this situation could change, however, if a mine similar to that in Pogo were to be developed elsewhere. Present estimates suggest that the Pogo mine will be profitable for at least 20 years, but these estimates are essentially guesses because relatively little is known about MLR mining.

You see your proposed operations in Pogo as providing needed local employment, foreign currency, and exports. Even with largely automated operations, you can employ about a thousand locals.

You believe that the simplest and most effective arrangement would be to set up a wholly owned subsidiary in Pogo and pay that country a flat fee in US dollars for mining and selling rights. Although you would very much like to conclude an arrangement with Pogo, the investment will be substantial and will mean selling off certain valuable corporate assets; thus, you must reach an agreement that you think is a good one from the company's point of view.

Taking these issues into consideration, outline a proposal for discussion with representatives of the government of Pogo.

7. Source: Adapted from Punnett (2005), *Experiencing IB*.

HANDOUT

Instructions for Negotiation Role-play — Pogo Members

Pogo Briefing⁸

As representatives of the government of Pogo, you naturally want to reach an agreement with the American company Global Pharmaceuticals that will benefit the people of your country as well as yourselves as individuals.

Some of Pogo's concerns are:

- Retaining control of valuable natural resources
- Increasing local employment
- Developing the rural areas of the country
- Developing capable local managers
- Improving Pogo's trade balance
- Increasing Pogo's supply of hard currency
- Increasing technology transfer

Your research suggests that sales of MLR might be substantially higher than the projected \$500 million US dollars a year if it is marketed effectively. You hope that an operation of this size will employ about 4000 local people.

This company is your first choice as a partner because it has a good international reputation; however, Pogo has been tentatively approached by two other groups that are interested in its MLR. One of these is a syndicate of European companies and government interests; the second is an agency of Russia. If you cannot reach an agreement with the American company that you think is equitable, you will want to pursue these options.

Taking these issues into consideration, outline the demands you wish to make of Global Pharmaceuticals.

8. Source: Adapted from Punnett (2005), *Experiencing IB*.

HANDOUT

*Handout for The Global versus Pogo Case Study
(Background Demands and Results Form for
Each Team)*

Demands — Fill in what you want to gain during the negotiation process for
your respective team:

| Issues | Pogo | Global Pharmaceuticals Company |
|---|------|-----------------------------------|
| Ownership and management | | |
| Facilities | | |
| Employment | | |
| Exports | | |
| Financial (investments; revenue or profit goals) | | |
| Other | | |

(Continued)

(Continued)

Results — Fill in what you (and the opposing team) achieved during the negotiations process for your respective team:

| Issues | Pogo Country | Global Pharmaceuticals Company |
|---|-----------------|-----------------------------------|
| Ownership and management | | |
| Facilities | | |
| Employment | | |
| Exports | | |
| Financial (investments; revenue or profit goals) | | |
| Other | | |

HANDOUT

*Handout for The Global versus Pogo Case Study
(Pogo Negotiation Feedback Form)*

Pogo or Company? _____ Role: _____ Section: _____

As a group, please answer the following questions, using the scale below:

- Scale: 1 = SA (Strongly agree)
2 = A (Agree)
3 = N (Neither agree nor disagree)
4 = D (Disagree)
5 = SD (Strongly disagree)

| | SA | A | N | D | SD |
|--|----|---|---|---|----|
| 1. We planned the goals we hoped to achieve from the negotiations. | 1 | 2 | 3 | 4 | 5 |
| 2. Our preparations included determining how we were going to discuss various issues. | 1 | 2 | 3 | 4 | 5 |
| 3. We tried to anticipate what our opponents would say and do. | 1 | 2 | 3 | 4 | 5 |
| 4. Before either side made an offer, we made an effort to get to know members of the opposing group. | 1 | 2 | 3 | 4 | 5 |
| 5. We made most of the compromises to reach an agreement. | 1 | 2 | 3 | 4 | 5 |
| 6. We are satisfied with the outcomes of the negotiation. | 1 | 2 | 3 | 4 | 5 |

Comments:

HANDOUT

*Handout for The Global versus Pogo Case Study
(Negotiating Styles Background)*

These are rated on individual scales of 1 to 30 (for conversational overlaps) or 1 to 10 (for silent periods, facial gazing, and touching). The numbers in the charts are comparative in nature. For example, Japanese will allow for more and longer silent periods in a conversation than Americans, while Brazilians will allow for relatively little to none.

| Behavior | American | Japanese | Brazilian |
|-------------------------|----------|----------|-----------|
| Silent periods | 3.5 | 5.5 | 0 |
| Conversational overlaps | 10.3 | 12.6 | 28.6 |
| Facial gazing | 3.3 | 1.3 | 5.2 |
| Touching | 0 | 0 | 4.7 |

HANDOUT

Handout for The Global versus Pogo Case Study
(Sample Negotiation Feedback Results Table)

| | Pogo Country | Global Pharmaceuticals Company |
|-------------------------------|--------------|--------------------------------------|
| 1. Planned goals | 1.75 (1–2) | 2.50 (1–5) |
| 2. How to discuss | 2.75 (1–4) | 2.50 (1–4) |
| 3. Anticipate others | 1.25 (1–2) | 2.25 (1–4) |
| 4. Get to know other side | 3.00 (1–4) | 4.00 (3–5) |
| 5. Made compromises | 2.75 (1–5) | 3.50 (2–4) |
| 6. Satisfied with outcomes | 3.25 (1–5) | 3.50 (2–5) |

1 = SA, 2 = A, 3 = N, 4 = D, 5 = SD

HANDOUT

.....

The John Wayne Style of Negotiation

- *Just call me John:* Americans are not conscious of status distinction, while most other cultures are. Informality at first sight might not be received well by others.
- *Pardon my French:* Americans don't usually speak another language. Many foreigners do. This puts Americans at a disadvantage since anything they say can be understood by others while the reverse is not true.
- *I can do it alone:* American executives are often overconfident and believe they can handle any negotiation by themselves. The result? They are usually outnumbered in international negotiation.
- *Get to the point:* Americans like to get to the heart of a problem quickly. Most of the rest of the world likes to take its time and proceed slowly.
- *Lay your cards on the table:* Americans expect honest information at the bargaining table. In many other cultures, trickery is part and parcel of the negotiation process and honest information is not expected to be presented. As a result, Americans appear naïve to others. The Iran arms-for-hostages deal is a classic example.
- *Don't just sit there — say something:* Americans are uncomfortable with silence, while many other cultures are not affected by silence the same way. The result: Americans press others to speak up and give an answer, which might prompt the other party to say something that it doesn't necessarily intend to stick to.
- *One thing at a time:* Americans stack a complex negotiation task sequentially. Some other cultures use a holistic approach and don't like dividing the issue.
- *A deal is a deal:* When Americans make an agreement and give their word, they expect that they and the other party will honor the agreement no matter what. Many other cultures view negotiation as a contest of wit and trickery and thus the contest continues even after signing a contract. Some traditional cultures view the negotiation as merely one phase of a long-term business and personal relationship that will have many more phases.

Chapter 9

HANDOUT

Exercise: Discerning the Most Appropriate Leadership Role⁹ (1)

| Leadership Role | Outcomes Sought |
|---|--|
| <p><i>Leader:</i></p> <ul style="list-style-type: none">● Clearly describe your vision, strategy, values, or mission involved in the situation● Describe high but reachable standards to achieve performance results● Share passion and values● Share stories and use personal vulnerability to gain buy-in and build relationship● Provide knowledge, facts, and inputs from external stakeholders | <ul style="list-style-type: none">● Gain buy-in or commitment to a vision● Inspire or motivate an employee● Foster alignment● Create shared culture/ shared values● Invoke passion |
| <p><i>Manager:</i></p> <ul style="list-style-type: none">● Work to develop strengths, overcome weaknesses, or learn new capabilities | <ul style="list-style-type: none">● Achieve performance results or organizational goals● Layout or implement plan/ budget |

(Continued)

9. Source: Adapted from the leadership activity “Coaching as a Conversation” at http://www.workshopexercises.com/Leadership_continued.htm#L13. Accessed on October 11, 2014.

(Continued)

| Leadership Role | Outcomes Sought |
|---|--|
| <ul style="list-style-type: none">● Develop, hire, select, and/or assign people● Clearly state needs and expectations● Ask for outcomes● Identify source of problem● Develop solution to problem● Implement strategies and plan● Direct resources | <ul style="list-style-type: none">● Establish structure● Delegate authority● Control and problem solve (identify core problem)● Monitor resources |
| <p><i>Mentor:</i></p> <ul style="list-style-type: none">● Describe your observations of the employee, and explain how the employee's behavior is interpreted in light of the organization's political structure and culture or the biases, likes and dislikes of senior managers● Share knowledge or experience using stories, feelings, facts, and outcomes | <ul style="list-style-type: none">● Prepare the employee for a new job or role● Develop a long-term relationship● Increase the employee's political savvy (awareness of land mines, sensitivity to how decisions are made and work gets done, skill in maneuvering through complex situations) and organizational agility (knowledge of how things function and how to get results through formal and informal channels) |

(Continued)

(Continued)

| Leadership Role | Outcomes Sought |
|---|---|
| <p><i>Coach:</i></p> <ul style="list-style-type: none">● Describe the situation you see; prompt responses● Ask questions● Focus on listening to understand● Give objective, behavior-based description of performance deficiencies | <ul style="list-style-type: none">● Address a problem (define it, explore it, share feelings, give objective, behavior-based description of its performance deficiencies, design a plan of action, encourage commitment to the plan)● Get employee to understand, know, take responsibility for, or personally address a problem● Help employee better perform, correct inappropriate behavior, develop goals and implement plans, and advance skills needed to conduct, accept, or pursue new responsibilities |

Source: Kawamura (2007b).

HANDOUT

Exercise: Discerning the Most Appropriate Leadership Role (2)

| Coaching Approach | Outcomes Sought |
|---|---|
| Counseling: The manager describes the situation as he/she sees it, prompts responses, asks questions, and focuses on listening to understand | The goals are to define the problem and gain insight into it, enable the employee to share strong feelings and gain self-insight, identify a plan of action, and encourage the employee to commit to the plan |
| Instructing: The manager provides direct instruction (teaches) or guidance on how to design and implement a performance improvement plan | Increased knowledge, know-how, and skill |
| Feedback: The manager gives objective, behavior-based description of performance deficiencies | The subordinate understands and accepts personal responsibility for the performance deficiency and commits to improved performance |

Source: Retrieved from http://www.workshopexercises.com/Leadership_continued.htm#L13. Accessed on October 11, 2014.

HANDOUT

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Exercise: What Is the Right Management Strategy for Addressing Team Problems?

Guidelines for Selecting the Best Strategy to Address Multicultural Problems¹⁰

Adaptation Strategy

Best used when facing these problems: when differences in decision-making styles cause conflict; when differences in communication cause misunderstanding or stonewalling

Best used in these kinds of situations: when the challenge comes from culture rather than personality; when higher-level managers are not able to provide assistance; when team members would be too embarrassed to ask for help from higher-level managers

Factors to address: team members need to be exceptionally self-aware, other aware, and culturally aware for this strategy to be effective; using this process takes time

Structural Intervention Strategy

Best used when facing these problems: when language fluency, prejudice, bias, or attitudes are causing emotional tensions; when team members are inhibited due to perceptions of status differences among members of the team

Best used in these kinds of situations: when the team and/or tasks can be easily subdivided

Factors to address: if subdividing the team, be careful to avoid strengthening or creating new conflicts in perceived status or language fluency differences or preexisting biases or attitudes

(Continued)

10. Source: Based on content in Brett et al. (2006).

(Continued)

Managerial Intervention Strategy

Best used when facing these problems: when the team has not developed respect for the facilitator or team leader; when conflict arises because the team (guided by the leader) didn't create agreed-upon ground rules at the time of team formation; when hierarchy has been violated and team members have lost face

Best used in these kinds of situations: when the team is "stuck" or has reached a stalemate; when a higher-level manager is willing and able to intervene; when the problem has caused strong emotion or a high degree of stress

Factors to address: be careful that the team does not become overly dependent on an intervening manager; watch for resistant or sidelined team members

Exit Strategy

Best used when facing these problems: when a team member is ostracized and is unable to perform or has given up; when a team member can't adjust to the challenge or contribute to the project

Best used in these kinds of situations: when the team is permanent rather than temporary; when emotions run too high to be addressed through intervention; when previous intervention strategies haven't worked; when team member(s) have lost too much face

Factors to address: large organizational costs (lost talent, lost time, and wasted training investments); project setbacks, delays, and/or restarts are costly

Appendix 9.1: Assessment of General LMMC Capabilities

| Assessment of General LMMC Capabilities (Kawamura, 2007b) | | | |
|--|------------|---------|-----------|
| Outstanding Performance of Leaders and Managers | Needs Work | Average | Excellent |
| Please assess your ability in the following competency areas according to categories of: Needs Work, Average, and Excellent. | | | |

| High-Performing Leaders | Needs Work | Average | Excellent |
|---|------------|---------|-----------|
| Constantly strive to enlarge their capacity to see the whole environment — to see the complex, often volatile interdependence among the multiple systems that constitute the global, industry, and internal functional areas of the company | | | |
| Show superior ability to mobilize people, within the team and across the organization, to address their toughest problems | | | |
| Show superior capacity to be fully present (i.e., the ability to intervene, to hold steady, inspire a group, and work in both verbal and nonverbal realms), comprehend what is happening, hold steady during action and problem solving, and make choices regarding when and how to intervene within the team and project | | | |

| High-Performing Leaders | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Show superior understanding of the strategic purpose and strategy of the firm within the marketplace | | | |
| Lead the team and/or organization to meet strategic priorities and stay focused on highest value activities | | | |
| Thrive on assisting people to move beyond the edge of familiar patterns into the unknown terrain of greater complexity, new learning, and new behaviors (usually requiring loss, grief, conflict, risk, stress, and creativity) | | | |
| Possess a passionate spirit, balancing entrepreneurial initiative with solid follow-through | | | |
| Knows how to gain power, work with power, and how to work with authority | | | |
| Consciously expect the best of people, appreciating them, encouraging them, and helping them reach their potential by thinking more highly of themselves | | | |
| Choose to give people hope to achieve outcomes and objectives, side by side with an action plan | | | |

| High-Performing Leaders | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Consciously share themselves and vulnerably share the personal successes and failures of their own life journey, giving of self through wisdom, resources, and special occasions in order to be a “touchable” human with others | | | |
| Embody commitment and endurance in every choice and action, constantly seeking to work their “game” to the utmost of their ability | | | |
| Constantly seek to make things right, using courage and facing fear in order to stand up with conviction during challenge and controversy | | | |
| Capably discern when to employ the most effective role of leader, manager, mentor, or coach in a given situation, in order to achieve results across the team | | | |
| Trust intuition and inner guidance when making decisions in balance with experience, knowledge, and fact | | | |
| Focus time and energy 70 percent on strengths, 20 percent on new things, and 10 percent on areas of weakness in order to maximize talent and time | | | |

| High-Performing Leaders | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Consciously set achievable goals on a daily basis, developing a positive attitude and motivating others' outcomes | | | |
| Take responsibility for driving and finishing each goal and/or team task, appropriately working through relationships while also being driven by standards of excellence and hard work | | | |
| Clearly identify a personal vision, leading from a place of knowing the inner voice, the higher voice, the success and the failure voices and how they translate to their team's and organization's needs | | | |

| High-Performing Managers | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Know what needs to be done to accomplish the firm's and team's goals, asking what is right for the organization, where their department or team contributes, and how they can affirm the company's values in all decision making and planning | | | |
| Delegate through explaining the why of the task, due dates, and criteria to measure success, not the how of achieving it, giving instructions rather than orders | | | |
| Consciously divide and manage projects and project components across team members, delegating work to efficiently and effectively deliver outstanding results, on budget and on schedule | | | |
| Take advantage of team members' capabilities and delegate the appropriate tasks so they can work as a team toward a common goal while matching specific tasks to the skills of each individual | | | |
| Conscientiously plan their work and work their plan, recording, managing, and consolidating time to realize achievements and priorities, clearly understanding what is expected of them and why | | | |

| High-Performing Managers | Needs Work | Average | Excellent |
|--|-------------------|----------------|------------------|
| Consistently avoid heroic, recurrent, and/or unnecessary occasional crises, changing processes, styles, and team patterns to meet project deadlines | | | |
| Give continuous feedback to employees on performance and behavior through “in the moment” rewards and reprimands and quarterly performance reviews | | | |
| Build and develop the competencies of team members/direct reports through quarterly training programs, training evaluation, and performance plans | | | |
| Clearly communicate how their work and the work of the team’s individual members contribute toward the overall goals and performance of the whole team and organization, fostering cooperation across the team | | | |
| Establish consensus among the team, creating a common sense of purpose and involving everyone in working toward the goal by allowing everyone a voice while maintaining control of the group | | | |

| High-Performing Managers | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Cultivate team skills and contributions, recognizing when to hire and fire and taking action to create a highly performing team | | | |
| Run productive and purposeful meetings, asking themselves and clearly communicating to others: “Why are we having this meeting? Do we want a decision, do we want to inform, or do we want to make clear to ourselves what we should be doing?” | | | |
| Clearly communicate the purpose, goals, action plan, and timeline for reports, projects, presentations, and tools to team members, ensuring commitment to meeting them | | | |
| Provide orientation and direction, setting norms, resolving conflict, and when necessary providing protection for the marketing team within the greater context of the sales and marketing organization | | | |
| Manage and optimize the department/ organization and external stakeholders, creating a team focused on strategic execution of programs that help the company achieve its business goals | | | |

| High-Performing Managers | Needs Work | Average | Excellent |
|--|-------------------|----------------|------------------|
| Hire the right people within the right roles through utilizing job descriptions, interviews, compensation plans, and passion, strategically growing the team to handle the organization's development stage | | | |
| Track and measure progress toward a goal, and know how to measure success at the completion of the work | | | |
| Create and communicate plans that set goals, orchestrate team buy-in, define resources (staff, outside suppliers, budget), determine each step, identify achievable milestones, and anticipate obstacles along with plan B solutions | | | |
| Set and exceed the timelines for all project and task work, creating direct result | | | |
| Plan and track a budget to exceed annual and quarterly objectives | | | |

| Outstanding Performance of Mentors and Coaches | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| <i>Please assess your ability in the following competency areas according to categories of: Needs Work, Average, and Excellent.</i> | | | |
| High-Performing Mentors: (1) | Needs Work | Average | Excellent |
| Clearly commit to the value of mentoring and know when to use this role and set of competencies with a team member | | | |
| Help the mentee have a positive mental attitude, using motivation, feedback, personal story telling, and vulnerability | | | |
| Listen without judgment when the employee has a problem or challenge, identifying and legitimizing their feelings and repeating back their statements | | | |
| Give feedback, providing information that guides the employee to identify a solution or assess numerous alternative options for the situation | | | |
| Effectively confront negative behavior, focusing on what mentees see, interpret, think, feel, want, and need in order to aid them with change | | | |
| Sponsor the mentee by opening doors and making introductions in order to advance their career | | | |

| High-Performing Mentors: (1) | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Actively support the team member and/or act as a buffer in difficult situations | | | |
| Openly challenge the team member to new ways of thinking or acting, and push them to stretch to their capabilities | | | |
| Act as role models, demonstrating the kinds of behaviors, attitudes, and values that lead to success in the organization | | | |
| Counsel the team member who is having difficult professional dilemmas | | | |
| Demonstrate personal care and friendship that goes beyond business requirements, and are personally invested in their development and success | | | |
| Actively explore ways to set up mentor/mentee relationships for members of their team, seeking to create organizational value and personal development value for the individual | | | |

| High-Performing Coaches: (2) | Needs Work | Average | Excellent |
|--|-------------------|----------------|------------------|
| Clearly commit to the value of coaching and know when to use this role and set of competencies with a team member | | | |
| Develop him- or herself as a “master of coaching,” fully conscious of the range of tools and applications available for coaching | | | |
| Create a team climate conducive to learning, characterized by mutual trust, accountability for results, and motivation to learn and improve | | | |
| Thoroughly observe and research the situation, the person, and the person’s current skills and prepare before beginning to coach | | | |
| Consciously target observed behaviors, not supposed personal attitudes or motives, when working with the coachee | | | |
| Consistently choose to show rather than tell when coaching a team member, focusing on the “why” something should occur and leaving the “how” to the employee | | | |

| High-Performing Coaches: (2) | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| Practice a range of “Asking to Telling” when coaching, always recognizing that asking powerful questions even when one knows the answers is more effective than telling when attempting to build someone’s skills | | | |
| Show superior ability to initiate the coachee to see on his own behalf and in his own way what he most needs to see (i.e., helping to see, rather than telling) | | | |
| Consistently obtain feedback from team members when coaching in order to ensure that they clearly understand and interpret the message the way it was delivered, being ever conscious of listening rather than talking | | | |
| Consistently ask the coachee what he learned from a particular task rather than telling him “Here’s what you did wrong, and here’s what you need to do the next time,” gaining mutual agreement to goals and next steps | | | |
| Actively pursue follow-up to ensure constancy and change in behavior | | | |

| High-Performing Coaches: (2) | Needs Work | Average | Excellent |
|---|-----------------------|----------------|------------------|
| Choose to guide rather than judge when coaching a team member | | | |
| Artfully use “in the moment coaching” rather than changing into a jogging suit and creating a big event | | | |
| Recognize that coaching one or two points at a time is more effective than coaching numerous points | | | |
| Creatively choose the most appropriate coaching tool to aid in the coaching moment | | | |

| Assessment of Leadership Cross Cultural Competencies (3) | Needs Work | Average | Excellent |
|---|-------------------|----------------|------------------|
| <i>Please assess your ability in the following competency areas according to categories of: Needs Work, Average, and Excellent.</i> | | | |
| <i>Personal competencies, characteristics, or behaviors:</i> | | | |
| Open-mindedness | | | |
| Flexibility | | | |
| Listening | | | |
| Observation | | | |
| Respect | | | |
| Adaptability | | | |
| Willingness to admit and learn from mistakes | | | |
| Willingness to learn from others | | | |
| Inclusiveness | | | |
| Curiosity | | | |
| Ethics | | | |
| Humility | | | |
| <i>Intercultural competencies, characteristics, or behaviors:</i> | | | |
| Understanding of other cultures | | | |
| Broad perspective | | | |
| Respectful of other cultures | | | |
| Cognitive complexity | | | |
| Cultural bridging | | | |
| Cultural sensitivity | | | |

| Assessment of Leadership Cross Cultural Competencies (3) | Needs Work | Average | Excellent |
|--|-------------------|----------------|------------------|
| Global knowledge | | | |
| Appreciation of diversity | | | |
| Communication | | | |
| Connecting with people | | | |
| Building trust with others | | | |
| <i>Professional competencies, characteristics, or behaviors:</i> | | | |
| Teamwork | | | |
| Professional competence | | | |
| Accountability | | | |
| Empowering/inspiring others to act | | | |
| Purpose; drive for results | | | |
| <i>Emotional and social capabilities:</i> | | | |
| Self-awareness (including emotional awareness, accurate self-assessment, and self-confidence) | | | |
| Engagement in personal transformation | | | |
| Inquisitiveness | | | |
| Self-regulation (including self-control, trustworthiness, conscientiousness, adaptability, and innovation) | | | |
| Motivation (including achievement drive, commitment, initiative, and optimism) | | | |

| Assessment of Leadership Cross Cultural Competencies (3) | Needs Work | Average | Excellent |
|--|-------------------|----------------|------------------|
| Empathy (including understanding others, developing others, service orientation, the ability to leverage diversity, and political awareness) | | | |
| Social skills (including influence, communication, conflict management, leadership, being a change catalyst, building bonds, collaboration and cooperation, and team capabilities) | | | |
| Networking skills | | | |
| Social judgment skills | | | |
| <i>Other mental and behavioral capabilities:</i> | | | |
| Motivation to work in an international environment | | | |
| Cognitive skills | | | |
| Acceptance of complexity and its contradictions | | | |
| Knowledge (to do the job and to understand people). | | | |

(3) Source: Goleman (1998), Harris and Moran (1987), and Jokinin (2007).

Reference

Kawamura, K. (2007b). *The LMMC capability model: Background and assessment of general LMMC capabilities*. Claremont, CA: KDK Consulting, Inc.

Chapter 10

HANDOUT

Closing Agreement (with myself)

I, _____,

(Write your name above the line)

recognize that it is natural to have difficulty understanding people who are from different cultures.

I give myself permission to struggle with the issues of cultural differences and to be open about my thoughts and feelings about them.

I recognize that I am a product of my culture, background, upbringing, and experiences, and that "I am who I am." I do not have to feel guilty about how my culture may have impacted me, but I do take responsibility for:

- Learning as much as I can about how cultures impact behavior
- Challenging myself to explore my own assumptions about cultural differences
- Striving to apply the concepts and skills that help me work more effectively with others without regard to cultural differences

I also recognize that learning, growth, and change are difficult. I don't have to be perfect. Instead, I will be energized by the hope, fun, and experiences involved in gaining cross cultural skills. I commit to doing my best to achieve my goals and implement my personal practice for gaining global competence.

Signature

HANDOUT

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Gathering Personal and Professional Dreams and Opportunities

Please respond to the following questions:

- Start with a wish list. What do you wish most for yourself? For the people in your life?
- What professional roles or jobs do you want to hold?
- What alternative career paths have you dreamed about?
- If you could do anything with your career, what would you do?
- What cultures do you want to experience? Why? How do you think this would change you?
- If you could go anywhere, where would it be? (Pick your top five.) Why? How do you think this would change you?
- What other experiences do you want to have in your life?
- What new things do you want to learn, such as activities, knowledge areas, or emotional/psychological development?
- What other feelings do you want to experience in your life?
- What other moments do you still want to have, know, experience?

Now propel yourself forward to the last year of your life. What do you want to do with this year? What, if anything, have you missed? What would make you feel more fulfilled, more alive, more “full,” and more human?

Next, propel yourself even further forward to the last week of your life. Turn around and look back. Reflect on all the small or big, inspiring or sweet, awesome or simple things that you have experienced. What other moments do you still want to experience? What else do you just not want to miss in this lifetime?

When your list is complete, circle the items that have to do with meeting people, traveling, or experiencing something in another part of the world. Think deeply about how these experiences may help you to live a more culturally aware life, beginning today.

Appendix 10.1: Gathering Workshop Accomplishments

- List your initial personal goals for the workshop or program:

1.

2.

3.

4.

5.

- List your initial professional goals for the workshop or program:

1.

2.

3.

4.

5.

- List the major areas of knowledge about *culture* that you gained in the workshop or program. In columns 2 and 3, use the following 6-point scale to rate what level of competence you had before the workshop began, and what level of competence you have now. In the last column, mark if you need to learn more in this particular area to achieve your goals.

- 1 = Cultural destructiveness
- 2 = Cultural incapacity
- 3 = Cultural blindness
- 4 = Cultural pre-competence
- 5 = Cultural competence
- 6 = Cultural proficiency

| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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- List the major areas of knowledge and skills in *cross cultural awareness* that you gained in the workshop or program. In columns 2 and 3, use the following 6-point scale to rate what level of competence you had before the workshop began, and what level of competence you have now. In the last column, mark if you need to learn more in this particular area to achieve your goals.

- 1 = Cultural destructiveness
- 2 = Cultural incapacity
- 3 = Cultural blindness
- 4 = Cultural pre-competence
- 5 = Cultural competence
- 6 = Cultural proficiency

| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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- List the major areas of ability and knowledge in *cross cultural skills* that you gained in the workshop or program. In columns 2 and 3, use the following 6-point scale to rate what level of competence you had before the workshop began, and what level of competence you have now. In the last column, mark if you need to learn more in this particular area to achieve your goals.

- 1 = Cultural destructiveness
- 2 = Cultural incapacity
- 3 = Cultural blindness
- 4 = Cultural pre-competence
- 5 = Cultural competence
- 6 = Cultural proficiency

| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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- List the major areas of knowledge and skills in *cross cultural values* that you gained in the workshop or program. In columns 2 and 3, use the following 6-point scale to rate what level of competence you had before the workshop began, and what level of competence you have now. In the last column, mark if you need to learn more in this particular area to achieve your goals.

- 1 = Cultural destructiveness
- 2 = Cultural incapacity
- 3 = Cultural blindness
- 4 = Cultural pre-competence
- 5 = Cultural competence
- 6 = Cultural proficiency

| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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- List the major areas of knowledge and skills in *cross cultural negotiation* that you gained in the workshop or program. In columns 2 and 3, use the following 6-point scale to rate what level of competence you had before the workshop began, and what level of competence you currently have now. In the last column, mark if you need to learn more in this particular area to achieve your goals.

- 1 = Cultural destructiveness
- 2 = Cultural incapacity
- 3 = Cultural blindness
- 4 = Cultural pre-competence
- 5 = Cultural competence
- 6 = Cultural proficiency

| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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| Area of Content | Competence Level Before Workshop | Competence Level Today | More Work to Be Done? |
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Appendix 10.2: The Power of Relationships

Handout

He who is different from me does not impoverish me — he enriches me. Our unity is constituted in something higher than ourselves — in Man ... For no man seeks to hear his own echo, or to find his reflection in the glass.

—Antoine de Saint-Exupéry

Christian, Jew, Muslim, shaman, Zoroastrian, stone, ground, mountain, river, each has a secret way of being with the mystery, unique and not to be judged.

—Jelalludin Rumi (1207–1273)

Strength lies in differences, not in similarities.

—Stephen R. Covey (1932–2012)

At bottom every man knows well enough that he is a unique being, only once on this earth; and by no extraordinary chance will such a marvelously picturesque piece of diversity in unity as he is, ever be put together a second time.

—Friedrich Nietzsche, “Untimely Meditations” from
Schopenhauer as Educator (1876)

All the diversity, all the charm, and all the beauty of life are made up of light and shade.

—Leo Tolstoy, *Anna Karenina* (1877)

There are not more than five musical notes, yet the combinations of these five give rise to more melodies than can ever be heard.

There are not more than five primary colors, yet in combination they produce more hues than can ever been seen.

There are not more than five cardinal tastes, yet combinations of them yield more flavors than can ever be tasted.

—Sun Tzu, *The Art of War*

Diversity and independence are important because the best collective decisions are the product of disagreement and contest, not consensus or compromise.

—James Surowiecki, *The Wisdom of Crowds* (2004)

Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without.

—William Sloane Coffin Jr.¹¹

We are all the same and we are all different. What great friends we will be.

—Kelly Moran, *The Tiny Caterpillar and the Great Big Tree* (2009)

The world in which you were born is just one model of reality. Other cultures are not failed attempts at being YOU: they are unique manifestations of the human spirit.

—Wade Davis¹²

Once the realization is accepted that even between the closest human beings infinite distances continue, a wonderful living side by side can grow, if they succeed in loving the distance between them which makes it possible for each to see the other whole against the sky.

—Rainer Maria Rilke (1875–1926)

11. Source: Retrieved from http://www.searchquotes.com/quotation/Diversity_may_be_the_hardest_thing_for_a_society_to_live_with,_and_perhaps_the_most_dangerous_thing_/342094/. Accessed on October 20, 2014.

12. Retrieved from <http://www.goodreads.com/quotes/33654-the-world-in-which-you-were-born-is-just-one>. Accessed on November 7, 2014.

Appendix 10.3: The Gifts of Travel Handout

The world is a book and those who do not travel read only one page.

—Augustine of Hippo (354–430 CE)

In books I have traveled, not only to other worlds, but into my own.

—Anna Quindlen, *How Reading Changed My Life* (1998)

Keep your language. Love its sounds, its modulation, its rhythm. But try to march together with men of different languages, remote from your own, who wish like you for a more just and human world.

—Hélder Câmara, *Spiral of Violence* (1971)

Not all those who wander are lost.

—J. R. R. Tolkien, *The Fellowship of the Ring* (1954)

Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colors. And the people there see you differently, too. Coming back to where you started is not the same as never leaving.

—Terry Pratchett, *A Hat Full of Sky* (2004)

I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move.

—Robert Louis Stevenson, *Travels with a Donkey in the Cevennes* (1879)

I am not the same having seen the moon shine on the other side of the world.

—Mary Anne Radmacher, *She: A Celebration of Greatness in Every Woman* (2013)

Travel makes one modest. You see what a tiny place you occupy in the world.

—Gustave Flaubert (1821–1880)

The journey of a thousand miles begins with a single step.

—Laozi (604 BCE–531 BCE)

—Robert Louis Stevenson,
*Travels with a Donkey in
the Cevennes* (1879)

It is good to have an end to journey toward; but it is the journey that matters, in the end.

—Ernest Hemingway (1899–1961)

Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.

—Mark Twain, *The Innocents Abroad/Roughing It* (1869)

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

—Marcel Proust, paraphrased from Volume 5
“The Prisoner” in *Remembrance of Things
Past* (1927)

Travel brings power and love back into your life.

—Jelalludin Rumi (1207–1273)

We travel, some of us forever, to seek other states, other lives, other souls.

—Anaïs Nin, *The Diary of Anaïs Nin*
(Vol. 7, 1966–1974)

*Read. Read. Read. Just don't read one type of book. Read different books
by various authors so that you develop different style.*

—R. L. Stine¹³

13. Retrieved from <http://www.goodreads.com/quotes/39147-read-read-read-just-don-t-read-one-type-of-book>. Accessed on October 28, 2014.

Travel far enough, you meet yourself.

—David Mitchell, *Cloud Atlas* (2004)

Travel brings power and love back into your life.

—Jelalludin Rumi (1207–1273)

Every dreamer knows that it is entirely possible to be homesick for a place you've never been to, perhaps more homesick than for familiar ground.

—Judith Thurman, *The Hand of Distance* (1987)

It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to.

—J. R. R. Tolkien, *The Lord of the Rings* (1954)

Appendix 10.4: The Insights of Place Handout

Wide differences of opinion in matters of religious, political, and social belief must exist if conscience and intellect alike are not to be stunted, if there is to be room for healthy growth.

—Theodore Roosevelt, *Citizenship in a Republic*, Paris,
April 23, 1910, *The Man in the Arena*:
Speeches and Essays by Theodore Roosevelt

It is never too late to give up your prejudices.

—Henry David Thoreau, *Walden* (1854)

Empathy and a huge imagination explain a lot of mysteries in the universe.

—Shannon L. Alder¹⁴

If we cannot end now our differences, at least we can help make the world safe for diversity.

—John F. Kennedy, American University's Spring
Commencement on June 10, 1963

“Controversial” as we all know, is often a euphemism for “interesting and intelligent.”

—Kevin Smith¹⁵

Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community.

—bell hooks, *Teaching Community: A Pedagogy of Hope* (2003)

14. Retrieved from <http://www.goodreads.com/quotes/1066051-empathy-and-a-huge-imagination-explain-a-lot-of-mysteries>. Accessed on October 20, 2014.

15. Retrieved from <http://www.goodreads.com/quotes/23449-controversial-as-we-all-know-is-often-a-euphemism-for>. Accessed on October 20, 2014.

The plague of mankind is the fear and rejection of diversity: monotheism, monarchy, monogamy and, in our age, monomedicine. The belief that there is only one right way to live, only one right way to regulate religious, political, sexual, medical affairs is the root cause of the greatest threat to man: members of his own species, bent on ensuring his salvation, security, and sanity.

—Thomas Stephen Szasz (1920–2012)

I have a self-made quote: Celebrate diversity, practice acceptance and may we all choose peaceful options to conflict.

—Donzella Michele Malone¹⁶

16. Retrieved from <http://www.zeequotes.com/quotes/9839/>. Accessed on October 20, 2014.