HANDBOOK
READY FOR EUROPE

VOCATIONAL TRAINING FOR THE PUBLIC SERVICE

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INTERNATIONALISATION OF MUNICIPALITIES

Against the background of the great value of international projects for municipalities, all around Europe municipalities tend to view internationalisation as a potential and a benefit. However, in order to be effective, internationalisation needs to be strategically planned. For this reason, the Methodology of Internationalisation strategies for municipalities has been developed with the purpose of fostering a strategic approach to interregional cooperation within the framework of IPP INTERREG IVC project (1). This general approach to internationalisation serves as a starting point for all partners and other stakeholders (municipalities) who are free to adjust it for their particular use.

This methodology is based on an integral theory that raises our awareness that a balanced regional development cannot be achieved by only using the tangible resources of regions, but also by employing the intangible resources of regions and facilitating the inhabitants' ability to joint action in decision making.

1. The methodology for internationalisation in 8 steps

Step 1: **WHAT IS THE TERRITORIAL CAPITAL? EVALUATE THE TERRITORIAL CAPITAL OF THE AREA, WITH RESPECT TO FOUR ELEMENTS**

1. *Location* and area refer to the climate, air-quality, water and natural diversity, traditions, cultural heritage, buildings, and so on, that characterise the region.

2. *Population* refers to the age structure, education level, dynamics and population density of the area.

3. *Education* and skills means the number and profile of vocational schools and universities, and the number of students. Besides, it refers to inhabitants' skills and business abilities, as well as what technology centres or development agencies are to be found there, taking the macroeconomic background into consideration.

4. *Business* refers to the number of enterprises (small, medium or large), the services offered, availability of financing and taxes.

Step 2: **WHAT IS THE DEVELOPMENT PERSPECTIVE FOR THE MUNICIPALITY/COUNTY IN THE MEDIUM TERM?**
Define the goals of strategic development along with development perspective for individual administrative areas, taking existing international activities and contracts into consideration.

Step 3: **How could interregional cooperation contribute to achieving the development goals?**
Evaluate how the municipality / county could benefit from interregional cooperation, clarifying the development prospects for various administrative areas. A SWOT analysis is a useful instrument in this respect.

Step 4: **How do we want to understand internationalisation in our administration?**
Decide whether internationalisation should be performed for the entire municipality/city/county, or should it be tried in individual administrative areas. Find out if several administrative areas need to be involved and what cross-sectoral cooperation issues emerge.

Step 5: **Why is internationalisation helpful in the identified areas?**
Identify why internationalisation is helpful and what can be expected from it. Define what you want to learn from your international partners. Take into consideration how far internationalisation adds up to your knowledge. List all the things that should be shared with the partners in the respective fields.

Step 6: **What do you want to achieve with internationalisation precisely?**
Be clear what should be achieved with internationalisation on local, regional and national levels.

Step 7: **Who are our partners for internationalising in our region?**
Identify who your relevant partners/stakeholders/facilitators inside and outside of your municipal/city administration are. Businesses, NGOs, universities, vocational schools or R&D institutions can be listed here.

Step 8: **How do we generate commitment within our administration?**
Define how a municipal consensus will be achieved regarding the areas you want to internationalise. It is essential to achieve a consensus on the decision-making level, since it can be used as a backbone to build

on your cooperation. It has to be strong enough to stand for a general commitment of decision-making level for the future internationalisation, or the cooperation activities.

2. Institutional capacity

These 8 steps are the preconditions for internationalisation. When all these steps are done, the next phase is to evaluate the institutional readiness and capacity of the administration. This includes evaluating human resources, their competencies and capacities besides making a clear allocation of responsibility. Then, financial planning is inevitable to be done, like budget planning or the anticipation of pre-financing and co-financing. Being aware that the motivation of the employees is also crucial as well as to have a clear view of the cooperation among the various departments and the level of involvement of decision makers.

3. Action plan

This is the final part of the methodology, which means the implementation of the plan. In this part, all objectives, tasks, instruments, the financing and the partners have to be listed, as well as what the time line and the supervising procedure of the project. The action plan has to be executed in four areas, which are as follows: nature and infrastructure, knowledge, identity and social affairs.

This methodology has been prepared for fostering inner growth of individuals, for enhancing public-spiritedness and stimulating intellectual development together with the development of the external environment, infrastructure and economy available.

1. PROJECT "AGE"

Against the background of the intercultural openness of the public service towards a welcome culture and the increasing importance of the ability of the local public servants to take part in European cooperation projects, new tasks and challenges for the local public staff arise. The tasks and challenges have an enormous impact on the development of the organisational structure and the staff of a local municipality. In reaction to these changes seven partners from five European countries (Germany, Denmark, Hungary, Italy and Latvia) initiated the project "Administrations go Europe – AGE". The two year AGE project started in August 2012 and ended in summer 2014.

The AGE project was promoted by the Leonardo da Vinci partnerships EU-programme of the European Commission, which is the commissions's programme designed to support the cooperation in the field of further vocational training. The overall aim of the project was both to strengthen European local municipalities and municipal staff for competition as well as to stimulate exchange with other European municipalities. The partners, being either local municipalities or vocational training institutions working in the field of public service, had recognized that the situation in Europe required of the municipalities to work more closely together internationally. The cooperation that had existed so far was mainly characterized by town twinning contacts. Today it is no longer sufficient. Due to the reduction of funding opportunities of EU-structural funds, municipalities can no longer afford to exclusively use expert knowledge in parallel structures without sharing. Hence, it is increasingly necessary to develop strategic partnerships within Europe which include an exchange of know-how as well as expert knowledge already on municipal levels. Given the freedom of movement on the European domestic market even temporary exchanges of staff or secondments were possible without major problems. In order to achieve this it is necessary to have staff with the ability to quickly adapt the new circumstances. The project partner conducted a survey among municipal employees indicating that there were huge deficits among the staff of municipalities. Unfortunately, there are no uniform quality standards for employee training defined by the municipalities by now. Furthermore, municipal employees criticized that there were not enough training opportunities which could enable them to work efficiently on an international job. Therefore, the project partners had decided to develop suitable training modules for teaching skills and competences to municipal employees in order to increase their competences for working in an European or international working environment such as cross-border projects or at the front office of a municipality. The results of the employee-survey demonstrate that the most burning deficits can be seen in the fields of intercultural competences, (international) project management und communication. Consequently, special training modules for these three predefined competences were designed, assisted by experts of the vocational training sector. These modules can be offered throughout Europe as vocational training examples for municipalities. Furthermore, measuring tools were developed which can be used to determinate the skills and competences of

municipal employees needed.
The advanced education modules are consolidated in this handbook and they are available for all public authorities interested.

2. MODULE INTERCULTURAL COMPETENCE

Nowadays the factor "intercultural sensitization" of the civil servants becomes even more important in regard to the Europeanization and internationalisation of public administrations. To be interculturally competent is not only a significant ability for civil servants within European and international cross-border projects; it is also meaningful for the interaction between citizens with migration backgrounds and the civil servants working at the front offices of municipalities. Therefore, the employees should be prepared for such cross-cultural encounters.

2.1 Term ICC
The term "intercultural competence" (ICC) refers to the interaction of individuals in an international setting. To be intercultural competent means to be informed of the culture-specific concepts of perception, thinking, feeling and acting. It comprises the ability to interact effectively and appropriately in intercultural situations which is supported by specific attitudes and affective features, knowledge, skills and reflection.

2.2 Aim of the module
The overall aim of the ICC module is to increase the success and effectiveness of public sector partnership projects across the EU as well as to raise the competitiveness of municipalities in general by promoting of intercultural awareness.

2.3 Competences
The learning outcome of ICC is beneficial in more ways. The following list of learning outcomes shows what the participants should know, understand and be able to do upon completion of the ICC module.

ABILITY OF SELF-PERCEPTION AND THE DIFFERENCE FROM EXTERNAL PERCEPTION
The participants are able to critically assess their own behavior and know of their own strengths weaknesses, stereotypes, prejudices and preconceptions. As a

result, the participant is encouraged to develop their own personal strategy when they are working in an intercultural environment and interacting with people from other cultures.

ABILITY OF CONSCIOUS AND CRITICAL HANDLING OF STEREOTYPING AND PREJUDICES
The participants are aware of what stereotypes are, how they originate and how to handle them.

AWARENESS AND APPROVING OF CULTURAL DIVERSITY
The participants are aware of the diversity within a group of individuals. They are self-critical and are able to critically examine personal traits and characteristics. As a result, the participants are open-minded and meet the "other" with more understanding and empathy.

ABILITY TO COMMUNICATE CROSS-CULTURALLY
The participants are aware of the necessity of communication as an instrument to build bridges between people from different cultural backgrounds. Besides that the awareness of the distinction between the participants' own and "other" cultures can lead to an intercultural dialogue which in turn should lead to a better understanding of "the other". As an effect, barriers due to lack of intercultural understanding can be removed and cultural-specific values and norms are not violated.

2.4 Methodological approach
Based on the fact that intercultural competence is regarded as a soft skill, the intercultural competence module is a sensitization programme. For that reason the ICC module cannot be an academic course facilitating pure scientific concepts and theories. The focus will be on practicing and understanding. The soft skill ICC can best be facilitated either by learning by playing or by task-based learning. In other words, the participants learn emotionally and intuitionally through exercises (group and partner work), games as well as by watching training videos, usually followed by discussions and a short theoretical input on what it means to be interculturally competent for public service employees.

A trainer with practical experience in intercultural training runs the course. The role of the trainer is to link each exercise to key theoretical concepts and theories, e.g. definitions of culture, stereotypes and prejudices, and to steer the communication process-

es and to engage all participants to take actively part in the group work. The trainer is responsible for a fruitful debate and a constructive dialogue.

2.5 Recommended structure and length

ICC module is built up in a two basic module. The basic module I – "Intercultural Competence" is a one-day training[1] and basic module II – "Intercultural Competence in practice" is a half-day workshop[2].

Title	Basic module I — Intercultural Competence
Methods	Training: learning by playing and task-based learning
Aim	Raising intercultural awareness through sensitization
Length	One-day training (approx. 6-8 units à 45 min. plus breaks)
Certificate	Certificate of attendance
Fee	Optional

Title	Basic module II — Intercultural Competence in practice
Methods	Workshop: peer to peer education, reflection
Aim	Share good practice and critical incidents3
Length	Follow-up half-day workshop after 3 - 6 months (approx. 3 units à 45 min. plus breaks)
Certificate	Certificate of attendance
Fee	Optional

1. Training Based on practical exercises the participants acquire and / or change their situation-specific behavioural patterns. The trainer guides the participants through the exercises.

2. Workshop A facilitator leads the workshop. He / she guarantees an effective group work. It is not the task of the facilitator to equip the participants with knowledge. The facilitator shall rather steer the communication process of the workshop group and focusses on the intergration of all participants into the working process.

2.6 Templates — Module Curriculum for Teaching of Intercultural Competence

1. THE TITLE OF THE MODULE
Intercultural Competence

2. THE AIM OF THE MODULE
The overall aim of the ICC module is to increase the success and effectiveness of public sector partnership projects across the EU as well as to raise the competitiveness of municipalities in general through promoting intercultural awareness and intercultural sensibilization in the context of local internationalisation.

3. TARGET GROUP(S)
Civil servants working in municipalities and their background institutions.

4. OBTAINABLE COMPETENCIES
Competences means the proven ability to use knowledge, skills and personal, social and / or methodological abilities, in work or study situations and in professional and personal development.

4.1 *Ability of self-perception and the difference from external perception*
The participants are able to critically assess their own behavior and know of their own strengths, weaknesses, stereotypes, prejudices and preconceptions. As a result, the participants are encouraged to develop their own personal strategy when they work in an intercultural environment and interact with people from other cultures.

4.2 *Ability of conscious and critical handling of stereotyping and prejudices*
The participants are aware of what stereotypes are, how they originate and how to handle them.

4.3 *Awareness and approving of cultural diversity*
The participants are aware of the diversity within a group of individuals. They are self-critical and are able to critical examine personal traits and

3. Critical incidents Misunderstandings between people of different cultures based on intercultural differences.

4. GLOSSARY – RECOMMENDATION OT THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

characteristics. As a result, the participants are open-minded and meet the "other" with more understanding and empathy.

4.4 Ability to communicate cross-culturally
The participants are aware of the necessity of communication as an instrument to build bridges between people from different environments. Besides that, the awareness of the distinction between the participants' own and "other" cultures can lead to an intercultural dialogue which in turn should lead to a better understanding of "the other". As an effect, barriers due to lack of intercultural understanding can be removed and cultural-specific values and norms are not violated.

5. PRECONDITIONS FOR PARTICIPATION THE MODULE

5.1 Education
No precondition

5.2 Professional practice
No precondition

5.3 Previously acquired knowledge
No precondition

5.4 Other condition(s)
The participant must be a civil servant.

6. PRECONDITIONS FOR PASSING IN THE MODULE

6.1 The method of administration of learning process
Attendance sheet signed by participant

6.2 Allowable absences
None

6.3 Other condition(s)
Local rules and conditions

7. PLANNED MODULE TIME FRAME

7.1 8 + 3
8 + 3 hour basic module I + basic module II

7.2 Theoretical concepts
Max. 1 hours

7.3 Practice
7 hours

7.4 Follow-up activities
3 hours (all practical)

8. THE MODULE METHODS AND FORMS
Intercultural competence is regarded as a soft skill that can best be facilitated either by learning by playing or by task-based learning. In other words the participants learn emotionally and intuitionally through exercises (group and partner work), games as well as by watching training videos about what it means to be intercultural competent.
The ICC module is divided in two basic modules. Basic module I – Intercultural Competence is a one-day training and basic module II – Intercultural Competences in Practice is a half-day workshop.
A trainer with practical experience in intercultural training runs the course. The role of the trainer is to link each exercise to key theoretical concepts and theories, e.g. definitions of culture, stereotypes and prejudices, and to steer the communication processes and to engage all participants to take actively part in the group work. Furthermore, the trainer is responsible for a fruitful debate and a constructive dialogue.

9. TRAINING SUB-MODULES

9.1 Basic module I
Intercultural Competence

9.2 Basic module II
Intercultural Competence in Practice

10. Group size

10.1 Minimum
10 people

10.2 Maximum
20 people

11. ASSESSMENT SYSTEM USED IN THE MODULE

11.1 Form of assessment
Observation by the trainer

11.2 Regularity of assessment
Continuous

11.3 Content of assessment
Active participation in exercises and class dialogue, and reflection on intercultural awareness.

OVERVIEW

Structure and aims of the module Intercultural Competence

Nr.	Sub-module	Topic and Overall Aim	Subtopic/Structure	Details/Subaims
1.	**Basic Module I**	Intercultural Competence To raise general intercultural awareness through sensitisation	A) Culture and cultural dimension	Enhancing intercultural understanding
			B) Intercultural sensitization	A) Creating awareness of diversity, i.e. differences in values and behavior B) Breaking stereotypes and prejudices
			C) Conscious and critical handling of stereotyping	
			D) Awareness of cultural diversity	
			E) Communication relevant competences	
			F) Recap	Ability to critically analyze oneself and the partner(s) in order to facilitate a professional solution in an in-ternational context
2.	**Basic module II**	Intercultural competence in practice To learn and share good practice and critical incidents in intercultural competences.	A) Starter	Building a bridge between the first + second basic module to remind the participants of critical points from basic module I
			B) Exchange of good practice	In group reflecting on what has changed and how it has influenced the participants and their daily work since the training as well as sharing good practice (what went well) and critical incidents (cultural misunderstandings which the participants noticed at a later time)
			C) Exchange of critical incidents	
			D) Recap	Reinforcing of acquired knowledge and sensibilization

Schedule	Teaching units and their content	Aim	Activity Name
09:00-09:15	Introduction: The course, methodological approach, leveling of expectations		
09.15-10.30	A) Culture and cultural dimensions	To get to know and respect " the other" by enhancing intercultural understanding	Part 1: The Story of my name Part 2: Brainwalking
Coffee break			
10.30-11.00	B) Intercultural Sensitization	The aim is to facilitate a process where the participant starts to reflect on their cultural identity and where it may differ from others	Opt. 1: Rituals Greetings Opt. 2: Intercultural Case Study
11.00-12.00	C) Conscious and critical handling of stereotyping	The aim is to become aware of what stereotypes are, how they originate and how to deal with them through self-reflection	Opt. 1: First impression Opt. 2: Funny stereotyping videos Opt. 3: Through the glasses of culture
Lunch break			
13.00-13.30	D) Awareness cultural diversity: Option 1 or Option 2	To make the participants aware of the diversity within a group of individuals	1.What do you see
13.30-13.45			2. Awareness test
Coffee break			
14.00-14.30	E) Communication relevant competence	To show that communication between people can be difficult when their maps either differ from one another or are incompatible	Opt. 1: Train Story Opt. 2: The Map
14.30-15.00	F) Recap	To reflect on and remind themselves of the most critical, important, meaningful, surprising and fruitful point of the training	Recap
15.30	End		

Schedule	Teaching units and their content	Aim	Activity Name
Introduction			
09.00-09.30	A) Starter	To build a bridge between the first and second module on ICC and to remind themselves of the critical points from basic module I	Warm-up
09.30-10.45	B+C) Exchange of good practice and critical incidents	To facilitate debate among the participants and to reflect on how the training in module I has affected their daily work	The Café
Lunch break			
11.15-12.00	D) Recap	Group discussion to ac-quire knowledge on one's own culture, other cultures and other people's behavior, to pratice empa-thy and selfconfidence with regard to internation-al settings	In my opinion
End			

Methods	Tools, equipments
Training: task-based learning	Part 1: Prepared questions Part 2: pinboard, paper, pens, pinboard tacks
Training: task-based learning	Computer, projector
Training: task-based learning	Card deck, computer, internet, projector
Training: task-based learning	Prepared pictures
Training: learning by playing	computer/laptop + projector (internet access)
Training: learning by playing	Prepared story, 2 Maps of a certain city
Training: task-based learning	Postcards

Basic module I
Intercultural competence (ICC)
One-day training
(Approx. 8 units à 45 min. plus breaks)

Methods	Tools, equipments
Workshop: reflection	Postcard from basic module 1
Workshop: reflection	Separate tables with chairs
Training: task-based learning	Prepared controversial, stereotypical statements

Basic module II
Intercultural competence in practice
Follow-up half-day workshop
(approx. 3 units à 45 min.)

11.4 Method(s) to control the level of knowledge
Oral questions raised by the trainer during and at the end of the sub-modules.

11.5 Acquired certification
The participants who meet the requirements receive a 'Pass'.

11.6 Requirements for acquired certificate
Active participation.

11.7 Consequences of fall
Certificate cannot be issued.

12. DOCUMENT CONFIRMING COMPLETION OF THE MODULE
Certificate of attendance

13. PRE-REQUISITES FOR ISSUING THE DOCUMENT CONFIRMING COMPLETION OF THE MODULE

13.1 The participants acquire intercultural awareness and the ability to critically analyse themselves and the partner(s) in order to facilitate a professional solution in an international context.

13.2 Active participation in the training (no absence).

3. MODULE (INTERNATIONAL) PROJECT MANAGEMENT

3.1 Term Project Management

WHAT IS PROJECT MANAGEMENT?
"More specifically, what is a project? It's a temporary group activity designed to produce a unique product, service or result.

A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources.

And a project is unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal. So a project team often includes people who don't usually work together – sometimes from different organizations and across multiple geographies.

The development of software for an improved business process, the construction of a building or bridge, the relief effort after a natural disaster, the expansion of sales into a new geographic market — all are projects.

And all must be expertly managed to deliver the on-time, on-budget results, learning and integration that organizations need.

Project management, then, is the application of knowledge, skills and techniques to execute projects effectively and efficiently. It's a strategic competency for organizations, enabling them to tie project results to business goals — and thus, better compete in their markets."

Source: *http://www.pmi.org/About-Us/About-Us-What-is-Project-Management.aspx*

The general project management definition above can be applied by both a company and a local government for their overall management systems. The basic difference between a company and a local government is here that a local government mostly uses project management instruments only for processes, whereas external financial instruments are involved in the implementation of the planned developments. Basically, these developments are divided into two types:

— Infrastructural / hard projects;
— Not infrastructural / soft projects.

This module tries to foster the participation of local governments in the latter ones, more specifically in
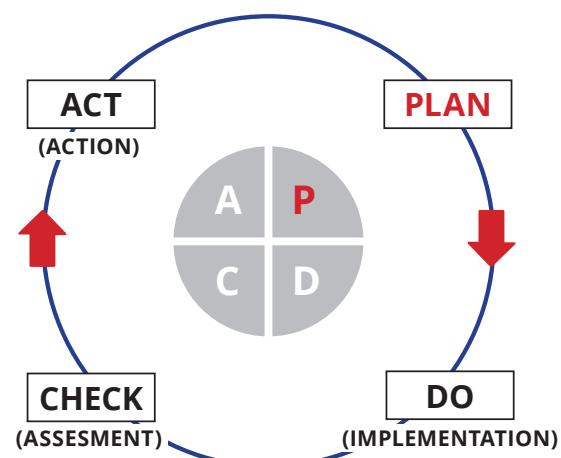
international soft projects. Therefore, first it introduces the different funding systems, methods and responsible bodies of the European Union and it gives an overview about the European Funding Programmes where local governments can apply. Afterwards it goes through the different steps of project management – according to the PDCA cycle – concentrating on the elements that are relevant for the management of international projects.

3.2 Aim of the module Project Management

The participants shall understand the principles of project management and be able to use proper management tools while working on EU projects as well as other international projects.

3.3 Templates — Module curriculum for teaching of (International) Project Management

1. THE TITLE OF THE MODULE
(International) Project Management

2. TARGET GROUP(S)
Civil servants working in municipalities and their background institutions.

3. OBTAINABLE COMPETENCES
Competence means the proven ability to use knowledge, skills and personal, social and / or methodological abilities, in work or study situations and in professional and personal development.[5]

3.1 Leadership competences
Ability to motivate project members; set achievable objectives; maintain a positive outlook; take responsibility; make decisions; and provide constructive feedback.

3.2 Project management competences
These are competences that a project manager needs to have in order to operate effectively:

Professional
— Understanding the professional environment
— Understanding the economy of the project
— Financial expertise

Management
— Knowing, leading and guiding techniques
— Systematic approach
— Planning skills
— Time management
— Decision-making
— Problem-solving skills

Communication
— Conflict management skills
— Empathy

3.3 Competences related to cooperation
Cooperation with colleagues as appropriate and working in partnerships with other people and organisations.

4. Pre-conditions for participating in the module

4.1 Education
School leaving examination

4.2 Professional practice
Work experience at least in one project

4.3 Previously acquired knowledge
Not necessary

4.4 Other condition(s)
Participants must be a civil servant

5. Pre-conditions for passing the module

5.1. The method of administration of learning process
Attendance sheet signed by the participant*5.2 Allowable absences*
Less than 5 hours

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5.3 Other condition(s)
—

6. PLANNED MODULE TIME FRAME

6.1 Time frame
24 Hour

6.2 Theory
8 Hours

6.3 Practice
16 Hours

7. THE MODULE METHODS AND FORMS

7.1 Presentations

7.2. Group work (exercises)

7.3. Individual work

8. TRAINING SUB-MODULES

8.1 Basic elements of project management

8.2. The structure and objectives of the European fund-ing systems

8.3 Project organisation

8.4 Process of project management

9. GROUP SIZE

9.1 Minimum
6 People

9.2 Maximum
12 People

10. ASSESSMENT SYSTEM USED IN THE MODULE

10.1 Form of assessment
Documented group work.

10.2 Regularity of assessment
The group work has to be done at the end of the module.

10.3 Content of assessment
Elaboration of the project plan based on a case study.

10.4 Method(s) to control the level of knowledge
Oral questions raised by the trainer at the end of the sub-modules; Group work at the end of the module.

10.5 Acquired certification
The participants who meet the requirements will receive a 'Pass.'

10.6 Requirements for acquired certificate
Fail: 0 - 59%
Pass: 60-100%

10.7 Consequences of fail
Below 60% a certificate cannot be issued. There is one opportunity to re-take the exam.

11. DOCUMENT CONFIRMING COMPLETION OF THE MODULE
Record of module completion

12. PRE-CONDITIONS FOR ISSUING THE DOCUMENT CONFIRMING COMPLETION

12.1 Documented group work: project plan
Minimum 60%.

12.2 Active participation in the training
Less than 5 hours absence.

Nr.	Sub-module	Topic	Subtopic
1.	**Basic elements of project management**	Common understanding of the concept of the project	The concept of the project
			The common elements of the project: goals, result, project plan, time and cost frame, quality reqirements, risks
		Common understanding of project management tasks	The concept and the elements of the project management
			Project phases: conception, planning, implementation, closing
			The relation between cost, time and quality
2.	**The structure and objectives of the European funding systems**	Basic knowledge of EU	Institutions, programmes
		Realisation of European funding programmes	Evaluation and decision-making at EU funding programmes Structure, current objectives, instruments, technical support (Institutional and personnel requirements), budget, risk analysis and indicators
		Fund-raising	EU funding for local authorities (various EU programmes and revolving funds) Other financing possibilities (e. g.: crowd finding, loans and etc.)
3.	**Project organisation**	Leadership: the project manager's tasks and competences	Decision making/maker (esp. Project manager)
			Project manager's main competences
			Motivation system / tools (How to motivate employees to engage in the project.)
			Understanding the actual problems
			How to achieve a common sense concerning goals, expectations, language and how to give feedback
		The project team	The structures of project organisations
			Establishment, composition, responsibilities, authority, team members' roles

See next page for Sub-module Nr. 4

Nr.	Sub-module	Topic	Subtopic
4.	Process of project management	Conception	Partnership
			Lobbying techniques
			Goal-setting
			Indicators
		Planning	Project schedule
			HR and infrastructural resources (Resource plan)
			Budget
			Analyses
			Scenarios: preparing for unexpected events
			Monitoring plan
			Evaluation and Follow-up plan
			Communication and Dissemination plan
			Software tools
			Completing the application form
		Implementation	Documentation system
			Technical requirements and reporting principles
			Project control (monitoring)
			Cash-flow control
			Internal/external communication
			Interim evaluation
			Delivery
		Closing	Final closing: budget, objectives, results, indicators, etc.
			Final evaluation
			Dissemination
			Follow-up, sustainability
			Archiving
			Future of the project team

Finding and involving suitable partners and stakeholders - stakeholder analysis

Maintaining one's own partner network

Allocating and sharing responsibilities and tasks

Agreement on continuation

Continuous involvement of partners and stakeholders - networking

The co-ordinators' special roles

Goals-results-tasks

Goal-setting based on the strategic goals of one's own organisation

Having SMART/clear goals

Setting a hierarchy of goals

The concept and types of indicators

Indicator (system) setting

Integration of goals and results in one's own structure in a stable situation

Work breakdown structure (WBS), logical relations, lead time, time constraints, milestones, deadlines, etc.

Time management (taking into consideration intercultural skills):
- Estimating the time necessary for trouble-shooting;
- How to avoid time failure;
- Setting up the right deadlines;

Cost categories

Calculating, estimating costs

How to avoid budget failure

Efficient budget planning

Eligible and non-eligible costs

Possible budget - reduction after approval

Risk analysis

Critical path analysis

Cash-flow analysis

Maintaining politicians' and stakeholders' interest

Implementation of project design tools

Lessons learnt

Elaboration of an activity plan

Operating System documentation

Organisation of data processing

DAY 1

Sub-module	Teaching unit	Teaching content
Introduction		Introduction of the participants; Run through the goals and the schedule of the training;
		Identification of the participants' demands concerning the training.
1. The structure and objectives of the European funding systems	Basic knowledge of the EU: Institutions, programmes, policies	The funding systems, methods and responsible bodies of the EU
1. The structure and objectives of the European funding systems	Basic knowledge of the EU: Institutions, programmes, policies	What does the EU want for 2014–20? Europe 2020 - Key initiatives and how they are implemented by the EU funding policy (structure of European funding programmes)
Coffee break		
1. The structure and objectives of the European funding systems	European Funding Programmes	Europe for citizens Creative Europe
Lunch		
1. The structure and objectives of the European funding systems	European Funding Programmes	Horizon 2020 European Territorial Cooperation
Coffee break		
1. The structure and objectives of the European funding systems	European Funding Programmes	Erasmus+ LIFE+
Closing the day		

Theory	Practice	Methods	Tools, equipment	From	To
20 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	09:00	09:20
	20 Min.	Groupwork (Exercise 1): Aim: To clarify the participants' demands concerning the training		09:20	09:40
30 Min.		Presentation		09:40	10:10
50 Min		Presentation	Projector, laptop, flipchart, felt-tip pens	10:10	11:00
				11:00	11:15
90 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	11:15	12:45
				12:45	15:15
90 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	13:45	12:45
				15:15	15:30
75 Min.			Projector, laptop, flipchart, felt-tip pens	15:30	16:45
				16:45	17:00

DAY 2 Sub-module	Teaching unit	Teaching content
Starting the day		Overview of the previous day
2. Basic elements of project management	Common understanding of the concept of the project	The concept of the project
		The common elements of the project: goals, result, project plan, time and cost constraints, quality requirements, risks
	Common understanding of project management tasks	The concept and elements of project management
		Project phases: conception, planning, implementation, closing. The relation between cost, time and quality
Coffee break		
3. Project organisation	Leadership: the project manager's tasks and competences	Project manager's main competences
		Decision making / maker (esp. project manager)
		Motivation system / tools (How to motivate employees to engage in the project; understanding typical problems.)
		How to achieve a common understanding concerning goals, expectations, language and how to give feedback
	The project team	The structure of project organisations
Lunch		
3. Project organisation	The project team	Establishment, composition, responsibilities, authority, team members' roles - Project simulation card game: Identification of roles, modelling effective communication in teams, identifying management tasks, recognising the importance of documentation
4. Process of project management	Conception	Identifying the demand of the local authority
	Goal-setting	Goals-results-tasks (SMART / clear goals)
		Goal-setting based on the strategic goals of one's own organisation
Coffee break		
4. Process of project management	Goal-setting	Setting a goal hierarchy
	Indicators	The concept and types of indicators
		Indicator (system) setting
	Partnership	Finding and involving suitable partners and stakeholders - stakeholder analysis
		Lobbying techniques
Closing the day		

Theory	Practice	Methods	Tools, equipment	From	To
	10 Min.	Guided conversation with the participants		09:00	09:10
	20 Min.	Groupwork (Exercise 2): Aim: To ensure the participants are able to understand the proper concept of the project and to clarify the tasks of project management.	Flipchart, felt-tip pens, post-it notes	09:10	09:30
	10 Min.				
15 Min.		Presentation		09:30	09:40
15 Min.					
				10:25	10:55
	15 Min.	Groupwork (Exercise 3): Aim: To gather the neccesary project management competencies and to identify typical mistakes related to decision-making.	Flipchart, felt-tip pens, blutack decision-making.	10:55	11:10
	15 Min.			11:10	11:25
10 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	11:35	11:45
10 Min.					
15 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	11:45	12:00
				12:00	13:00
	45 Min.	Groupwork (Exercise 4 - Card game): Aim: To explain the project team members' roles and model efficient communication in the project team and make the participants recognise management tasks and the importance of documentation.	Stop-watch, 2 decks of playing cards, post-it notes, pens, blank sheets of paper, flipchart, felt-tip pens	13:00	13:45
	30 Min.	Groupwork (Exercise 5 - Case studies): Aim: To conceptualise a project idea based on the demand of the local authority and strategic documents.	2 case studies, flipchart, felt-tip pens, blutack	13:45	14:15
15 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	14:15	14:30
	30 Min.	Groupwork part 1 (Exercise 6): Aim: To set goals based on the results of Excercise 5.	Previous work done by the groups, flipchart, felt-tip pens, blutack	14:30	15:00
				15:00	15:30
	15 Min.	Groupwork part 2 (Exercise 6): Aim: To set goals based on the results of Excercise 5.	Previous work done by the groups, flipchart, felt-tip pens, blutack	15:30	15:45
15 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	15:45	16:00
15 Min.				16:00	16:15
15 Min.		Presentation	Projector, laptop, flipchart, felt-tip pens	16:15	16:30
15 Min.				16:30	16:45
				16:45	17:00

DAY 3 Sub-module	Teaching unit	Teaching content	Theory	Practice
Starting the day		Overview of the previous day		10 Min.
4. Process of project management	Partnership	The co-ordinators' special roles (lead partner principle)		8 Min.
		Maintaining one's own partner network		8 Min.
		Allocating and sharing responsibilities and tasks		8 Min.
		Agreement on continuation		8 Min.
		Continuous involvement of partners and stakeholders — networking		8 Min.
		The application forms	20 Min.	
	Planning — Project Schedule	Integration of goals and results in one's own structure in a particular situation	20 Min.	
Coffee break				
4. Process of project management	Planning — Project Schedule	Work breakdown structure (WBS), logical relations, lead time, time constraints, milestones, deadlines, etc.	15 Min.	
		Time management (taking into consideration intercultural skills): - Estimating the time necessary for trouble-shooting; - How to avoid time failure; - Setting the right deadlines.	15 Min.	
		HR and infrastructural resources (Resource plan)	15 Min.	
		Time schedule - tasks		45 Min.
Lunch				
4. Process of project management	Planning — Budget	Cost categories	5 Min.	
		Calculating, estimating costs	5 Min.	
		How to avoid budget failure	5 Min.	
		Efficient budget planning	5 Min.	
		Eligible and non-eligible costs	5 Min.	
		Possible budget-reduction after approval	5 Min.	
		Time schedule - resources and costs	30 Min.	
	Planning — Analyses	Risk analysis	10 Min.	
		Critical path analysis	10 Min.	
		Cash-flow analysis	10 Min.	
Coffee break				
4. Process of project management	Planning - Analyses	Practical risk analysis		25 Min.
		Practical critical path analysis		25 Min.
		Monitoring plan	10 Min.	
		Evaluation and follow-up plan	10 Min.	
		Communication and dissemination plan	10 Min.	
Closing the day				

Methods	Tools, equipment	From	To
Guided conversation with the participants		09:00	09:10
Groupwork (Exercise 7): Aim: To identify the requirements of suitable partners; to discuss previous experiences, good practices related to the cooperation with partners.	Projector, laptop, flipchart, felt-tip pens, post-it notes	09:10	09:18
		09:18	09:26
		09:26	09:34
		09:34	09:42
		09:42	09:50
Presentation	Projector, laptop, flipchart, felt-tip pens, ERASMUS+ application forms	09:50	10:10
Groupwork (Exercise 8): Aim: To set the goals and expected results of the application.	Previous work done by the groups, flipchart, felt-tip pens, blutack, application forms	10:10	10:30
		10:30	11:00
Presentation	Projector, laptop, flipchart, felt-tip pens	11:00	11:15
		11:15	11:30
		11:30	11:45
Groupwork (Exercise 9): Aim: To identify the tasks with the project goals – production of a GANTT chart.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	11:45	12:30
		12:30	13:30
Presentation	Projector, laptop, flipchart, felt-tip pens	13:30	13:35
		13:35	13:40
		13:40	13:45
		13:45	13:50
		13:50	13:55
		13:55	14:00
Groupwork (Exercise 10) Aim: To identify the resources and costs with the tasks.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	14:00	14:30
Presentation	Projector, laptop, flipchart, felt-tip pens	14:30	14:40
		14:40	14:50
		14:50	15:0
		15:00	15:30
Common work with the trainer Aim: To identify the possible risks of the projects.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	15:30	15:55
Common work with the trainer Aim: To identify the possible risks of the projects.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	15:55	16:20
Presentation	Projector, laptop, flipchart, felt-tip pens	16:20	16:30
		16:30	16:40
		16:40	16:50
		16:50	17:00

DAY 4

Sub-module	Teaching unit	Teaching content	Theory	Practice
Starting the day		Overview of the previous day		10 Min.
4. Process of project management	Planning - Analyses	Software tools	20 Min.	
		Scenarios: preparing for unexpected events		30 Min.
		Completing the application form	45 Min.	
Coffee break				
4. Process of project management	Implementation	Documentation system	15 Min.	
		Technical requirements and reporting principles	20 Min.	
		Project control (monitoring)	20 Min.	
		Cash-flow control	20 Min.	
Lunch				
4. Process of project management	Implementation	Maintaining politicians' and stakeholders' interest		30 Min.
		Implementation of project design tools	15 Min.	
		Interim evaluation		45 Min.
Coffee break				
4. Process of project management	Implementation	Delivery	15 Min.	
	Closing	Final closing: budget, objectives, results, indicators, etc.	30 Min.	
		Final evaluation	15 Min.	
		Lessons learnt	10 Min.	
		Elaboration of an activity plan	10 Min.	
Closing the day				

Methods	Tools, equipment	From	To
		09:00	09:10
Presentation	Presentation	09:10	09:30
Trainer works with group(s) Aim: To identify the possible unexpected results.	Projector, laptop, flipchart, felt-tip pens	09:30	10:00
Presentation	Projector, laptop, flipchart, felt-tip pens	10:00	10:45
		10:45	11:15
Presentation	Projector, laptop, flipchart, felt-tip pens	11:15	11:30
Presentation	Projector, laptop, flipchart, felt-tip pens	11:30	11:50
		11:50	12:10
		12:10	12:30
		12:30	13:30
Groupwork (Exercise 11): Aim: To identify the possible tools for maintaining the politicians' and stakeholders' interest.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	13:30	14:00
Presentation	Projector, laptop, flipchart, felt-tip pens	14:00	14:15
Groupwork (Exercise 12): Aim: To make a project interim evaluation plan.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	14:15	15:00
		15:00	15:30
Presentation	Projector, laptop, flipchart, felt-tip pens	15:30	15:45
Presentation	Projector, laptop, flipchart, felt-tip pens	15:45	16:15
Presentation	Projector, laptop, flipchart, felt-tip pens	16:15	16:30
		16:30	16:40
		16:40	16:50
		16:45	17:00

DAY 5

Sub-module	Teaching unit	Teaching content	Theory	Practice
Starting the day		Overview of the previous day		10 Min.
4. Process of project management	Closing	Dissemination	20 Min.	
		Follow-up, sustainability	10 Min.	
		Follow-up, sustainability		60 Min.
Coffee break				
4. Process of project management	Closing	Archiving	11 Min.	
		Operating system documentation	8 Min.	
		Organisation of data processing	8 Min.	
		Future of the project team	8 Min.	
Summary of the trainging				45 Min.
Final exam		Briefing about the final exam	15 Min.	
Lunch				
Final exam		Documented group work: project plan		150 Min.
Closing the module, evaluation of the training		Summarising module 2 (expectations met?); Completing the participants' satisfaction questionnaire		25 Min.
End of day				

Methods	Tools, equipment	From	To
		09:00	09:10
Presentation	Projector, laptop, flipchart, felt-tip pens	09:10	09:30
		09:30	09:40
Groupwork (Exercise 13): Aim: To set up dissemination and follow-up plan.	Previous work done by the groups, flipchart, felt-tip pens, blutack, post-it notes	09:40	10:40
		10:40	11:10
Presentation	Projector, laptop, flipchart, felt-tip pens	11:10	11:21
		11:21	11:29
		11:29	11:37
		11:37	11:45
Trainer works with group(s) Aim: To summarise the training and clarify the possible questions.	Projector, laptop, flipchart, felt-tip pens	11:45	12:30
		12:30	12:45
		12:45	13:45
Groupwork: Elaboration of a project plan based on a case study.	2 case studies, 2 laptops	13:45	16:15
Common work with the trainer Individual work		16:15	16:40

4. MODULE INTERNAL/ EXTERNAL COMMUNICATION IN PUBLIC ADMINISTRATION

4.1 Term Communication

DEFINITION OF "COMMUNICATION" GIVEN BY OXFORD DICTIONARY

Noun
1. [mass noun] the imparting or exchanging of information by speaking, writing, or using some other medium: television is an effective means of communication at the moment I am in communication with London

• [count noun] a letter or message containing information or news: a telephone communication

• the successful conveying or sharing of ideas and feelings: there was a lack of communication between Pamela and her parents

• social contact: she gave him some hope of her return, or at least of their future communication

2. (communications) means of sending or receiving information, such as telephone lines or computers: satellite communications [as modifier]:a communications network

• [treated as singular] the field of study concerned with the transmission of information.

3. (communications) means of travelling or of transporting goods, such as roads or railways: a city providing excellent road and rail communications.

A Public Administration (PA) is a **macro system** charaterized by the peculiarity of the aims to face and the complexity of the Government functions.

As an **open** system the Public Administration governs the following process:

And the efficacy of this process depends on the level of Integration of HR-management- procedures-ICT-laws directly connected to the quality of their internal and external communication system. As regards internal communication, stakeholders are

colleagues, managers / directors, relevant politicians and departments, and for the public administration it's important to have an effective back office communication process; as regards external communication, stakeholders are citizens, policy makers, regulators and media and for the public administration it's important to have an effective front office communication process.

In particular, for a public administration we can have three types of public communication:

1. Institutional communication, aimed at
a. communicating laws and regulation
b. presenting the identity and the orientation of the public administration
c. informing the users about the organization of the offices and the application of the rules;

2. Social communication, that intends to promote the solution of problems of public interest through the sensitization and / or the persuasion of the citizens / users to change incorrect behaviour in their approach to a common problem (i.e. environment, health, education, safety, employment…). Part of this is the "communication of public utility" (news for educating the citizens / users about something useful for the collectivity);

3. Political communication, used from politicians in communicating (their) policies.

4.2 Aim of the module internal/external-communication in public administration

The goal of the module for the participants (Civil servants working in municipalities and their background institutions) is to understand the principles of the internal and external communication for facilitating the internationalisation process inside the public administration.

4.3 Required Competences

4.3.1 COMPETENCES
No previously acquired knowledge or professional practice is required for following the module. Only School leaving examination (as locally required) and to be a civil servant are the pre-conditions.
At the end of the module, participants will have acquired/enforced the following competences:

1. Active listening
2. Clear and effective communication
3. Non-verbal skills
4. To give and receive feedback

4.3.2 METHOD TO EVALUATE/MEASURE THE COMPETENCES

For evaluating / measuring the competences the balance of competences' method will be used.
It will be given an "initial balance of competence" before starting the module, and an "final balance of competence" at the end of the activities. Measuring the gaps between the two balances, it will be possible to evaluate the acquired competences due to the activities done.

4.3.3 METHODICAL APPROACH

Communication skills are transversal skills, where the term "transversal" shows the cross-cutting nature of these skills / competences. "Public communication" however, needs not only "general" transversal skills, but also "technical" ones connected to the effective functioning of the communication in a public administration organisation. If transversal / soft skills can be facilitated either by learning by playing or by task-based learning, some knowledge connected to technical skills needs different approaches like lectures or brainstorming workshops guided by experts. It is for this reason that the AGE partnership proposes for this module (Internal / External Communication in Public Administration) a complete range of methods including:

1. Lectures / Slide shows by a trainer expert in communication skills and the public administration's matters

2. Group (workgroup) or partner work: exercises, case studies, learning by doing, learning by playing, videos, brainstorming, simulations

3. Individual work: exercises, case studies, learning by doing

4.4 Recommended structure and length

SUB-MODULE 1

Title Public communication

Methods Lectures/Slide shows, learning by doing (workgroup)

Aim To introduce the institutional rules of the public communication

Length Half day training (approx. 3 hours, break included)

Fee Participation is free of charge

Certificate Certificate of Attendance

SUB-MODULE 2

Title Interpersonal communication

Methods Lectures / Slide shows, learning by playing, learning by doing, workshops and simulations

Aim To facilitate the interpersonal communication, raising the possibility to be easily understood by any audience, optimizing and managing interpersonal relationships in a positive daily report with the organisation

Length Four-day training (approx. 24 hours – 6 hours per day – breaks included)

Fee Participation is free of charge

Certificate Certificate of Attendance

SUB-MODULE 3

Title Internal communication

Methods Lectures / Slide shows, learning by doing, brainstorming

Aim To facilitate the information flow inside the organization

Length One-day training (approx. 6 hours, breaks included)

Fee Participation is free of charge

Certificate Certificate of Attendance

SUB-MODULE 4

Title
External communication

Methods
Lectures/Slide shows, learning by doing, brainstorming, video

Aim
To facilitate the information flow outside the PA

Length
Two-day training (approx. 12 hours – 6 hours per day – breaks included)

Fee
Participation is free of charge

Certificate
Certificate of Attendance

4.6 TEMPLATES — Curriculum for teaching of Internal/External Communication in Administration

1. THE TITLE OF THE MODULE
Internal / External Communication in Public Administration (IECPA)

2. THE AIM OF THE MODULE
The goal of the module for the participants is to understand the principles of the internal and external communication for facilitating the internationalisation process inside the public administration

3. TARGET GROUP(S)
Civil servants working in municipalities and their background institutions.

4. OBTAINABLE COMPETENCES
Competence means the proven ability to use knowledge, skills and personal, social and / or methodological abilities, in work or study situations and in professional and personal development.[6]

6. GLOSSARY - RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE
COUNCIL of 23 April 2008 on the establishment of the European Qualifications
Framework for lifelong learning

4.1 Active Listening
Ability to listen with a high degree of attention and communicative involvement, with open mindness, empathy and respect, taking the others perspective without prejudice, giving an appropriate / controlled response to the real needs of the recipients.

4.2 Clear and effective communication
This is a competence that helps to simplify messages and to adapt the (verbal and non-verbal) communication to the target for being clear, understandable and convincing.

4.3 Non – verbal skills
Transversal competences:
• to have positive expressions and gestures
• to control yourself
• to "read" the gestures / postures of others
• to have awareness of cultural differences

4.4 To give and receive feedback
This is a competence that civil servants need:
• to provide their staff, colleagues, superiors or to the citizens / external body in general, with the appropriate information about actions for achieving their objectives
• to really understand the needs of their partners in communication and beeing constructive when responding to them

5 PRE-CONDITIONS FOR PARTICIPATING IN THE MODULE

5.1 Education
School leaving exam (as locally required)

5.2 Professional practice
Not necessary

5.3 Previously acquired knowledge
Not necessary

5.4 Other condition(s)
Participants must be civil servants

6. PRE-CONDITIONS FOR PASSING THE MODULE

6.1 The method of administration of learning process
Attendance sheet signed by participants

6.2 Allowable absences
Maximum one-third of the total training time

6.3 Other condition(s)
Local rules and conditions

7. PLANNED MODULE TIME FRAME

7.1 Time Frame
48+6 hours

7.2 Theory
28 hours

7.3 Practice
20 hours

7.4 Follow up activities
6 hours after 6 months (all practice)

8. THE MODULE METHODS AND FORMS

8.1 Trainer expert
Lectures/Slide shows by a trainer expert in communi-cation skills and public administration matters

8.2 Group (workgroup) or partner work
Exercises, case study, simulations, learning by doing, learning by playing, videos, brainstorming

8.3 Individual work
Exercises, case studies, learning by doing

9. TRAINING SUB-MODULES

9.1 Public communication

9.2 Interpersonal communication

9.3 Internal communication

9.4 External communication

10. GROUP SIZE

10.1 Minimum
6 participants

10.2 Maximum
20 participants

**11. ASSESSMENT SYSTEM USED
    IN THE MODULE**

11.1 Form of assessment
Documented individual/group work

11.2 Regularity of assessment
The group work has to be done at the end of the sub-modules and at the end of the module.
The individual work is compulsory at the end of the sub-modules and, if the trainer agrees, can also be planned during the sub-modules.

11.3 Content of assessment
The skills detected, in the context of the public ad-ministration organisation in which the civil servant is working:
1. Active listening
2. Clear and effective communication
3. Non-verbal skills
4. To give and receive feedback

11.4 Method(s) to verify the level of knowledge
• Documentation produced by the civil servant for her/his participation in the exercises/role plays/games during the sub-modules
• Questionnaire submitted by the trainer at the end of the sub-modules;
• Group work at the end of the sub-modules and at the end of the module.

11.5 Acquired certification
The participants who meet the requirements will receive a 'Pass'

11.6 Requirements for acquired certificate
Fail: 0 - 59%
Pass: 60 - 100%

11.7 Consequences of fail
Below 60% a certificate cannot be issued.

**12. DOCUMENT CONFIRMING COMPLETION OF
    THE MODULE**
Certificate of Attendance

**13 PRE-CONDITIONS FOR ISSUING THE DOCUMENT
    CONFIRMING COMPLETION OF THE MODULE**

13.1 Pre-Conditions
Documented individual/group work: minimum 60% of the exercises/work submitted

13.2 Active participation in the training
Maximum absence one-third of the total training time

OVERVIEW
Structure and aims of the module Internal/External Communication in Administrations

Nr.	Sub-module	Topic	Subtopic	
1.	Public communication	Definition of "public communication"	Institutional communication	
			Social communication	
			Political communication	
		Regulations and tools	The White Paper on a European communication policy	
			National laws	
			Access, transparency, simplification	
			Quality and e-government	
		The public administration "language"	The rule of the 5 Ws (who, what, when, where, why)	
			Syntax	
			Lexicon	

Nr. 2 opposite page

Nr.	Sub-module	Topic	Subtopic	
3.	Internal communication	Organisational communication	Functional communication	
			Informative communication	
			Communication on mission and common values	
			Creative communication to facilitate the problem solving: teamwork, task forces, brain storming	
		Back office management	Planning methodologies of information	
			Information management	
			Management of archives and data bases	
4.	External communication	Front office management	Customer orientation	
			How to organise, classify, select and transfer the right information	
			Administrative procedures and procedures of the public communication	
		Marketing in public administration	Definition, principles and techniques of marketing management	
			Channels and tools	
		Communication versus citizens	The 7 steps to build a communication Plan	
			Analysis of successful cases in the EU	
		Communication versus media	Press Office	
			Channels and tools	A public event / meeting
				Press conferences
				Briefing the press
				Talk shows

Nr.	Sub-module	Topic	Subtopic	
2.	Interpersonal communication	One-to-one communication	Verbal communication	Functions of verbal communication
				Rules of verbal communication (words, tone, velocity, diction)
			Non-verbal communication	Functions of non-verbal communication
				Rules and meanings of non-verbal variables (body language and silence)
			Stress management for improving interpersonal communication	Definition of stress: eustress and distress
				Risk factors
				How to face the stress: methods and techniques
			Conflict management through right communication	The win-win approach
				Creative response: how to transform problems into opportunities
				Assertiveness: strategies for attacking problems instead of people
				Mediation
			Active listening and empathy	Interpersonal communication and self-perception
				Rules of active listening
				Feeling emotional states through empathy
			Rules of intercultural communication	Extract of lectures and exercises / role play / games of AGE-Module 1
			Channels and tools	Face-to-face communication
				Telephone communication
				Written communication: letters and emails
		One-to-few communication	Group dynamics	Definition of group
				Constraints and possibilities of teamwork
				Main attitudes in a group
				The leadership
			Channels and tools	Business meeting management
				Mailing list management
				Video-conference and chat rooms
		One-to-many communication	Public speaking	Techniques and strategies to be effective
				Interviews
				To speak during a public event
			Writing on the web	Netiquette: rules and on-line communication styles
				Institutional websites
				Use of social networks for institutional purposes
			News and newsletters	
		Feedback management	Evaluation process: techniques and tools	
			How to organise and manage follow-up activities	

Sub-module	Teaching unit	Teaching content
	Teaching unit 1.1 *TITLE:* Definition of "public communication" *ONE-HOUR* training, breaks included.	
	1.1.1 Institutional communication 1.1.2 Social communication 1.1.3 Political communication	To give an overview on different types of "public communication"
Sub-Module 1 *TITLE*: Public communication *AIM*: to introduce the institutional rules of the public communication *HALF-DAY* training (approx. 3 hours, break included)	**Teaching unit 1.2** TITLE: Regulation and tools ONE-HOUR training, breaks included.	
	1.2.1 The White Paper on a European communication policy 1.2.2 National laws 1.2.3 Access, transparency, simplification 1.2.4 Quality and e-government	To give an overview on EU and national addresses and laws about communication in a public administration
	Coffee Break	
	1.3.1 The rule of the 5 Ws (who, what, when, where, why) 1.3.2 Syntax 1.3.3 Lexicon	To introduce some rules for an effective communication in the field of the public administration
	REFLECTION AND CLOSURE	

Sub-module	Teaching unit	Teaching content
	Teaching unit 2.1 *TITLE:* One-to-one communication *AIM*: to facilitate communication and interpersonal relationships with another person *TWO-DAY*-training (approx. 12 hours, 6 hours per day – breaks included)	
	2.1.1 Verbal communication 2.1.1.1 Function of verbal communication 2.1.1.2 Rules of verbal communication (words, tone, velocity, diction)	To provide civil servants with useful skills to effectively communicate verbally with tact even if they are feeling under the micro-scope, under pressure or on the spot
Sub-Module 2 *TITLE:* Interpersonal communication *AIM*: To facilitate the interpersonal communication, raising the possi-bility to be easily understood by any audience, optimizing and managing interpersonal relationships in a positive daily report with the organ-isation *FOUR-DAY*-training (approx. 24 hours – 6 hours per day – breaks included)	Coffee Break	
	2.1.2 Non-verbal communication 2.1.2.1 Functions of non-verbal communication 2.1.2.2 Rules and meanings of non-verbal variables (body language and silence)	To provide civil servants with useful skills to communicate effectively by "body language" with tact even if they are feeling under the microscope, under pressure or on the spot
	Break	

	2.1.3 Stress management for improving
	       interpersonal communication
	2.1.3.1 Definition of stress:
	       eustress and distress
	2.1.3.2 Risk factors
		Helping participants to develop and im-plement effective strategies for preventing and managing stress at work and improving interpersonal communication

	Coffee Break	
	2.1.3.3 How to face the stress: methods and techniques	Helping participants to develop and imple-ment effective strategies for preventing and managing stress at work and improving the interpersonal communication
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
	Slide show	PC, video projector, slides	09:00–09:50
	Lecture/Slide show	Slides and texts of the White Paper, EU addresses and national laws	09:50–10:40
			10:40–10:55
Communication models – See Appendix Annex 1	Learning by doing — work group	Prepared case study and paper for the work group	10:55-11:45
			11:45-12:00

Activity name	Methods	Tools, equipment	Schedule
1. Tactful candor exercise – See Appendix Annex 2 2. "Oh" – See Appendix Annex 3	Slide show and learning by playing	PPC, video projector, slides for the theoretical part. The list of statements for each group.	09:00-10:40
			10:40-10:55
1. What am I doing? – See Appendix Annex 4 2. The meaning of the silence – See Appendix Annex 5	Slide show and learning by playing	PC, video projector, slides for the theoretical part. The list of statements for each group.	10:55-12:00
			12:00-13:00
	Lecture / Slide show	PC, video projector, slides	13:00-15:00
			15:00-15:15
1. Breathing techniques – See Appendix Annex 6 2. Muscle relaxation – See Appendix Annex 7 3. Meditation – See Appendix Annex 8	Learning by doing guided by a suitable trainer	A quiet room and a chair each participant	15:15-16:45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
	Teaching unit 2.1 *TITLE:* One-to one communication *AIM*: to facilitate communication and interpersonal relationships with another person *TWO-DAY*-training (approx. 12 hours, 6 hour per day - breaks included)	
Sub-Module 2 *TITLE:* Interpersonal communication *AIM:* To facilitate interpersonal communication, raising the possibility to be easily understood by any audience, optimizing and managing interpersonal relationships in a positive daily report with the organisation *FOUR-DAY*-training (approx. 24 hours – 6 hours per day – breaks included)	2.1.4 Conflict management through a right communication 2.1.4.1 The win-win approach 2.1.4.2 Creative response: how to transform problems into opportunities 2.1.4.3 Assertiveness: communication strategies for attacking problems instead of people 2.1.4.4 Mediation	To explain how to manage conflicts in communication processes
	Coffee Break	
	2.1.5 Active listening and empathy 2.1.5.1 Interpersonal communication and self-perception 2.1.5.2 Rules of active listening 2.1.5.3 Feeling emotional states through empathy	To provide participants with a range of techniques and strategies to identify different communication styles, deal with and overcome different communication barriers, express empathy, listen and ask questions more effectively, give and receive feedback.
	Break	
	2.1.6 Rules of intercultural communication 2.1.6.1 Extract of lectures/role plays/games and videos and situations of AGE-Module 1 Intercultural Competence (ICC)	To clarify main communication rules/ strategies to adopt to a multi-cultural environment
	Coffee Break	
	2.1.7 Channels and tools 2.1.7.1 Face-to-face communication 2.1.7.2 Phone communication 2.1.7.3 Written communication: letters and E-mails	To explain what participant has to enforce in terms of communication skills for an effective use of different channels of one-to-one communication.
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
Putting conflict management into practice – See Appendix Annex 9	Slide show and learning by playing	PC, video projector, slides for the theoretical part. The list of statements and a flip chart for the conclusions of each group	09:00–10:40
			10:40–10:55
1. The engineer –See Appendix Annex 10 2. The best holiday ever? –See Appendix Annex 11	Learning by playing	Vignette for exercise "The engineer"	10:55-12:00
			12:00-13:00
Depending on lectures/ role plays/games and videos selected form the AGE-Module 1 Intercultural Competence (ICC)	Depending on lectures/role play/games and videos selected form the AGE-Module 1 Intercultural Competence (ICC)	Depending on lectures/role plays/games and videos selected form the AGE-Module 1 Intercultural Competence (ICC)	13.00:15.00
			15:00-15:15
	Slide show	PC, video-projector, slides	15.15:16.45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
	Teaching unit 2.2 *TITLE:* One-to-few communication *AIM*: to facilitate public communication and interpersonal relationships with small groups of persons *ONE DAY* training (approx. 6 hours, breaks included)	
	2.2.1 Group dynamics 2.2.1.1 Definition of group 2.2.1.2 Constraints and possibilities of the teamwork 2.2.1.3 Main attitudes in a group	To raise the understanding of how groups operate and communicate
Sub-Module 2 *TITLE:* Interpersonal communication	Coffee Break	
AIM: To facilitate interpersonal communication, raising the possibility to be easily understood by any audience, optimizing and managing interpersonal relationships in a positive daily report with the organisation	2.2.1.4 The leadership	To raise the understanding of how groups operate and communicate
FOUR-DAY-training (approx. 24 hours – 6 hours per day – breaks included)	Break	
	2.2.2 Channels and tools 2.2.2.1 Business meeting management	To give an overview of main channels and tools normally used to reach the results
	Coffee Break	
	2.2.2.2 Mailing list management 2.2.2.3 Video-conference and chat rooms	To give an overview of main channels and tools normally used to reach the results
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
	Slide show	PC, video-projector, slides	09:00–10:40
			10:40–10:55
Building a model –See Appendix_Annex 12	Learning by playing	2 matching sets of children's building blocks (e.g. Lego), with 10 blocks and 1 base board in each set. Using one set of blocks, build a random object using the 10 blocks, onto the base board. Optional – 2 bags to hold sets of building blocks.	10:55-12:00
			12:00-13:00
	Slide show	PC, video-projector, slides	13:00-14:40
			15:00-15:15
Video-conference meeting – See Appendix Annex 13	Workshop and simulation	Video-projector, slides, video-conference tools (hardware and software)	14:55-16:45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
	Teaching unit 2.3 *TITLE*: One-to-many communication *AIM:* to facilitate public communication and interpersonal relationships with big groups of people *HALF-DAY*-training (approx. 3 hours, breaks included)	
	2.3.1 Public speaking 2.3.1.1 Techniques and strategies to be effective 2.3.1.2 Interviews 2.3.1.3 To speak during a public event	To develop communication skills necessary for analyzing the verbal discourse and for a public speaking in a polite way
	Coffee Break	
Sub-Module 2 *TITLE:* Interpersonal communication *AIM*: To facilitate interpersonal communication, raising the possibility to be easily understood by any audience, optimizing and managing interpersonal relationships in a positive daily report with the organisation *FOUR-DAY*-training (approx. 24 hours – 6 hours per day – breaks included)	2.3.2 Writing on the web 2.3.2.1 Netiquette: rules and online communication styles 2.3.2.2 Institutional websites 2.3.2.3 Use of the social networks for institutional purposes 2.3.3 News and newsletters	To give major rules for more accessible, clear and simple public communication via web. To define how to reach the target
	Break	
	Teaching unit 2.4 *TITLE:* Feedback management *AIM:* How to set up a performance management system as well as preparing for and conducting the review and giving constructive feedback *HALF- DAY*-training (approx. 3 hours, breaks included)	
	2.4.1 Evaluation process: techniques and tools	To provide participants with a range of techniques and strategies for evaluating the real effect / impact of public communication
	Coffee Break	
	2.4.2 How to organise and manage follow up activities	To define when and how to involve the target in an evaluation process
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
Phrase ball – See Appendix_Annex 14	Lecture/Slide show and learning by playing	PC, video projector, slides for the theoretical part. a ball for the game.	09:00–10:40
			10:40–10:45
Is it clear? –See Appendix_Annex 15	Lecture/Slide show and learning by doing	PC, video projector, slides for the theoretical part. Paper and pens for the participants.	10:45-11:30
			12:00-13:00
	Lecture/Slide show	PC, video-projector, slides	13:00-14:40
			14:40-15:55
	Lecture/Slide show	PC, video-projector, slides	14:55-16:45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
	Teaching unit 3.1 *TITLE*: Organisational communication *AIM*: To provide participants with knowledge to better understand the strategic function that communication fulfils for the public administration *TWO-HOUR*-training	
	3.1.1 Functional communication	To give an overview on functional and informative communication
	3.1.2 Informative communication	
	3.1.3 Communication of mission and common values	Agreement on how to be effective in the communication of mission and common values of the organisation
	Coffee Break	
Sub-Module 3 *TITLE*: Internal communication *AIM:* to facilitate information flow inside the organization *ONE-DAY*-training (approx. 6 hours, breaks included)	3.1.4 Creative communication to facilitate problem solving	To analyse the abilities for effective participation in teamwork, task forces, brain storming
	Break	
	Teaching unit 3.2 *TITLE*: Back-office management *AIM*: To enforce knowledge and abilities for managing public communication back office activities *FOUR-HOUR*-training	
	3.2.2 How to plan the information process	Strategies and techniques to plan effective information process
	3.2.3 Information management	How to find sources and up-to-date information
	Coffee Break	
	3.2.4 Management of archives and data bases	How to store information
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
	Lecture/Slide show	PC, video projector, slides for the theoretical part. a ball for the game.	09:00–10:40
	Brainstorming	Flip-chart	10:45-11:30
			10:40–10:55
Communication is the key – See Appendix Annex 16	Brainstorming	PC, video projector, slides	14:55-16:45
			12:00–13:00
	Lecture/Slide show and brainstorming	PC, video projector, slides	13:00-15:00
Case study	Learning by doing	PC and flip chart per group	15:00-16:00
			16:00-16:15
	Lecture/Slide show	PC, video projector, slides	16:15-16:45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
	Teaching unit 4.1 *TITLE:* Front office management *AIM:* To enforce skills for managing the front office activities of public communication *FOUR-HOUR*-training	
	4.1.1 Customer orientation	To develop the ability to receive custom-ers / citizens, becoming aware of their expectations, mastering the three stages of management of customer service (Wel-come - Understanding - Solving)
	4.1.2 How to organise, classify, select and transfer the right information	Agreement on how to be effective in the communication of mission and common values of the organisation
	Coffee Break	
Sub-Module 4 *TITLE:* External communication *AIM:* to facilitate information flow outside the organization *TWO-DAY*-training (approx. 12 hours – 6 hours per day - breaks included)	4.1.3 Administrative procedures and procedures of public communication – part 1	To improve the knowledge of the administrative procedures and procedures
	Break	
	4.1.3 Administrative procedures and procedures of the public communication – part 2	To agree on possible improvement inside the organisation
	Teaching unit 4.2 *TITLE*: Marketing in public administration *AIM:* To give participants information about the management of public communication within the marketing policy of the organization to ensure an improvement in the public administration's communication strategies *TWO-HOUR*-training	
	4.2.1 Definition, principles and techniques of marketing management	To give an overview of principles and techniques
	Coffee Break	
	4.2.2 Channels and tools	To give an overview of main channels and tools normally used for reaching results
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
	Lecture/Slide show	PC, video-projector, slides, flip chart	09:00-09:50
	Brainstorming	Flip-chart	09:50-10:40
			10:40–10:55
Workshop directed by the person in charge of public relations	Lecture/Slide show and Brainstorming	PC, video-projector, slides, flip chart	10:55-12:00
			12:00–13:00
Workshop directed by the person in charge of public relations office	Lecture/Slide show and brainstorming	PC, video-projector, slides, flip chart	13:00-13:30
	Slide show	PC, video-projector, slides	13:30-14:30
			14:30-14:45
	Slide show	PC, video projector, slides	14:45-16:45
			16.45-17.00

Sub-module	Teaching unit	Teaching content
Sub-Module 4 *TITLE:* External communication *AIM:* to facilitate information flow outside the organization *TWO-DAY*-training (approx. 12 hours – 6 hours per day - breaks included)	Teaching unit 4.3 *TITLE:* Communication versus citizens *AIM:* How to be effective in the communication versus citizens *HALF-DAY*-training (approx. 3 hours, breaks included)	
	4.3.1 The 7 steps to build a Communication Plan	How to build a communication plan
	Coffee Break	
	4.3.2 Analysis of successful cases in the EU	To learn by the best practices in the EU
	Break	
	Teaching unit 4.4 *TITLE:* Communication versus media *AIM:* How to be effective in communication with media *HALF-DAY*-training (approx. 3 hours, breaks included)	
	4.4.1 Press Office	Presentation of the press office: functions and role within public administration
	Coffee Break	
	4.4.2 Channels and tools 4.4.2.1 Public events / meetings 4.4.2.2 Press conferences 4.4.2.3 Briefing the press 4.4.2.4 Talk shows	To give an overview of main channels and tools normally used for reaching results
	REFLECTION AND CLOSURE	

Activity name	Methods	Tools, equipment	Schedule
	Slide show	PC, video-projector, slides	09:00-10:40
			10:40–10:55
Case study	Learning by doing	Communication plans of several EU public administrations known for the positive impact of their institutional and social communication	10:55-12:00
			12:00–13:00
	Lecture/Slide show directed by the person in charge of the press office	PC, video-projector, slides	13:00-15:00
			15:00-15:15
Projection of suitable videos about all the situations analysed	Video	PC, video-projector	15:15-16:45
			16.45-17.00

5. OUTLOOK

During the project progression it became very clear that a lot of municipalities in Europe have to face the fact that their employees have not yet been prepared well enough to work in a more international environment such as in the field of international projects within the administration or/and dealing with foreigners coming to and living in the municipality.

To remedy this situation the AGE project partner will transfer the training modules developed in the AGE-project to other European municipalities and further test and evaluate them in a subsequent new project. Therefore, the Partnership project will develop e-tools for the training modules. Furthermore, the exchange of experiences on methods and best practice examples of teaching i.e. intercultural skills will be part of the following project. Apart from the concrete training activities the participating local authorities will get new ideas and references to plan and implement their strategies for personnel development and employment through the exchange of best practises. The project shall also serve the deepening and widening of the network started with the AGE-project among European municipalities and municipal training institutions.

ANNEX (1—32) TEACHING MATERIAL

TEACHING MATERIAL

Basic module I — Intercultural Competence

a) Culture and cultural dimension
It is recommendable to start the training with an icebreaker session followed by an activity concerning the dimension of culture connected with a short theory part.

ANNEX 1

Activity name The Story of my Name (warm-up activity)

Length 15-20 minutes

Source Garber P. R.: Communications Activities, Icebreakers, and Exercises, HRD Press, 2008, p. 109 f.

Aim
The aim is to get to know and respect "the other" by enhancing intercultural understanding. This activity has the advantage that people only need to disclose what they want, every participant is an expert in their name, it encourages people to start talking.

Remark
The trainer should have an understanding for the origin (e.g. locality or character attributes) and meaning of names. Sometimes it could be that the training group is homogeneous or some participants have little to tell about their names. In that case the trainer could start a discussion about names and stereotypes to go on(e.g. stereotypes of names such as Kevin and Chantal contra Cornelius and Henrike in Germany – seemingly low educated vs. high educated children/persons).

Background of the activity
Names are closely linked to one's own identity so getting this right can be important in forming new relationships. Talking about your own name allows each participant to be an expert for a moment and thus every participant gains confidence. It can also encourage interest in a person and their culture and cultural background. As it facilitates conversation it can also foster further dialogue and thus improve intercultural relations.

Activity
Ask each participant to think about their name for a minute and to prepare themselves to answer some or all of the following questions (see red box below). They do not need to answer all the questions. Each participant is then given 2 min. to talk about their name.

· Who gave you the name?
· What does your name mean?
· Do you know the origins of your name?
· What do people call you?
· Is it a common name in your home country?
· Do other people find your name easy to pronounce?

ANNEX 2

To better understand culture and decode certain behavior the trainer should introduce the participants (while the following activity is running or at the end of the exercise) into the iceberg or the onion model to elucidate the concept of culture.

Activity name Brainwalking – What is culture to you?

Length 20-30 minutes

Materials Pinboard tacks, pinboard, paper, pens

Aim
The activity shall launch a discussion about the term culture on what the participants associate with it.

Activity
The participants are asked to write down their ideas concerning the question "What is culture to you?" and put them on the wall. Based on the discussion the trainer sorts the answers according to visible (up, upper side) and invisible elements (down, lower side).

Remark
The trainer should stress that we all interpret things as we see them based on the values, ideas and expectations in our own culture and that the term culture can be widely defined in that case. Furthermore, the trainer should point out that when we are faced with

another culture, we tend to interpret it in our own culture. If we follow that pattern, intercultural misunderstandings can arise. To link that learning outcome with the everyday work of the participants is very relevant.

Theory

Figure 1 – Iceberg model, created by Stanley N. Herman,
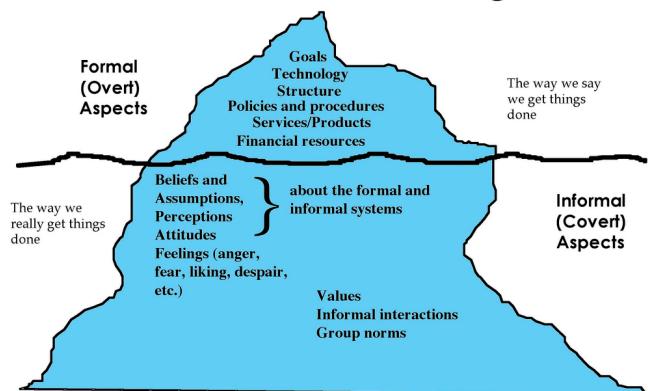

TRW Systems Group, 1970.
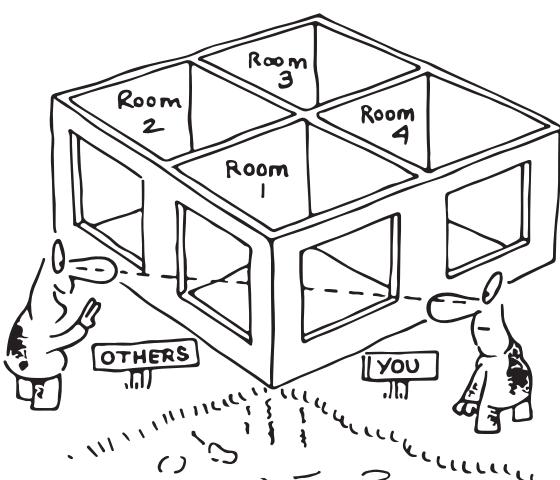
Figure 2 – Handy, C.: Inside Organizations, BBC Books, 1990, p. 63.

YOU can see OTHERS through room 1, the external appearance. They are direct linked with each other. But YOU cannot see room 2 and OTHERS cannot see room 4. However, someone coming from the appropriate site knows that there is a room 2 or 4. This demonstrates that people from the same environment know about for example their special rituals, traditions or personal behaviours. An outsider like OTHERS does not know it. On the other hand, both – YOU and OTHERS – cannot see that there is more, the

hidden room 3. That should stress that there is something going deeper. Something they are not aware of. These could be feelings, thoughts or values. Often we are not aware of our cultural environment, how much it shapes us. This could be room 3.

b) Intercultural sensitization
It should be noted the activity "Ritual Greetings" has a playful character. Depending on the partici-pants the trainer can decide whether an activity or a case study would be the best for the group. Combined with or after the activity the trainer should steer the group to the linked theory – five di-mensions by Hofstede and intercultural learning.

ANNEX 3

Activity name Ritual Greetings

Length 20-30 minutes

Materials Several copies with the description of the different "roles"

Source Referring to the Project "Let's Go!", E-Toolkit Mobility, site: http://www.etoolmob.eu (22.01.2014), explanations for teacher, p. 4 f.

Aim
The activity deals with the topics cultural standards and cultural differences. The aim is to introduce a group discussion about different ways of conduct in various cultures.

Remark
The trainer's task is to connect the activity with "possible" situations of the everyday work. To encourage the participants working in the front-office of the civil service to talk about their experiences concerning feelings, thoughts and reactions makes the activity livelier.

Activity
Participants are asked to imagine the following situation: Newly arrived in your new hometown, you have to register at the local residents' registration office. You are the next in the line and enter the room

I. The group is divided, according to its size, into clerks of the registration office and new

inhabitants; one clerk of the registration office can have more than one new inhabitant.

II. Everyone receives a role card with a greeting ceremony.

III. Now everyone, while behaving according to their ritual description, has to find the person(s) associated with them. Who is part of the same culture, who is not?

IV. It is not allowed to speak!

POSSIBLE DISCUSSION INPUTS
— Which greeting rituals made you feel (un-)comfortable? Why?

— Were there any greetings that were misunderstood (e.g. as hostile approaches or advances)?

— What feelings did unfamiliar forms of greeting engender? How would the participants have liked to react in some cases?

— Which strategies did the participants develop after the first few experiences in order to get through "unscathed"?

— How should we react when faced with different customs? Which rules should apply?
Who should adapt to whom to what extent?

TEMPLATE — RITUAL GREETINGS

You're one of the
French people
They say hello by
Starting on the left, kissing 3-4 times

You're one of the
Germans
They say hello by
Shaking hands

You're one of the
Russians
They say hello by
Concerning man-man = very firm handshake
Concerning woman-man = depending on what the woman wants, it can vary

You're one of the
Latin Americans
They say hello by
Putting their head on the partner's right shoulder and clapping them three times on the back; then putting their head on the partner's left shoulder, and again, three claps on the back.

You're one of the
Estonians
They say hello by
Saying hello, but they do not shake hands.

ANNEX 4

Activity name Intercultural Case Study

Length 20 minutes

Source Referring to Gibson, R.: Intercultural business communication, Berlin, 2000.

Aim
The activity demonstrates intercultural clashes and gives advice how to classify them as well as how to react with a suitable solution. After or during the exercise the cases shall inspire the participants to reflect their everyday work.

Remark
After analyzing international cases the participants shall reflect critical moments of their everyday working practices (e.g. within European projects or situations of a front office clerk) concerning cultural clashes. Building a bridge between the common intercultural cases and the working practices of the participants illustrates the participants how important it is to be sensitive in dealing with citizens or project partners from another environment.

Activity
The following cases are a selection, they are expandable.
Participants shall try to explain the problem and find appropriate approaches to deal with the situation. A short description with background information is given.

1. SITUATION (BODY DISTANCE)

Enrique, an Argentinian student in Sweden, is new at the university and has to go to the local residents' registration office. At the office Enrique is the next in the line and enters the room. He wants to be polite and take a seat quite close, directly next to the office clerk. After that the woman asks Enrique whether he could take another seat. Enrique wonders whether the woman doesn't like him.

How close you get to another person when talking to them differs widely across cultures. Research has shown that in the USA the "comfort zone" is about one arm's length. In Latin America the tendency is for people to get closer to each other than people for instance in the UK. This is a tendency and does not, of course, mean that all people do this.

2. SITUATION (INTERPRETATION)

A Japanese clerk of the municipality Akita is negotiating with a Danish clerk of the municipality Viborg. The Japanese says that the project will be very difficult. The Danish asks how her municipality can help to solve the problem. The Japanese is puzzled by the question.

For the Japanese the message was quite clear – for him the statement that it would be difficult meant that there would be no deal. He expressed it indirectly to be polite and avoid "loss of face". The Danish, not being aware of this, thought that there were some problems that could be resolved.

3. SITUATION (POWER)

A British clerk of a German state institute attached to a government ministry was frustrated about the time it took for decisions. To speed things up he faxed documents to his counterpart at the ministry directly. When the head of department at the institute found out, he was extremely annoyed and demanded to show him the faxes before they were sent to the ministry.

For the British clerk the important thing was to get the job done, for the German the respect for the hierarchy and the importance of following the "Dienstweg" (going through the official channels) were of utmost importance.

4. SITUATION (UNCERTAINTY)

During a European project, German clerks of the municipality Cologne were surprised to find out both that their British colleagues of the municipality Canterbury were earning considerably more than them and that the team was frequently changing, with senior staff being recruited by other municipalities. Most of the German clerks had been in the municipality Cologne since the beginning of their careers and would not consider a change to another municipality, even if they were offered more money.

The incident reflects different attitudes to what Hofstede calls "uncertainty avoidance". Uncertainty avoidance is according to him "the extent to which the members of a culture feel threatened by uncertain or unknown situations".

5. SITUATION (BODY LANGUAGE)

Clerks of the municipality Munich and clerks of the municipality Glasgow are in a difficult negotiation. Things are getting tense. Max Mustermann sits upright and is disturbed as Timothy Hoskins relaxes in his chair. Max Mustermann feels that Timothy is not taking the negotiations seriously. Timothy feels that Mr. Mustermann is getting more and more aggressive.

The German's upright position indicates the seriousness with which he is taking the situation while Timothy's posture in the chair indicates he wishes to defuse the situation. The two people misinterpret each other's behaviour.

6. SITUATION (EYE CONTACT)

A British expatriate living in Vienna (Austria) complains about being stared at in the underground train. "They stare me straight in the face as if I've come from another planet," he said.

How long it is acceptable to look directly at someone can also differ – what in some cultures indicates interest would in others be considered to be intrusive staring.

7. SITUATION (TURN TAKING)

Researchers looking into intercultural communication asked an Italian and a Japanese to find out particular information from each other. They interviewed them separately after the conversation. The Italian said, "He seemed to be a nice guy, but he never really said anything"; the Japanese said, "He was very friendly but he never gave me a chance to speak."

How turn taking works in a conversation and the role of silence also differ between cultures. In some it is accept-

able and even desirable to interrupt, in others it is normal to wait for your partner to finish speaking before making your point, and in some cultures a period of silence between contributions is the norm.

Theory

FIVE DIMENSIONS

Hofstede differentiates cultures on the basis of the following dimensions: individualism versus collectivism, power distance, uncertainty avoidance, masculinity versus femininity, and long-term versus short-term orientation.
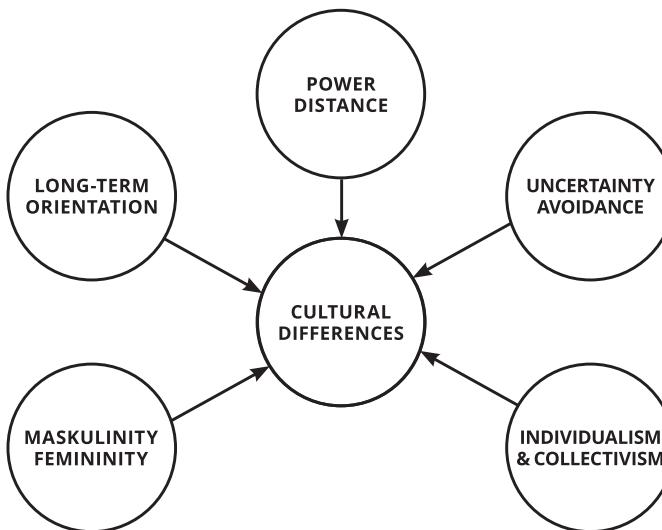
Figure 3 – Five Dimensions by Hofstede

DIFFERENT PHASES OF CULTURAL LEARNING
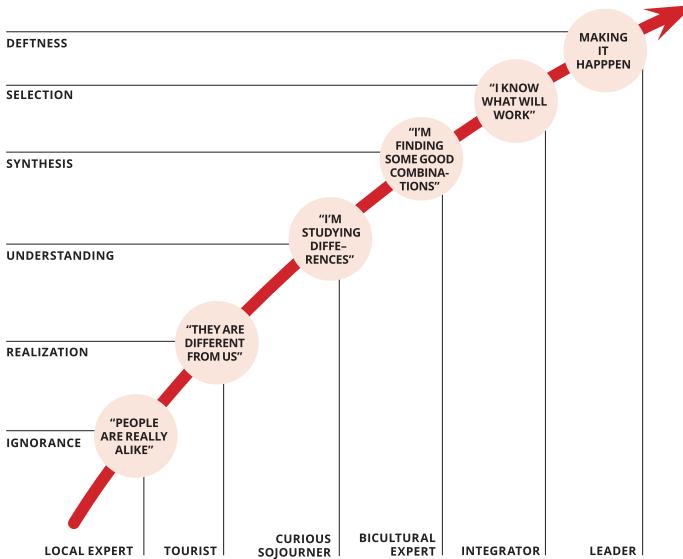
Figure 4 – Clackworthy, D.: A Road Map to Cultural Competency, SIEMENS Review 2/94, p. 14.

A MODEL OF CULTURAL LEARNING
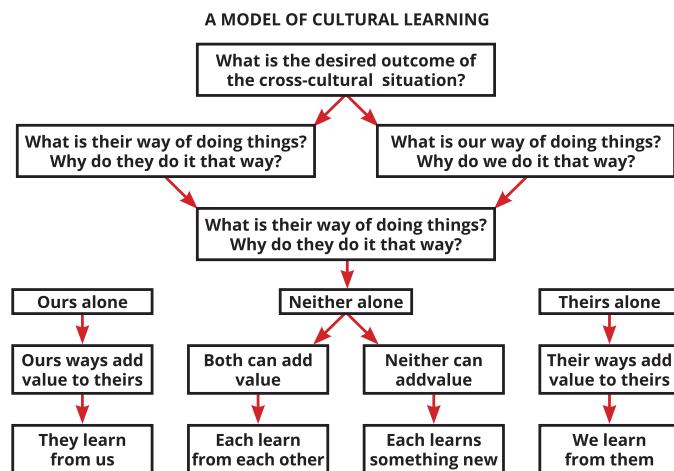
Figure 5 – Hoecklin, Lisa, Managing Cultural Differences, Addison Wesley, Workingham, 1994, p. 81.

c) Conscious and critical handling of stereotyping

To have preconceived pictures in mind is normal and also necessary. In uncertain, unfamiliar moments they give each of us stability – like an anchor. As human beings, we need to feed our imagination. This prepares us to face unknown situations.

Nevertheless, it is also important to break with stereotypes. We should rather perceive stereotypes as a spring-board to discover other cultures.

Remark

Linked with a definition of the term stereotypes the trainer should stress that stereotypes correspond to traits or behaviours which we attribute to others in an arbitrary way. In that sense, the stereotypes are a manifestation of prejudices.
At the end of the group activity the trainer should connect the results of the activity with the everyday work of the participants.

ANNEX 5

Activity name First Impression

Length 20 minutes

Source Card deck developed by Vejle Kommune (Denmark). *Find the Card deck on page 58–59.*

Aim

The aim of the exercise is to become aware of what stereotypes are, how they originate and how to deal with them through self-reflection. This activity introduces key theoretical concepts of stereotyping, prejudice and discrimination. The participants share their experiences of prejudice, stereotyping and/or discrimination.

Activity

I. Divide the group into two smaller groups. Each group gets a deck of photos (and a deck of descriptions with information about their jobs, hobbies and other characteristics (e.g. a description of a nurse, judge etc.).

II. Each group has to discuss which description fits best to each person (photo).

III. The trainer collects the combinations and evaluates the results. Often the wrong combinations are results of stereotypes.

Alternatively

I. n class the trainer shows photos with individuals. After that, the participants share their ideas of the photographed persons.

II. The trainer asks provoking questions to make the participants aware of their own stereotypical way of thinking.

ANNEX 7

Activity name Funny stereotyping videos

Length 10-15 minutes

VIDEO 1 – RENAULT CRASH TEST (RENAULT)
Source: YouTube – http://www.youtube.com/watch?v=jrcAuoMNAHY (23.01.2014)

VIDEO 2 – VA BENE? (GOETHE INSTITUT ITALIEN)
Source: YouTube – http://www.youtube.com/watch?v=RSIzWe33kpw (23.01.2014)

VIDEO 3 – A GERMAN IS PARKING A CAR (HSCB)
Source: YouTube – http://www.youtube.com/watch?v=5OaqF-JT4mQ (23.01.2014)

VIDEO 4 – A ENGLISH BUSINESSMAN (HSCB)
Source: YouTube – http://www.youtube.com/watch?v=6_WAmt3cMdk&list=RD5OaqF-JT4mQ (23.01.2014)

ANNEX 8

Discussion Seeing through your glasses of culture, which images of other cultures do you have?

Material Yanko Tsvetkov (Alphadesigner) Book "Atlas of Prejudice: Mapping Stereotypes, Vol. 1"

SHORT DESCRIPTION OF THE BOOK
A book with funny maps and essays about bigotry, paranoia, politics and prejudice by Yanko Tsvetkov, a leading international bigotry professional with a taste for unconventional historical studies. Following an example out of the book:

Figure 6 – Europe According to Bulgaria (2009) from the Atlas of Prejudice book by Yanko Tsvetkov.

Theory

**A DEFINITION OF THE TERM STEREOTYPE**
The stereotype „designates the simplified descriptive catego-ries through which we try to situate others or a group of in-dividuals".

A DEFINITION OF THE TERM PREJUDICE
Prejudice is a baseless and usually negative attitude toward members of a group. Common features of prejudice include negative feelings, stereotyped beliefs, and a tendency to discriminate against

CARD DECK
Card deck for the exercise in Annex 5.

LONG DISTANCE DRIVER

Married

Interests Football, 2. World War, Friends.

Living arrangement Allotment (All-year round)

Children 0

MIDWIFE

Single

Interests Sports, Fashion, Politics

Living arrangement Apartment

Children 1

INDEPENDENT CANDY MAKER

Married

Interests IT, Family, Friends.

Living arrangement House

Children 2 (Twins)

PAINTER

Girlfriend

Interests Beer-tasting, Movies, Satire

Living arrangement Apartment

Children 0

HOUSEWIFE

Married

Interests Gardening, Reading and Running.

Living arrangement House

Children 2

CENTER DIRECTOR

Married

Interests Children, Work, Maintenance of house, Garden.

Living arrangement House

Children 7
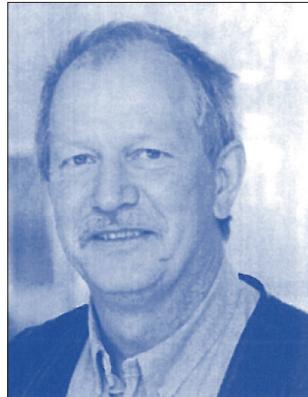
COLLEGE STUDENT

Single

Interests Politics, Travel, Coflict Resolution, Friends

Living arrangement Dorm

Children 0

PEDAGOGUE

Married

Interests Fashion hair, Cooking, Crossword

Living arrangement Apartment

Children 2

UNDERTAKER

Single

Interests Painting, Figure skating

Living arrangement Andel

Children 1

IT DIRECTOR

Married

Interests Cooking, Musical, Family

Living arrangement Cohabitation

Children 3
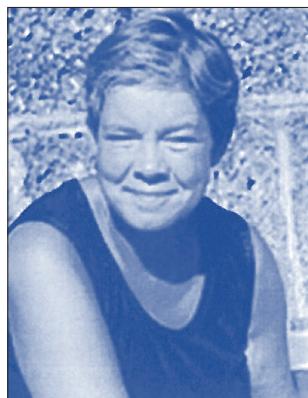
GARDENER

Married

Interests Flowers, Music, Family

Living arrangement House

Children 3

members of the group. While specific definitions of prejudice given by social scientists often differ, most agree that it involves prejudgements (usually negative) about members of a group.

When prejudice occurs, it can lead to stereotyping and discrimination. Often prejudices rest upon stereotypes. Stereotypes can be both positive ("women are warm and nurturing") or negative ("teenagers are lazy"). Stereotypes may also result to faulty beliefs but they can lead to both prejudice and discrimination.

Source: *http://psychology.about.com/od/pindex/g/ prejudice.htm (28.01.2014)*

a) Awareness of cultural diversity
A person's view of the world is marked by her/his expectations and experiences, in other words: the environment.

Remark
As we learned in learning section c we all interpret things as we see them based on our glasses of culture – the values, ideas and expectations inherent in our own culture. When we are faced with another cultural environment we tend to interpret a situation in accordance with our standards. If we follow that pattern, intercultural misunderstandings can ensue, probably having consequences for our everyday practice. With this knowledge in mind the participants shall reflect whether they would see a recent "strange" situation now with different eyes. What would they do differently now?

To link the activity/-ies with the everyday practices of the participants is crucial. Otherwise, the participants will not understand the intension of this learning section concerning their everyday work.

Aim
The aim of the awareness tests (option 1 and 2) is to demonstrate that we due to our selective perception devote our attention only to what we consider important at the moment and how our perception can be controlled.

ANNEX 9

Activity name Awareness test

Length 10-15 minutes

Materials Internet access, projector, computer

Activity

SEAGULL
http://www.youtube.com/watch?v=MUi8eMkf0KM
Task Count the times the Seagull throws the stick! (Have you seen the Crocodile?)

BASKETBALL
http://www.youtube.com/watch?v=bioyh7Gnskg
Task How many passes does the team in black make? (Did you see the Storm trooper?)

ANNEX 10

Activity name What do you see?

Length 10-15 minutes

1. OLD OR YOUNG WOMAN?

Hill, W. E.: cartoonist, 1915.
*website* http://goo.gl/UGv1R9, 24.01.2014.
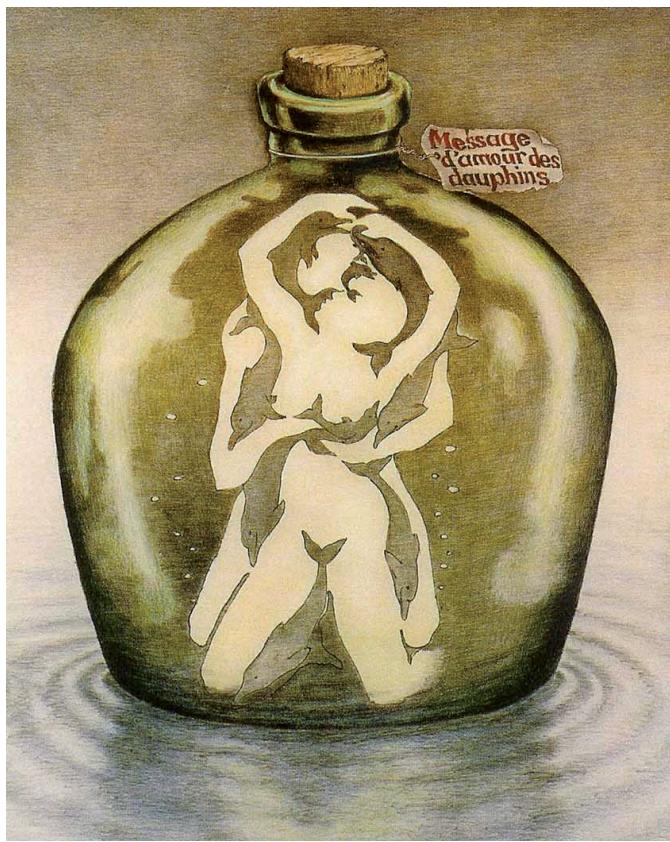
2. DOLPHINS OR A COUPLE?

Most adults see a couple while children rather see nine dolphins. Surprising, isn't it?

In your opinion, what are the reasons for those different views?

3. TWO SILHOUETTE PROFILES OR A WHITE VASE?
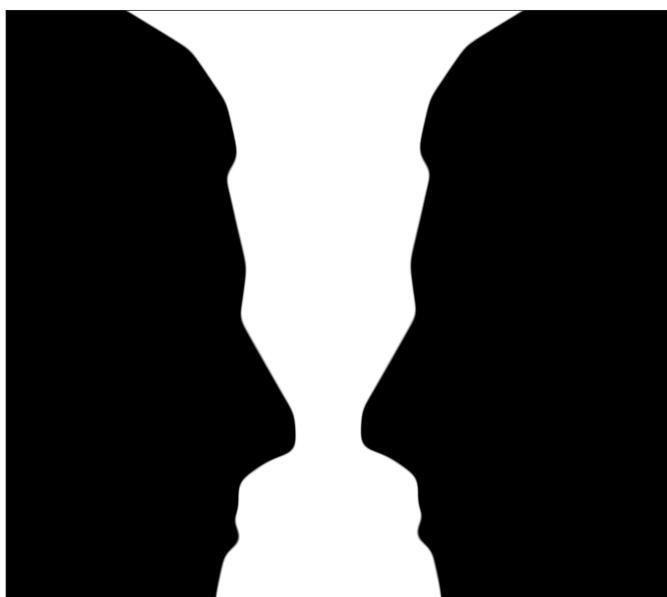
4. KANIZSA TRIANGLE — HOW MANY TRIANGLES DO YOU SEE?
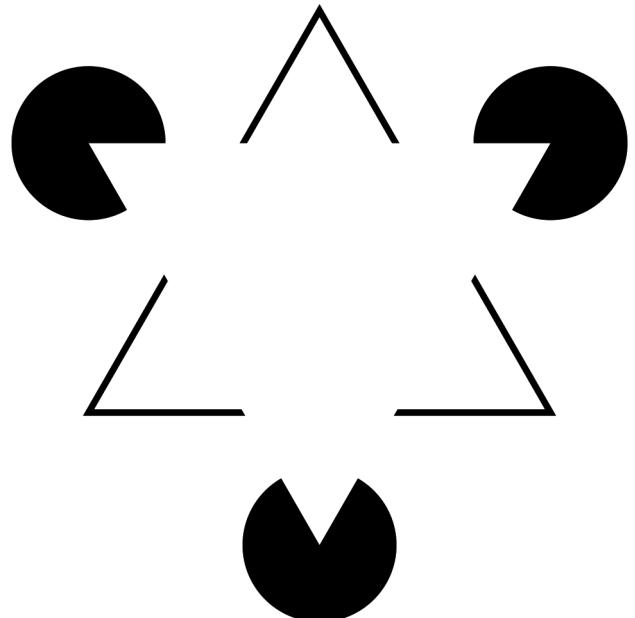
b) Communication of relevant competences
Intercultural communication tries to understand how people from different countries and cultural backgrounds communicate and perceive the world around them. Intercultural understanding is not just for incoming expats. It is also very vital for project members of a municipality as well as for those who are working in the front office of a municipality.

Misunderstandings in cross-cultural communication usually arise from difficulties in message transmission. In communication between people of the same culture, the person who receives the message interprets it based on values, beliefs and expectations for behavior similar to those of the person who sent the message. When this happens, the way the message is interpreted by the receiver is often likely to be fairly similar to what the speaker intended.

However, when the receiver of the message is a person from a different cultural environment, the receiver uses information from his or her culture to interpret the message. The message the receiver interprets may be very different from what the speaker intended.

Learning section e tackles these misunderstandings.

ANNEX 11

Activity name Train Story

Length 20 minutes

Materials Prepared paper with the story

Source Garber P. R.: Communications Activities, Icebreakers, and Exercises, HRD Press, 2008, p. 139 f.

Aim
The aim of the exercise is to emphasize that what we are asked to do isn't always what is expected.

Activity
A brief story is read to the participants. They are asked to answer a question concerning the content of the story. The question is likely not what participants were expecting to be asked.

I. Tell participants that you are going to read them a brief story about a train and that they need to pay close attention as you are going to ask them a question about the situation being described. Advice participants that they might want to make notes as you read the story.

II. Read the following story:
A train leaves the station with 3 passengers and stops at London and 5 more get on. It next stops at Albany and 2 passengers get off. Next stop is Pleasantville and 23 new passengers get on board. The train makes its next stop in Dallas where 21 get off and no one gets on. The train chugs along until it reaches Hollywood where 3 more passengers get on. The next stops are Buffalo where 6 get on and 4 get off, Moosehead where no one gets on or off, and Clarksburg where 24 passengers get on board. The train reaches the end of the route in Los Angeles where everyone gets off.

III. After reading the story, the trainer asks the question: How many stops did the train make?

IV. It is likely that participants were more focused on how many passengers were left on the train when it reached its final destination.

V. Ask participants how many were more focused on this than the number of stops.

VI. Ask if anyone can answer the question of how many stops the train made. Also ask if anyone can answer how many passengers were on the train when it reached Los Angeles.

VII. The answer to the question concerning how many stops the train made is 9, including its final destination.

VIII. There were 37 passengers on the train when it arrived in Los Angeles. You may want to acknowledge that this train went a long way around on its way to Los Angeles.

Alternative
Instead of reading the story loud, distribute a copy of the story and let the participants read for themselves. Then the trainer asks the question.

Remark
The trainer should discuss why participants may have focused on the wrong criteria while listening to this story. Likely responses might be that they just assumed that the question would be how many passengers were left at the end of the train ride. The trainer should emphasize that often our assumptions cause us to focus on the wrong things when we communicate with others and that we need to keep an open mind about what may be most important and critical communications.

ANNEX 12

Activity name The Map

Length 10-15 minutes

Source Diakonisches Werk Württemberg, Arbeitskreis Interkulturelles Lernen (Hg.), 2001: Trainings- und Methodenhandbuch, Bausteine zur interkulturellen Öffnung, Stuttgart; in Interkulturelles Sensibilisierungstraining – Ein Weiterbildungsmodul für Fachkräfte der Arbeitsförderung, p. 17 ff., Bielefeld, 2004.

Aim
The aim is to clarify that culture carries meaning and thus can be compared to a map. The activity shows that communication between people can be difficult
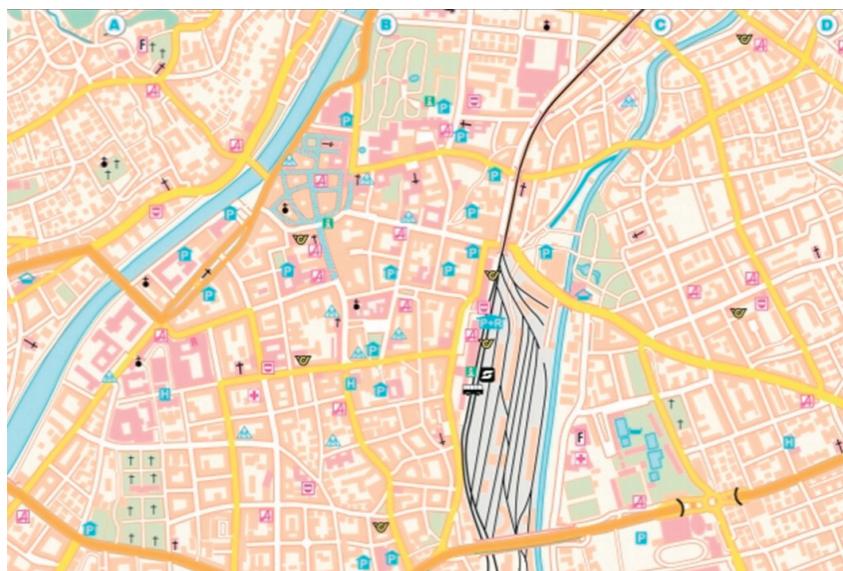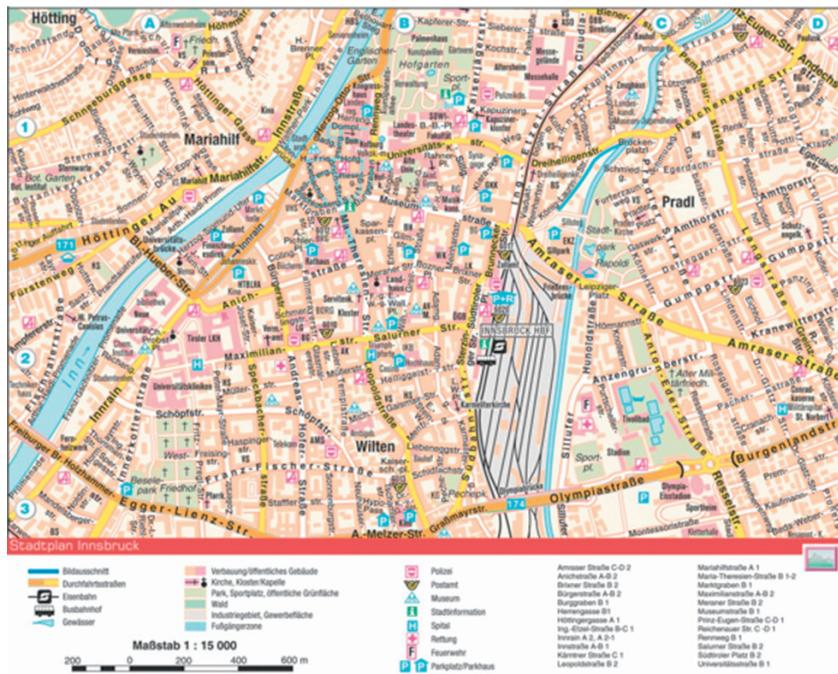
when their maps either differ from one another or are incompatible.

Furthermore, this exercise is appropriate to practice concrete communication skills and thus raise awareness of the necessity of communication.

Remark

The trainer should underline that there is no golden road to communicate. A clear and strict dialogue does not have to be the most effective approach. The trainer should be able to facilitate that each situation requires an adapted communication strategy depending on the setting and the dialogue partner.

Activity

I. The trainer has two different maps of the same city: One map with street names and one map without street names. The participants do not know that the maps differ.

II. The trainer selects two participants. The first one is told to be a taxi driver and the other one is the colleague coordinating everything from the taxi office.

III. *Exercise* The colleague at the taxi office calls the driver and let him/her know that he/she has to drive a customer from A to B. However, the driver does not know where he/she actually is, because he/she has the map without street names. Only the colleague at the office has a map with street names.

IV. The colleague at the taxi office has to navigate the driver to the starting point where the customer is waiting. Afterwards he/she has to guide the driver to the destination. Important: Only verbal communication is allowed.

Theory

**1. FOUR-SIDE-MODEL**
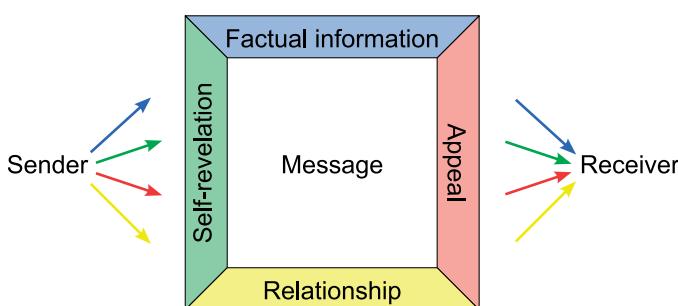
Figure 6: Four-side-model by Friedemann Schulz von Thun, 1981.
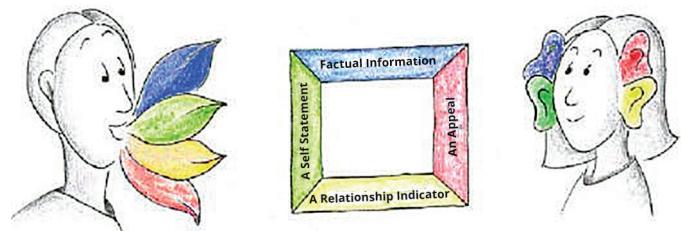

Figure 7: Academy for Conflict Transformation, Self-Learning-Course No 10: Communication Model ("four-ears-model")

Source *http://www.forumzfd-akademie.de/files/va_media/nid1517.media_filename.pdf*

2. ADDITIONAL MATERIALS
Source *http://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf*

ANNEX 13

c) Recap

Activity name Postcard

Length 30 minutes

Materials Postcards, pens

Aim
The participants reflect on and remind themselves of the most critical, important, meaningful, surprising and fruitful aspects of the training.

Remark
The trainer should explain that they get back their postcards in basic module II – Intercultural Competences in Practice. The more they write the more input they will have for the workshop. This motivates some participants to write as much as they can.

Activity

1. Participants write a postcard for themselves:
   What are the most important/surprising/meaningful/ critical aspects to me?

2. Participants stand in a circle and can present:
   What are the most important/surprising/meaningful/ critical aspects to me?

3. The trainer collects the postcards from the participants and brings them to the basic module II – Intercultural Competence in practice.

Basic module II
— Intercultural Competence in Practice

ANNEX 14

a) Starter

Activity name Warm-up

Length 20 min.

Aim

The aim of the warm-up is twofold: Firstly, to build a bridge between the first and second basic module on ICC. Secondly, the participants remind themselves of the critical aspects from basic module I.

Activity

The participants stand in a circle and read aloud the postcard they have written during the basic module I: What are the most important/surprising/meaningful/ critical aspects to me?

ANNEX 15

b + c) Exchange of good practice & critical incidents

Activity name The Café

Length 45 min.

Aim

The aim of the game is double: Firstly to facilitate debate among the participants. Secondly, to make the participants reflect on how the training in the basic module I has affected their daily work.

Activity

I. Each participant is given a number and thereafter the participants are divided into groups of four persons (see table below). In each group the participants share critical incidents and good practice. When the trainer finds it appropriate he/she tells the participants to close the discussion.

1st round	Group 1	Group 2	Group 3	Group 4
Participants	1-4	5-8	9-12	13-16

2nd round	Group A	Group B	Group C	Group D
Participants	1,5,9,13	2,6,10,14	3,7,11,15	4,8,12,16

II. The participants are then given three minutes to individually recap key incidents and best practice.

III. Afterwards the groups are split up into new groups (see table below) where the participants present the experiences from the first group to the others.

ANNEX 16

d) Recap

Activity name In my opinion

Length 45 min.

Aim

The aim of the group discussion is to acquire knowledge on one's own culture, other cultures and other people's behavior, to practice empathy and self-confidence with regard to international settings.

Activity

The trainer introduces the participants to controversial, stereotypical statements to facilitate debate.

**TEACHING MATERIAL
— Internal/External Communication in
Public Administrations**

ANNEX 17

Activity name Communication models

Lenght 20 min

Aim
To better understand the application of some rules
for improving public communication

Activity
To analyse in group a page of the institutional web-
site for understanding if the rules for an effective
communication have been respected or if it's possible
to improve it to be more attractive, clear and effec-
tive

ANNEX 18

Activity name Tactful candor exercise

Lenght 20 min

Aim
To improve the ability to communicate potentially
sensitive information to a person without upsetting
or offending him or her

Activity

1. Give all the participants a sheet of paper with the
   following statements, and a pen for the answers:

"The idiots on their loading dock goofed up again."

*"If the customer had read the shipping instructions we
wouldn't be having this problem."*

*"I think that we might be having a problem communicat-
ing this information to them."*

"If you screw up again, you're fired!"

*"I'm going to go to your boss about this if I don't see
some improvements soon."*

*"Don't tell anybody, but I just happen to know some-
thing big is about to happen that is going to change the
way we presently do business together."*

*"Maybe if we tried to put more things in writing, we
wouldn't be having so many misunderstandings on
instructions."*

*"It must be hard to keep track of all this information.
How can I help you?"*

*"My seven-year-old could do a better job on this paper
work than you."*

2. *Ask them:*" Which of the following statements do
   you think displays tactful candor?"

Please put YES or NO at the right of the statement

3. Discuss the results on the base of the correct
   answers

"The idiots on their loading dock goofed up again." No

*"If the customer had read the shipping instructions we
wouldn't be having this problem."* NO

*"I think that we might be having a problem communicat-
ing this information to them."* YES

"If you screw up again, you're fired!" NO

*"I'm going to go to your boss about this if I don't see
some improvements soon."* NO (if information is
confidential)

*"Don't tell anybody, but I just happen to know some-
thing big is about to happen that is going to change the
way we presently do business together."* NO

*"Maybe if we tried to put more things in writing, we
wouldn't be having so many misunderstandings on
instructions."* YES

*"It must be hard to keep track of all this information.
How can I help you?"* YES

*"My seven-year-old could do a better job on this paper
work than you."* NO

ANNEX 19

Activity name "Oh"

Lenght 20 min

Aim
The same word has to be pronounced using different voice inflections each time, changing its meaning. The aim of this activity in to emphasize just how important voice inflections are to the meaning of words

Activity
1. Introduce the activity by emphasizing just how important the way we say things is to the meaning that is communicated to others.

2. Divide the participants in pairs: one person it will be the speaker and the other one will be the receiver of the verbal communication.

3. Give the "speaker" of each group a sheet of paper with the following instruction:

Say the word oh differently, giving it the following interpretation or meaning one after another:

1. Shock
2. Pleasure
3. Questioning
4. Doubt
5. Displeasure
6. Detachment
7. Resentment
8. Anticipation
9. Surprise
10. Meaning the letter in the alphabet between n and p

4. The receiver has to understand the right meaning

5. Now they take turns; the speaker becomes the receiver and vice-versa.

Repeat the exercise giving the new speaker the following instruction:

Say the word oh differently, giving it the following interpretation or meaning each time:

1. Doubt
2. Pleasure
3. Resentment
4. Meaning the letter in the alphabet between n and p
5. Surprise
6. Anticipation
7. Questioning
8. Detachment
9. Displeasure
10. Shock

6. At the end of the exercise, reflect all together on how differently this same tiny word could be pronounced. Acknowledge that these differences may be very subtle at times, but in these subtleties may lie the difference between understanding what someone really means and entirely missing what their message is.

ANNEX 20

Activity name What am I doing?

Lenght max 20 min

Aim
To reflect on the messages that are originating by postures and movements

Activity

1. Divide the participants in groups of two persons, A and B

2. Give each group a sheet of paper with the following instructions:

a. You are seated on the floor in a crowded place and you are angry;

b. You are seated on the floor in a crowded place and you are depressed;

c. You are seated on the floor in a crowded place and you are amused;

d. You are trying to stay awake;

e. You are completely at your ease in this situation;

f. You are really sad;

g. You are concerned;

h. You are a beautiful lady and you are searching to attract someone;

i. You are in rush and you are held back by an annoying colleague;

j. You are watching a football match and your team is winning.

3. From the list, each participant chose an action and he/she mime it for the other that has to understand what is represented

4. Common reflection of the results of the exercises

Source: *Renata Borgaro, La prima mela – Giochi didattici per la comunicazione interpersonale, Franco Angeli, 2013*

ANNEX 21

Activity name The meaning of silence

Lenght 20 min

Aim
—

Activity
Divide participants in groups and ask them to prepare a list with possible meanings of silence. Ask each group to introduce its list to the other groups. No comments.

Source: *Renata Borgaro, La prima mela – Giochi didattici per la comunicazione interpersonale, Franco Angeli, 2013.*

ANNEX 22

Activity name Breathing techniques

Lenght 30 min

Aim
To calm the nervous system, increase focus and reduce stress

Activity
Trainer has to guide the breathing exercises choosing from the following exercises.

1. Sama Vritti or "Equal Breathing"
Balance can do a body good, beginning with the breath. To start, inhale for a count of four, then exhale for a count of four — all through the nose, which adds a natural resistance to the breath.

2. Abdominal Breathing Technique
With one hand on the chest and the other on the belly, take a deep breath in through the nose, ensuring the diaphragm (not the chest) inflates with enough air to create a stretch in the lungs. The goal: Six to 10 deep, slow breaths per minute for 10 minutes each day to experience immediate reductions to heart rate and blood pressure. Keep at it for six to eight weeks, and those benefits might stick around even longer.

3. Nadi Shodhana or "Alternate Nostril Breathing"
Starting in a comfortable meditative pose, hold the right thumb over the right nostril and inhale deeply through the left nostril. At the peak of inhalation, close off the left nostril with the ring finger, then exhale through the right nostril. Continue the pattern, inhaling through the right nostril, closing it off with the right thumb and exhaling through the left nostril.

4. Kapalabhati or "Skull Shining Breath"
This one begins with a long, slow inhale, followed by a quick, powerful exhale generated from the lower belly. Once comfortable with the contraction, up the pace to one inhale-exhale (all through the nose) every one to two seconds, for a total of 10 breaths.

5. Progressive Relaxation
To reduce tension from head to toe, close the eyes and focus on tensing and relaxing each muscle group for two to three seconds each. Start with the feet and

toes, then move up to the knees, thighs, rear, chest, arms, hands, neck, jaw and eyes — all while maintaining deep, slow breaths.

6. Guided Visualization
Breathe deeply while focusing on pleasant, positive images to replace any negative thoughts.

7. **Exchange your feelings.**
Each participant is invited to exchange his/her feelings and sensations during a brief debriefing.

Source: *http://healthland.time.com*

ANNEX 23

Activity name Muscle relaxation techniques

Lenght 30 min

Aim
To calm the nervous system, increase focus and reduce stress

Activity
Trainer has to guide the breathing exercises choosing from the following exercises.

Please lean back in your chair. Make yourself comfortable. Place both feet flat on the floor. Rest your hands comfortably in your lap. Follow the instructions.

Begin by stretching your legs as far as they can go... Relax. Stretch your legs, again. Move your feet up, towards you, hold...turn your feet down, away from you...Hold...Relax.

Now, tighten the muscles in your calves and those in your thighs. Tight. Hold it, hold it...and relax.

Let your legs go back, slowly, down to their original position and relax all the muscles in your feet, all the muscles in your calves, all the muscles in your thighs. Let your leg be completely relaxed. And now, feel that wonderful relaxation coming up from your toes, up your calves and your thighs. Feeling nicely relaxed, very calm...and...very relaxed. Calm and relaxed. Take some time to take your attention away from the

screen. Focus on your legs and feel your relaxation.

Now, stretch out your arms. Make two fists, tighten the muscles in your fingers. Feel the tightness...Hold it, hold it...and relax. Let your arms go down to their resting position. Feel that relaxation. Now stretch your arms again. Tighten the muscles in your wrists, in your lower arms, in your upper arms...Hold it, hold it...And, let go, just let go, let your arms go down to their original position. Stop for a second, and take your time to notice that quieting feeling of relaxation through your fingers, your hands; through your lower arms, and upper arms. Let your arms go completely limp. Take your time to increase that feeling of relaxation. Very relaxed, very calm, very relaxed and calm.

Now, arch your back backwards, raise your chest. Tighten the muscles in your chest, your abdomen, your back, and your neck. Hold it...hold it...Let go of the tension. Just let go of the tension. Notice your muscle relaxation. Take time to feel the muscles relax in your chest, in your abdomen, in your neck, all over your back. All your muscles feel nicely relaxed.

Now, tighten the muscles in your face, first the muscles around your forehead, then the muscles around your eyes. Make them tighter. Hold it...hold it...and relax. Now, tighten the muscles of your cheeks, the muscles around your mouth, the muscles of your chin. Make them tighter...Hold it, hold it...and relax. Let all the muscles in your face relax, first the muscles of your chin, then the muscles around your mouth, the muscles of your cheeks, the muscles around your eyes, the muscles of your forehead. Let all the tension drain from your face. Let your chin sag if that feels good. Take your time to enjoy the feeling of relaxation. Very relaxed and very calm. Relaxed and calm.

Now, breathe in through your nose, slowly, and deeply. Breathe the air down into your abdomen first, then your chest, and your throat. Hold it, hold it...and slowly breathe it out through your nose. Feel the relaxation. Breathe in, tense up...Breathe out, relax.

Once again, take a very deep breath, hold it...hold it and slowly let it out. Let go of all your tension, your frustrations, your anxieties, feeling more and more relaxed. Relaxed and calm.

Now, take some time to scan your body. If you notice

any tensional spot, take your time to release that tension. Very good, very relaxed.

Now, take time to breathe in and out; stretch your body; focus on your surroundings. Be ready to continue your day. Relaxed and calm. Focused and attentive.

Source: *http://www.coedu.usf.edu/main/*

ANNEX 24

Activity name Meditation

Lenght 30 min

Aim
To calm the nervous system, increase focus and reduce stress

Activity
Trainer has to guide the participants through an experience of meditation following the instructions below.

1) Start with the breath. Breathing deeply slows the heart rate, relaxes the muscles, focuses the mind and is an ideal way to begin practice.

2) Stretch first. Stretching loosens the muscles and tendons allowing you to sit (or lie) more comfortably. Additionally, stretching starts the process of "going inward" and brings added attention to the body.

3) Meditate with purpose. Beginners must understand that meditation is an ACTIVE process. The art of focusing your attention to a single point is hard work, and you have to be purposefully engaged!

4) Notice frustration creep up on you. This is very common for beginners as we think "hey, what am I doing here" or "why can't I just quiet my damn mind already". When this happens, really focus in on your breath and let the frustrated feelings go.

5) Experiment. Although many of us think of effective meditation as a Yogi sitting cross-legged beneath a Bonzi tree, beginners should be more experimental and try different types of meditation. Try sitting, lying, eyes open, eyes closed, etc.

6) Feel your body parts. A great practice for beginning meditators is to take notice of the body when a meditative state starts to take hold. Once the mind quiets, put all your attention to the feet and then slowly move your way up the body (include your inner organs). This is very healthy and an indicator that you are on the right path.

7) Exchange your feelings. Each participant is invited to exchange his/her feelings and sensations during a brief debriefing.

Source: *http://onlinecounsellingcollege.tumblr.com/*

ANNEX 25

Activity name Putting conflict management into practice

Lenght 20 min

Aim
To enforce skills necessary to facilitate the interpersonal communication in a conflict situation

Activity
Divide participants into groups and invite each group to choose one of the following situations, analysing some possible solutions. At the end (after 10 min) each group has to explain the conclusions to the other groups.

a. P & Q work in the same office. Each accuses the other of monopolizing the copier: how can I try to resolve this when he refuses to talk about it?! (Acknowledge frustration and state as solvable problem).

b. Freshman has come to talk to Graduate Resident about her roommate: She has to move out! I can't continue to room with her. (Move from position to interest).

c. A & B are working on a joint lab project. A complains to the TA: B is so lazy! I've been asking her to finish this for ages. She says she will but never does. (Turn attack on character to problem with behaviour).

d. A often complains about noise from B's room next door: Whenever I ask him not to do that, he always yells at me and slams the door (Neutral language, eliminate "always").

e. X & Y, grad students, share an apartment and a car: X says, "She takes the car on Saturday to go hiking, when she knows I have to have it to do the grocery shopping." Y says, "That's ridiculous. I going hiking when my hiking club goes. He can go shopping any time." (Joint interest in working out schedule)

Source: *Carol Orme-Johnson and Mark Cason-Snow, Basic Mediation Training, Mediation@MIT, Massachusett Institute of Technology, 2002*

ANNEX 26

Activity name The engineer

Lenght 30 min

Aim
To practice participants active listening skills

Activity
Divide the participants in groups and ask them to analyse the following situation. Within 15 minutes develop three statements that respond to the speaker in the vignette. You should:

(a) show empathy

(b) seek clarification

(c) provide non-evaluative feedback

Vignette
One of your subordinates is working on an important project. He is an engineer who has good technical skills and knowledge and was selected for the project team because of that. He stops by your office and appears to be in quite agitated, his voice is loud and strained and his face has a look of bewilderment. He says, "I'm supposed to be working with four other people from four other departments on this new project, but they never listen to my ideas and seem to hardly know I'm at the meeting!"

2. Each group has to present the results to the colleagues (5 minutes)

3. Group discussions on the results (10 minutes)

Source: *Mary J. Gander, Active Listening Exercise, The McGraw-Hill Companies, Inc., 2005*

ANNEX 27

Activity name The best holiday ever?

Lenght 30 min

Aim
To practice participants active listening skills

Activity
• Have the students work in pairs: one is the listener and one will be the talker.

• The talker has to describe what they expect from a holiday but without mentioning a destination.

• Listener has to practice active listening skills – listening attentively to what is being said and what is not quite being said, demonstrating their listening to the talker by their behaviour.

• After 3-4 minutes the listener has to summarise the 3 or 4 main issues or criteria that they have heard the talker explain about their ideal holiday and then make a tentative sale of a suitable destination.

• Allow 2 minutes to review how close the listener was to what the talker said and needed. Plus 1 min to review how well they demonstrated active listening behaviours.

• Swap roles and repeat, perhaps selecting a different topic.

• Then review pulling out key learning points about what the students discovered about listening actively (15 minutes)

Source: *http://www.bcu.ac.uk*

ANNEX 28

Activity name Building a model

Lenght 45 min, comprehension of presentations and discussion

Aim
To raise the communication skills for working in an effective way in a group

Activity
1. Divide participants in groupsof 3 to 7 people

2. Explain the rules as follows:
There are 4 roles in this communication skills game.
Person A – director
Person B – runner
Person C – builder
Person(s) D – observer(s)

Person A is given the built-up set of blocks, and is the only person who can see the object. It is the director's job to give clear instructions to person B, the runner, so that person C can build an exact replica of the model.

Person B listens to the director's instructions and runs to a different part of the room to where person C is sitting. The runner then passes on the building instructions, without seeing the building blocks, to Person C, the builder. The runner can make as many trips as required within the time allowed for the exercise.

Person C listens to the runner's instructions and builds the object from the set of building blocks. The builder is the only person who can see the object under construction, and building materials.

Person(s) D observe the communication game, and make notes about what works, what doesn't work,

and how people behaved under pressure etc., to pass onto the group later.

Set a time limit for the exercise of 15 minutes.

3. When the time is up, allow the group to compare the model and the replica, and see how closely it matches. Generally, the replica will bear little resemblance to the original, which usually causes heated discussion!

Allow the group to reflect on how the exercise went, and agree 1 thing they did well, 1 thing that didn't work, and 1 thing they would do better next time.

Run the exercise again, either switching or keeping original roles, and see if any improvements have been made. Make sure you de-construct the "original" model and create a new design!

This simple communication skills game can be run many times without losing learning potential. Teams can add layers of sophistication to their communication by making use of aids such as diagrams, codes, standard procedures and using active listening techniques.

Source: *http://blog.trainerswarehouse.com/communication-and-listening-exercises/*

ANNEX 29

Activity name Video-conference meeting

Lenght 1 hour

Aim
To understand what kind of communication rules have to be applied during a business meeting via video-conference

Activity
Simulate a video-conference business meeting using a suitable tool (i.e. Skype); after a moment in which the group is free to communicate, the teacher / master stops the simulation and directs the communication explaining the rules for being really effective.

ANNEX 30

Activity name Phrase ball

Lenght 20 min

Aim

The goal in phrase ball is to encourage rapid-fire thought and communication to help prepare for the moments when you might be put on the spot and have to speak without preparation.

Activity

1. Organize your group--you need at least five into a circle.

2. In the first round, group members take turns throwing the "phrase ball"--a small, soft ball--back and forth. As each member catches the ball, he must say a simple descriptive phrase, such as "the friendly kitty" or "the funny movie."

3. When everybody is comfortable with creating phrases on the fly, change the game slightly for the second round. The person who holds the ball must start a phrase--"the happy puppy," for example--then throw the ball to the next person, who must finish the phrase--"barked with excitement"--and start a new phrase. Game play continues until everybody seems comfortable speaking extemporaneously. At that point, stop the game to discuss the activity: how each participant's feelings changed throughout the game and which round was easier.

Source: *http://www.livestrong.com/article/167054-games-for-effective-communication/*

ANNEX 31

Activity name Is it clear?

Lenght 1 hour

Aim

To improve skills in public communication via web, news and newsletters

Activity

propose the following exercises to the participants, individually or in group. At the end give the solutions and invite the participants to compare them with their answers.

1. COMMON EVERY DAY WORDS

Using common, everyday words will make your content easier to read and understand. Avoid jargon, specialist terms and shortened forms (such as acronyms), unless you know your target audience will be familiar with them. In general, use a short word instead of a long one.

Exercise 1
Circle the common, everyday words in the following list.

- Administer
- Aim
- Change
- Competency
- Enough
- Main
- Procure
- Reflect
- Start
- Subsequent

Exercise 2
Circle the uncommon words in the following list. Suggest common, everyday words to replace them.

- Acquire
- Agree
- Approximately
- Before
- Constrain
- Methodology
- Mitigate
- Name
- Search
- Staff
- Administer

Exercise 3
Rewrite the following sentences using common, everyday words.

1. In 2003 the Parliament made fundamental and extensive amendments to the Local Government Act 1989.

2. An applicant whose English language skills are found to be below the necessary standard may be required to undertake a remedial language course conducted in the University concurrently with their undergraduate course, or may have their provisional offer withdrawn.

3. Commercial premises are permitted to participate in the kerbside collection service. For additional bin requirements, the business is to liaise with a commercial contractor directly to organise.

4. If your pet becomes lost the microchip implanted in the animal enables easy identification and provides relevant contact details to ensure the safe return of your animal.

5. You will need to verify which building you are to attend through the Daily List.

2. SHORT SENTENCES

Shorter sentences are easier to read. Aim for an average sentence length under 18 words. Avoid sentences longer than 25 words.

Exercise
Rewrite the following into shorter sentences. Then see if you can make them even shorter by improving the language.

1. As this advice has been prepared without considering your objectives, financial situation or needs, you should, before acting on the advice, consider its appropriateness to your circumstances.

2. Our equipment finance options give you access to the latest technology without requiring a large outlay, while our vehicle finance plans take the pain out of managing corporate fleets.

3. In order to help identify and deliver productivity improvements to our customers, ABC Telco has commissioned the first detailed independent body of research on productivity among leading Australian business and government organisations.

4. XYZ University offers students from TAFE and other institutions the opportunity to fast-track their undergraduate degree, giving them credit for successful or partial completion of a Diploma or Advanced Diploma.

5. As your drink driving lawyer, we will advise you whether the blood alcohol concentration reading was accurate, whether time limits were observed, whether your case could be defended or the seriousness reduced for example from high range to mid range or mid range to low range, and discuss the consequences of being a disqualified driver, suspended driver or cancelled driver.

3. ACTIVE VOICE

Using the active voice makes content sound more lively and less formal. It can help you write shorter sentences too. Use the active voice unless there is good reason to use the passive.

In the active voice, the subject (or agent) performs or causes an action. In the passive voice, the object of an action appears in the sentence before the action. Compare 'The committee discussed the project plan' (active) and 'The project plan was discussed by the committee' (passive). 'The committee' is the subject or agent, 'discussed' is the action or verb, and 'the project plan' is the object of that action.

Exercise 1
Identify the subject (agent), verb (action) and object of the action in the following sentences.

1. My dog loves long walks.

2. The proposal to increase the use of renewal energy sources was reviewed by the committee.

3. We provide great facilities and the latest equipment to support children in a safe, fun, exciting and nurturing environment.

4. Cardholders will not be required to pay an admission fee for their attendant career.

5. Fluent sentences are easy to understand.

Exercise 2
Which of the following sentences use the active voice and which use the passive?

1. The pathways for approval of new undergraduate and postgraduate coursework programs and changes to existing programs have been revised for 2009 as shown in the table below.

2. Parents should not let children walk a dog on their own, unless they are confident that the child can control the dog in any situation.

3. The application process for University Wide Equity and Commonwealth Indigenous Scholarships for 2010 will be administered through the Victorian Tertiary Admissions Centre.

4. Meeting the needs of Kingston's culturally and linguistically diverse community is also important to us.

5. The Citiplace Community Centre provides a wide and varied range of activities and services for people over the age of 55 years and disability pension recipients.

4. VERBS NOT NOUNS

Using a verb in its noun form makes content sound more formal. Often, you will need to use another verb to make the sentence work, leading to longer sentences. Content will sound more lively when you avoid nominalisations of verbs.

Exercise 1
Change the following nouns into verbs.

1. Action
2. Consideration
3. Decision
4. Discussion
5. Investigation
6. Movement
7. Application
8. Payment
9. Reaction
10. Refusal

Exercise 2
Rewrite the following sentences, using strong verbs to replace nouns and their weak verbs.

1. You must accept the offer before you can commence enrolment at XYZ University.

2. Applications for an export licence, and licence renewals can be made online.

3. The solution to the problem is to make changes to the regulations.

4. The web team leader undertook the editing of the new pages.

5. Residential water consumption in Melbourne was 164 litres per person per day.

5. PERSONAL PRONOUNS

Personal pronouns make your content sound more engaging and less formal. They can also help shorten sentences, particularly if your organisation has a long name. Use 'we' to refer to your organisation and 'you' to refer to your readers.

Exercise 1
Identify any personal pronouns in the following sentences.

1. We offer loans, leases and hire purchase plans to help you purchase equipment for your business.
2. Most applicants to undergraduate courses apply through VTAC or UAC.

3. Large groups should book ahead by contacting our Court Guide Supervisor.

4. Offset your personal, business or event greenhouse gas emissions with our easy to use carbon calculator.

5. The XYZ Company Interim Results material is provided for the information of shareholders and does not constitute an invitation or inducement to enter into any investment activity.

Exercise 2
Rewrite the following sentences using personal pronouns.

1. The City of Northern has released a far-reaching framework for development in the city and wants to hear the public's views on what is proposed.
2. Failure to present for an examination through misreading the timetable is not sufficient grounds for special consideration.

3. The State Library operates closed book stacks which means readers are unable to browse the Library shelves to retrieve material. Instead, readers use the catalogue to find and order what they need from our collections. That material is then delivered to the reading room via our collection delivery service.

4. Council is committed to consulting with the community about important projects and initiatives. There are many ways members of the community can have their say, from joining committees, commenting on exhibition items to attending Community Forums.

5. An Energy scholarship offers much more than coaching and facilities—Athletes who join the Energy family become part of a unique community of people with diverse interests who learn, train, celebrate and excel together.

6. CUT UNNECESSARY WORDS

Make your content concise by cutting out the words that are not necessary. Keep all the necessary detail, but watch out for wordy writing.

Exercise 1
Replace the following with a single word.

• *A large number of*
• *Despite the fact that*
• *Personal opinion*
• *Each and every*
• *Has the opportunity to*
• *End result*
• *At this point in time*
• *Compare and contrast*
• *At an early time*
• *In a case in which*

Exercise 2
Circle the unnecessary words in the following sentences.

1. The creditor must first establish that the debtor is undoubtedly bankrupt.

2. Our main role is to raise money by way of donations in order to fund the works of these charities.

3. Professor Smith was picked by each and every person on the committee.

4. As a matter of fact, Pleasantville has a strong position in the forestry industry.

5. The student needs to obtain high marks in science in order to study medicine.

6. The manager will, insofar as is possible, make sure that the information is true and accurate.

7. We will send out brochures to the general public.

8. You must be willing to challenge yourself in order to get the most out of your education at university.

Solutions

1. COMMON EVERY DAY WORDS

Exercise 1
The common, everyday words were:

• Aim
• Change
• Enough
• Main
• Start

Exercise 2

Uncommon word	Replace with
acquire	get, buy
approximately	about, around
constrain	limit, hold back
methodology	method, way
mitigate	reduce, lessen
administer	run, manage, give

Exercise 3
You could rewrite the sentences as follows:

1. In 2003 the Parliament made important changes to the Local Government Act 1989.
2. If your English skills are below our standard, you may need to take one of our remedial English courses while you study for your degree. If you do not, we may withdraw your offer.

3. We will collect bins from businesses. If you need extra bins, you should arrange a commercial bin service.

4. If you lose your pet, we can read its microchip to find your contact details and return it safely to you.

Check the Daily List for the building you need to go to.

2. SHORT SENTENCES
The sentences could be rewritten as follows.

Sentence 1

Step 1 *Write shorter sentences*
This advice has been prepared without considering your objectives, financial situation or needs. Before acting on the advice, consider its appropriateness to your circumstances.

Step 2 *Improve language and sentence length*
We prepared this advice without considering your goals, financial situation or needs. Before acting on it, make sure it is right for you.

Sentence 2

Step 1 *Write shorter sentences*
Our equipment finance options give you access to the latest technology without requiring a large outlay. Our vehicle finance plans take the pain out of managing corporate fleets.

Step 2 *Improve language and sentence length*
Our equipment finance lets you use the latest technology without have to pay up front. Our vehicle finance plans will help you manage your corporate fleet.

Sentence 3

Step 1 *Write shorter sentences*
ABC Telco has commissioned the first detailed independent body of research on productivity among leading Australian business and government organisations. This will help us identify and deliver productivity improvements to our customers.

Step 2 *Improve language and sentence length*
We have funded the first independent research on productivity in leading Australian businesses and government. It will help us provide a more efficient service to our customers.

Sentence 4

Step 1 Write shorter sentences
XYZ University offers credit for successful or partial completion of Diplomas or Advanced Diplomas. Students from TAFE and other institutions can fast-track their undergraduate degree.

Step 2 *Improve language and sentence length*
We offer credit for subjects you finished in a Diploma or Advanced Diploma. This means you can finish your degree sooner.

Sentence 5

Step 1 *Write shorter sentences*
We will advise you on whether the blood alcohol reading was accurate, whether time limits were observed and whether your case could be defended or the seriousness reduced. We will discuss with you what it means to be a disqualified, suspended or cancelled driver.

Step 2 *Improve language and sentence length*
We will check if your blood alcohol reading was correct and if police met time limits. If not, we may be able to argue against the charge or have it reduced. We will also discuss with you what it means to be a disqualified, suspended or cancelled driver.

3. ACTIVE VOICE

Exercise 1

Sentence 1
• Subject: my dog
• Verb: loves
• Object: long walks

Sentence 2
• Subject: the committee
• Verb: was reviewed
• Object: the proposal

Sentence 3
• Subject: we
• Verb: provide
• Object: great facilities and the latest equipment

Sentence 4
• Subject: cardholders
• Verb: to pay
• Object: admission fee

Sentence 5
• Subject: not stated (the reader)
• Verb: are easy to understand
• Object: fluent sentences

Exercise 2

1. Passive
2. Active
3. Passive
4. Passive
5. Active

4. VERBS NOT NOUNS

Exercise 1

1. Act
2. Consider
3. Decide
4. Discuss
5. Investigate
6. Move
7. Apply
8. Pay
9. React
10. Refuse

Exercise 2

1. You must accept the offer before you can enrol at XYZ University.

2. You can apply for and renew your export license online.

3. To solve the problem, change the regulations.

4. The web team leader edited the new pages.

5. Melbourne residents used 164 litres of water per person per day.

5. PERSONAL PRONOUNS

Exercise 1

1. We, you, your
2. None
3. Our
4. Your, our
5. None

Exercise 2

1. We have released a far-reaching framework for development in the city and want to hear your views on what we propose.

2. You cannot get special consideration if you missed an exam by misreading the timetable.

3. Because we have closed book stacks, you cannot browse the shelves. Use the catalogue to find and order what you need and we will deliver your material to the reading room.

4. We are committed to consulting with you about important projects and initiatives. There are many ways you can have your say. For example, you can join committees, comment on exhibition items or attend Community Forums.

5. Our scholarships offer much more than coaching and facilities. If you join the Energy family you will become part of a unique community of people with diverse interests who learn, train, celebrate and excel together.

6. CUT UNNECESSARY WORDS

Exercise 1

The phrases can be replaced with a single word as follows:
• Many
• Although
• Opinion
• Each, every, all
• Can, could
• Result
• Now
• Compare
• Early
• When, where

Exercise 2

The unnecessary words were in the following phrases. Replace them with the word in brackets.
1. first, undoubtedly
2. by way of donations in order to, the works of
3. and every
4. as a matter of fact
5. to obtain, in order
6. insofar as possible, true and
7. out, general
8. in order, your education at

The rewritten sentences would be:
1. The creditor must show that the debtor is bankrupt.

2. Our main role is to raise money to fund these charities.

3. Professor Smith was chosen by each person on the committee.

4. Pleasantville has a strong position in the forestry industry.

5. The student needs high marks in science to study medicine.

6. The manager will make sure the information is accurate.

7. We will send brochures to the public.

You must be willing to challenge yourself to get the most out of university.

Source: *http://www.4syllables.com.au/resources/ web-writing-exercises/*

ANNEX 32

Activity name Communication is the key

Lenght 1 hour

Aim
To highlight the importance of communications in solving problems at work

Activity
This activity consists of an interactive discussion about the importance of communications in the workplace. During the debriefing phase, emphasize that communications affects virtually everything that happens in organizations. Communications can be one of the greatest strengths of an organization or one of its biggest weaknesses. Ask participants to specifically discuss how communications is important in their jobs.

1. Project a slide which states the following: "Communications is the key to achieving all of our goals."

2. Ask participants if they agree or disagree with this statement. You can expect that all or most participants will agree with this statement.

3. Ask participants why they believe this is true. Expect participants to volunteer any number of reasons.

4. Ask participants if they can think of a situation or problem in which communications was not critically important.

5. Challenge participants to thoroughly explain how better communications would not be necessary to correct the situation or problem.

Variations
Ask participants to share situations, problems, and challenges at work in which communications played a critical role, both in the cause and solution.

Source: *Peter R. Garber, 50 Communications Activities, Icebreakers, and Exercises, HRD Press, Inc. • Amherst • Massachusetts, 2008*