German Development Service

M.A. Peace and Conflict Studies Programme
Faculty of Arts, Makerere University

Training Course on
CONFLICT POTENTIAL and CHALLENGES @ INTERCULTURAL WORKPLACES IN UGANDA

MANUAL

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Background

The M.A. Peace and Conflict Studies Programme Makerere University in Cooperation with HORIZONT 3000 and the German Development Service (DED) developed a one-day training course on possible conflict potential and challenges in international work groups within Uganda. The organizations saw the need to develop a module concerning conflicts at workplace. A majority of people working in intercultural settings are experiencing challenging situations. This training course should strengthen the relationships at workplace and highlight the opportunities of working in an intercultural group.

The workshop-manual is developed on the basis of interviews with Europeans as well as Ugandans who are already working in intercultural settings in Uganda. As target group for the workshop, Non-Ugandans working in intercultural teams in Uganda, Ugandans working with Non-Ugandans and Ugandans going abroad are addressed.

Although the topics for each session of the workshop are given, the manual is participatory and experiential and therefore it takes the participants' views and concerns highly into consideration. The input from the side of the participants is considered both in content and methodology.

Methodology

The manual is mainly based on:
Role-plays,
Brainstorming sessions and
Improvised scenes.

These methods do not only allow flexibility in the topics, but also give the opportunity to act as any character and appear as "someone else". Especially in an environment, where everyone is or wants to be sensitive to other cultures, but where conflict potential still exists, this is preferable. It might be easier for the participants to deal with the conflicts openly and also handle the challenges in-depth, i.e. their sources and solutions, when able to present a character, not necessarily one's own point of view.

Aim

> "Conflict is inevitable in any group. Any time a group of people is brought together to make a decision or to solve a problem, differences of opinions and disagreements are common. Groups composed of ethnically and culturally diverse members, however, likely experience more conflict than groups composed of culturally homogeneous members. […] Increased conflict can be expected because of value differences, procedural differences, and differences in communication styles."[1]

When working in an intercultural team, challenges due to a lack of understanding or simple "not-knowing" about the other culture might arise. The main aim of the workshop is to create awareness of the possible conflict potential and raise consciousness amongst the members of intercultural work groups.

In many if not all intercultural work groups in Uganda, the same or at least similar kinds of conflicts occur. With some more knowledge about "the other" culture, reflection and confrontation this conflict potential can be minimized, avoided and creatively turned into something positive: intercultural environments as enrichment.

It is important to focus on the benefits of diversity and the positive potential emerging from the conflicts. Within every conflict lies the possibility for change and advancement.

> "Culturally diverse groups have advantages over homogeneous groups when conflict is managed effectively. The benefits of diversity include increased creativity and improved problem solving; overall, the benefits of diversity outweigh the disadvantages."[2]

As mentioned above, the manual and its focus areas are based on interviews with both, Europeans as well as Ugandans, who are already members of intercultural work groups in Uganda.

The interviews were based on the following questions:

- *What advantages and disadvantages do occur in an intercultural work group?*
- *Where and why do challenges arise?*
- *Is there conflict potential due to distinct cultures?*
- *How can we gain understanding, deal with the challenges and possibly transform them into something positive?*

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[1] Oetzel John G., Ting-Toomey Stella, Managing Intercultural Conflict Effectively, Sage Publications: Thousand Oaks/ California 2001, p. 102
[2] ibid. p. 102

The core topics for the workshop result from the answers gained from the interviews. The main issues are time management, communication and hence work ethics. In addition, the understanding of hierarchy, gender and religious aspects are seen as important areas concerning conflict potential.

Our aim is to reflect on these topics and create consciousness amongst the members of intercultural work groups in Uganda. It is important to stress the fact, that the interest of the workshop is directed towards "both" sides, meaning the Ugandans as well as the Non-Ugandans working within Uganda, CBOs or institutions in the field of development cooperation or business. Fighting stereotyping in intercultural work groups is the declared aspiration!

Checklist for planning a workshop

Time frame:
One-day 9.00am-5.00pm

Venue:
The venue should be big enough to move freely as some of the units need space to act. In addition, it should be a quiet room without much interference. The participants sit in a circle on chairs; no tables are needed.
It is important to organize the lunch so it is possible to be taken within one hour.

Facilitators:
+ 2 facilitators
+ Preferably one Ugandan, one Non-Ugandan

Participants:
+ About 16 participants
+ Preferably 50% Ugandans, 50% Non-Ugandans

Assemble materials:
+ Chairs
+ Flip-chart holder, flip-chart paper
+ Pens, masking tape
+ Good watch to manage the time-keeping (which is strict in some units)
+ Small basket
+ Manila paper cards DIN A5 (or postcard size) for the question on culture (to pin them on the flip-chart)
+ Manila paper cards DIN A5 for the last part on reflection (for the participants to take home/ to office)
+ 20 white paper sheets DIN A5 with topics for speeches in session 3 written on one side (to pin them on the wall)
+ 13 white paper sheets DIN A5 with topics for improvised scenes in session 4 written on one side

Notes for the facilitators:

+ Do not forget to make photocopies for session 3 (topics for speeches) and 4 (topics for the improvised scenes) and prepare the written parts on the flip-chart (time frame, questions for partner-interviews, question *What is culture?*)
+ Assure the participants, that whatever said within the framework of the workshop is highly confidential. Personal experiences and examples are very welcome.
+ This workshop is not oriented on the intercultural differences within Uganda, but rather on the (due to the interviews in any case bigger) differences between Ugandans and Non-Ugandans.

+ The term "Non-Ugandans" is not very clear. It is possible to ask the participants for their opinion and make a choice on what else to use (Expatriates, Westerners, Europeans, Whites etc.).

+ It is not the aim of the workshop to offer "solutions", but through sensitization approaches to solve problems due to intercultural conflicts are gained.

+ The topics dealt with in this workshop are very delicate as it might quickly tend to appear as stressing prejudices. Therefore, the whole input is supposed to come from the participants. Try to avoid "lecturing" and just accompany the process.

+ Mind your language in terms of stereotyping.

+ A possibility to bring in topics and new food for thoughts without being accused of stressing prejudices is referring as often as possible to the interviews as "THEY said…". To be able to do that, the manual contains many quotations from the actual interviews.

+ Be aware of dividing the groups as far as possible equally in the same number of Ugandan and Non-Ugandan participants.

+ Some of the units are based on very strict time-keeping which has to be seriously kept in mind as the whole workshop is tense. Call TIME when the time is over.

+ The workshop itself is very lively, but it is up to the facilitators to decide if in between an energizer is needed.

Energizer

Time: 1min

Purpose: To "wake everyone up" and raise new energy.

Sequence:

1. Form groups of three.
2. Let the groups decide amongst themselves who is the mediator, the employee and the employer.
3. The employee and the employer stand face to face and try to look at each other fiercely as if they have a conflict.
4. The mediator stands between them and tries to prevent them from coming together. The more the employer and the employee try to outsmart the mediator, the livelier is this exercise.

Timetable:

Session	Time	Method	Topic
1	9.00am-9.25am	Introduction by facilitator Partner-interviews	Getting to know each other
	9.25am-9.40am	1st question answered in written form to be pinned on the flip-chart	Reflection on what culture means
	9.40am-10.20am	Concentric circles	Introduction to intercultural conflicts
	10.20am-10.50am	Sociogram	Introduction to the core topics
	Tea Break		
2	11.15am-1.00pm	Role-plays	1st core topic: communication
	Lunch break		
3	2.00pm-2.50pm	Speakers corner	2nd core topic: time-management
	Tea Break		
4	3.00pm-4.40pm	Improvised scenes	Approaches to minimize the conflict potential
	4.40pm-5.00pm	Reflection in silence and the big circle	Reflection & Evaluation

SESSIONS

Session 1

Introduction

Time: 9.00am-9.25am (5min introduction and 20min partner-interviews)

Purpose: This first part of the workshop is supposed to welcome everyone, introduce each other, create a friendly atmosphere and make people talk. In addition, the question *why are we here* should be addressed.

Sequence:

1. Welcoming and introduction:

> 1. Prepare the time frame written on the flip-chart.
> 2. Participants and facilitators sit in one big circle. The flip-chart holder stands behind the facilitators. When they stand up to refer to it, the rest of the circle has a good view.
> 3. The facilitators introduce themselves briefly. They can already refer to unit 2 when they will go more into the details of introduction.
> 4. Our aim, core topics and methods as well as the time frame (for visualization the time frame is prepared in written form on the flip-chart) are introduced to give a rough outline.

> Notes: This is a training course on possible conflict potential and challenges at intercultural workplaces in Uganda. Our aim is to create awareness of the possible conflict potential and raise consciousness amongst the members of intercultural work groups. Many challenges arise due to a lack of understanding or simple "not-knowing" about the other culture. (Compare "background" and "aim" as formulated at the beginning of the manual)
> The basis of this workshop is not lecturing on the part of the facilitators but interaction, participation, role-plays and improvised scenes. Core topics as developed along the interviews held beforehand are defined as guidelines but there is a lot of space for giving the directions by the participants.

2. Partner-interviews:

> 1. Facilitator prepares the questions on the flip-chart.
> 2. Go into pairs of two who preferably do not know each other.
> 3. The pairs should sit on the chairs and face each other somewhere in the room.

4. They interview each other briefly, considering the following questions. (Time: 5min)

Questions:
- What is your name?
- Where are you from? (Country, Region)
- Where do you work?
- How is the diversity according to cultures within your immediate work team?
(prepare the questions on the flip-chart in advance)

5. Go back into the big circle.
6. Participants introduce each other in the big circle (whoever wants starts).
7. Each one has 30sec to introduce the other. (Time: 15min)
8. Facilitator keeps the time.

Question: *What is culture?*

Time: 9.25am-9.40am (5min for 1-4 and 10min for 5)

Purpose: This exercise should sensitize the participants to the meaning behind the often used term "culture". What does culture mean for everyone in particular as well as give a short idea on what other meanings the word "culture" covers.

Sequence:

1. Facilitator prepares the question on the flip-chart
2. The facilitator asks "What is culture?"
3. The participants receive a piece of paper to write down a catchword that comes to their mind first. (Time: 1min)
4. One of the facilitators collects the papers and pins them around the question written on the flip-chart. Try to group them in case there are repetitions. (Time: 4min)

5. Along the mentioned catchwords the facilitators start a discussion.

Questions:
- Why did you choose...?
- Which groups emerge?
- How do they go together?
- Why do you thinks... was mentioned most often?
- Is there still something missing to define "culture" properly?
- Do you think you are deeply embedded in your culture?
- Does culture play an important part in your life?

In addition, if the discussion is not yet eager, the facilitator can read out one of the definitions of culture below as an input for discussion.

Notes: A definition on culture and other aspects to be considered if not mentioned (also compare the texts attached):

"Culture: The system of shared beliefs, values, customs, behaviours, and artefacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning."[3]

"Culture is like an iceberg: the deeper the layers (e.g., traditions, beliefs, values) are hidden from our view; we only see and hear the uppermost layers of cultural artefacts (e.g., fashion, trends, pop music) and of verbal and nonverbal symbols. However, to understand a culture with any depth, we have to match its underlying values accurately with its respective norms, meanings, and symbols. It is the underlying sets of beliefs and values that drive people's thinking, reacting, and behaving. Furthermore, to understand commonalities between individuals and groups, we have to dig deeper into the level of universal human needs (such as safety, security, inclusion, dignity/ respect, control, connection, meaning, creativity, and a sense of well-being)."[4]

The term culture refers to a diverse pool of knowledge, shared realities, and clustered norms that constitute the learned system of meanings in a particular society. Through everyday interactions among the members of one cultural group, these learned systems of meaning are shared and transmitted. Another important aspect to be considered is the fact, that culture facilitates members' capacity to survive and adapt to their external environment.
Culture serves as a safety net in which individuals seek to satisfy their needs for identity, inclusion, boundary regulation, adoption and communication coordination.[5]
In an intercultural workgroup individuals may be aware, that some cultural differences exist between themselves and the other group members, but they still need to learn the knowledge and skills to manage these difficulties constructively.
A main point is that culture is an elastic and dynamic concept.

6. To wrap up this topic:
There are three ways on how we became what we are right know. There is the universal background, the culture in which we have been raised and lastly the individual life experience.

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[3] http://www.umanitoba.ca/faculties/arts/anthropology/courses/122/module1/culture.html
[4] Ting-Toomey Stella, Communicating Across Cultures, The Guilford Press: New York & London 1999, p. 10
[5] ibid. p. 9

Draw the small diagram on the flip-chart while explaining the different levels of how we are what we are:

1. Everybody in this world has a universal background: Universal (inherited) examples are the concepts of love, sorrow, hate, hope, humour, life skills...
2. The society in which we were brought up has several values and beliefs which is what we generally call culture.
   This culture (learning process) shapes our understanding of e.g. relationships, speech, time management, rituals, relationship to power, authority, distance, individualism.
3. An last but not least, the individual life experience (travelling, social life…) forms a human being that seems to be very individual and is able to reflect on her/ his life and on the life of others. These individual experiences then are able to put a question mark behind our own culture.

Diagram:

```
LE    LE
|      |
C      C
|      |
universal
```
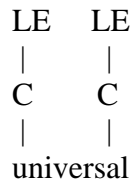
C… culture
LE… life experience

Concentric circles

Time: 9.40am-10.20am

Purpose: This exercise is supposed to engross the participants more into their personal approach to culture as well as already focus on intercultural conflicts at workplaces. In addition, the exercise helps to break down the last barriers by getting people to talk to each other.

Sequence:

1. Build two circles (concentric): one inner and one outer circle.
2. One facilitator asks the questions while the other keeps the time in mind.
3. The questions are answered by each circle vice versa. The first question is answered by the inner circle and the outer just listens; the second question is answered by the outer circle while the inner just listens and so on.
4. This exercise is based on strict time-keeping: one question one minute! There are ten questions on the whole.

5. The circle supposed to listen is supposed to really only listen! The facilitator has to advise the participants to not make comments or enter into discussion and respect the partner's pauses to think.

6. After every question, the outer and the inner circle move on alternately for one seat so that everyone always changes the dialog partner.

Questions:

1. *What do you like about your culture?*
2. *What do you dislike about your culture?*
3. *How can you describe the cultural diversity and atmosphere at your work place?*
4. *What are the advantages of an intercultural work group?*
5. *What are the disadvantages of an intercultural work group?*
6. *What are common intercultural conflicts at workplaces?*
7. *How would you describe the worst-case scenario in an intercultural work group?*
8. *Why do you think these conflicts could happen?*
9. *What can be done to avoid these conflicts?*
10. *How would you describe the best-case scenario in an intercultural work group?*

7. The facilitator calls the participants back into the big circle.

8. Encourage a discussion.

Questions for the discussion:
- *What did you hear that was new for you?*
- *Are there some worst-case scenarios you want to share?*
- *Did you hear any good suggestions on how to avoid or solve conflicts at workplace?*
- *Did you hear something you think is remarkable like a conflict you haven't heard about before...?*
- *Did you manage to express everything you wanted? Or are there still some leftovers which you want to share in the plenary?*

Sociogram

Time: 10.20am-10.50am (5min to explain and 5min for each question)

Purpose: The core topics are briefly introduced in this unit and the participants reflect on their own behaviour. *Where do they stand?* ...in the sense of actually standing as well as what their opinions are. The methodology is used to get an overview on how people think about certain aspects in life and to bring out that there are differences.

Sequence:

1. The facilitators define a line from 0 to 100% on the floor. (Write 0% and 100% on a piece of paper and put them in opposite corners of the room.)
2. In this exercise, everyone has to identify and range themselves along the line from 0-100%: 0% meaning no / little / not so much and 100% meaning yes / big / very much.
3. To explain the positions let them place themselves according to their height: 0% being the smallest person and 100% the biggest in the group.
4. Facilitators ask the following questions (depending on how much time is left, more or less questions can be asked).

Questions:

1. *How punctual are you?*
2. *How much do you appreciate feedback?*
3. *How big is the role religion plays in your life?*
4. *How many out of ten conflicts at your workplace are due to intercultural conflicts?*
5. *How true do you think the following statement is? Statement: Europeans like to smile.*
6. *How strongly would you consider it a lie, if someone calls you and says she/he will be there in 5min but then arrives 30min later?*
7. *How much would it disturb you, if someone reads the newspaper during a meeting?*
8. *How much would you rather decide to buy a house than effect a health insurance?*
9. *How true do you think the following statement is? Statement: Ugandans want to marry and have many children.*
10. *How much would you prefer going on holidays than accepting cash from your boss to not go?*

6. After each question, the facilitator picks three people to ask a bit more in detail why they have chosen to stand where they are right know. As facilitator you should choose extreme positions – one near 0%, one in the middle and one near 100%.

Questions:
- *Why did you choose this position?*
 - *Are you happy here?*
- *Where would you prefer to stand?*
- *What could you do to reach that?*

BREAK

Session 2

Role plays

Time: 11.15am-1.00pm (compare concrete time frame below)

Purpose: The aim in this exercise is to approach one of the core topics of intercultural conflicts in workgroups within Uganda, which is "communication".

After the introduction by the facilitators, the participants mainly discuss within their group and therefore exchange their personal experiences and ways on how to deal with the challenges at workplace and the possible conflict potential due to communication problems. In the end, they present their results to the other group in form of a role play.

Notes: Within the interviews beforehand the development of this manual, communication was mentioned as one of the main sources for potential conflict. There are different catchphrases that were repeatedly mentioned to give a first input or to be considered in the final discussion of this unit, such as:

* working language is not the mother tongue which leads to misunderstandings
* different definitions/ concepts of words due to different cultural backgrounds
* workmates having the same mother tongue and use it although other workmates do not understand it, which might lead to suspicion and a lack of trust
* how to deal with criticism
* how to phrase criticism
* constructive criticism
* direct versus indirect criticism
* criticising the "boss"
* telephone communication
* how to frame a question...

According to some interview-partners, the language is generally underestimated as a root cause for intercultural conflicts. When you do not understand each other, you easily reach a point where nothing is possible anymore and you even stop trying.

Sequence:

     1. The facilitator introduces the core topic "communication".
     2. Form two groups.
     3. Each group deals with intercultural conflicts within communication and develops one short play of about 5-10min. Every participant can tell their best-case or worst-case scenario of a communication problem and in the end the group can decide on which topic is most representative.
     4. One facilitator joins each group to bring in new catchphrases and to moderate the discussion. The facilitators stress the emphasis on the intercultural conflicts.
     5. Each group operates within the following time frame:

55min	11.15am-12.10pm	+ Discussion and brainstorming within each group: The participants discuss best and worst cases of communication problems due to intercultural differences, share experiences and possible ways and solutions of dealing with the challenges and then decide on the content of their scene.
		+ Preparation/ rehearsing of the scene
20min	12.10pm-12.30pm	Showing one scene (5-10min)
		Discussion (10min)
20min	12.30pm-12.50pm	Showing the other scene (5-10min)
		Discussion (10min)

6. Questions for discussion:

- What happened in this scene?
- Why did it happen that way?
- What did you like about the content of the scene?
- What did you dislike about the content of the scene?
- How could the scene be improved?
- What other possible solutions are there?
- How could the best-case communication situation be even better?
- How could the worst-case communication situation be even worse?
- What else could happen?

20min 12.50pm-1.00pm   Final discussion: The facilitators are able to give
their input and raise topics that have been left out.
To stimulate discussion, the following questions can
be asked:

- What other conflict potential could arise due to communication?
- Do you think communication really plays such a big role in intercultural conflicts?
- What could be done to minimize the conflict potential or to even avoid these conflicts?

The facilitators can again refer to those comments mentioned in the "notes" at the beginning of session 2 as they were raised in the interviews.

LUNCH BREAK

Session 3

Speakers Corner

Time: 2.00pm-2.50pm

Purpose: This exercise focuses on the second core topic which is "time management".

Every participant receives one card with a statement from the interviews written on it. Some phrases are provocative but mentioned like this in the interviews. In this session, the focus lies on the core-topic of time management, so all the sub-topics written on the cards deal with "time".
These topics have to be presented by the participants in short speeches to defend them. It will be a challenge to defend each statement (one per participant), find arguments why it is true, although in reality the participants might not totally agree with it. On the other hand, again, acting not "on their [participants] own behalf" might be the chance to articulate stereotypes that are on their mind but would not be mentioned otherwise.

Sequence:

   1. Facilitators make sure that they have the cards prepared and pin them on the wall.
   2. Twenty cards are prepared, therefore there is a choice for every participant to find a topic which suits them.

   Topics:

   1. *Europeans keep deadlines and expect that from everyone!*
   2. *Ugandans do all tasks at the last minute!*
   3. *Ugandans often do not keep deadlines and do not consider that very important!*
   4. *Europeans should learn to be more patient!*
   5. *Europeans should learn to accept other time management than their own!*
   6. *Europeans work according to a strict plan and their calendar!*
   7. *Ugandans are very flexible: they easily adopt to changes of plans!*
   8. *Europeans are not flexible: in case one part of the plan changes they are often lost!*
   9. *Ugandans are not organized!*
   10. *In general, Ugandans and Europeans have a different understanding of time and therefore of time management!*
   11. *Europeans often come under stress easily!*
   12. *Ugandans are less punctual than Europeans!*
   13. *Meetings of intercultural workgroups in Uganda are always delayed!*
   14. *Ugandans sometimes say they come to a meeting and then do not come: for Ugandans that is "nothing big" whereas for Europeans that is "not acceptable"!*

15. *We can all learn from each other: Europeans become a bit more flexible and Ugandans a bit more organized!*
16. *If you send out an invitation for a conference to Ugandans two weeks in advance, you can be sure, that they will have forgotten it. Two days before is early enough.*
17. *White people have the watch, we [Ugandans] have the time!*
18. *Late-coming is connected to poverty!*
19. *There are many different reasons for being late! (e.g. rain and traffic jam...)*
20. *Ugandans tell you they are here in 5min although they know that it will take 30min. They consider it impolite to tell you the truth.*

3. The participants are invited to choose one card each.

4. Everyone considers why the statement written on her/his card is true (even when he/she does not agree with it in reality), finds arguments for it and prepares a 1min-speech to defend it. (Time: 3min)

5. The facilitator states, that due to the time, maybe not everyone will be able to present the speech and asks the first (whoever wants) to start.

6. After every short speech follows a short discussion to tackle the topic.

7. According to time, the frame for the speeches is:

　　1min speech
　　3min discussion

Questions:
- *Which statement/ topic has been presented?*
- *What kind of conflict is embedded in this statement?*
- *Do you think it is true?*
- *Which arguments did you like?*
- *Which arguments can you hold against it?*
- *What solutions are there to deal with such a conflict?*

8. Facilitators keep time in mind and stop the exercise after about 45min.

9. A final discussion on "time" is encouraged.

Questions:
- *Are there other time management-related topics that have so far not been mentioned? (The facilitator can also refer to the remaining cards on the wall.)*
- *What conflict potential do they contain?*
- *How can be dealt with these "time-conflicts"?*
- *How can these conflicts be solved or avoided in the first place?*

BREAK

Session 4

Improvised scenes

Time: 3.00pm-4.40pm (about 10min for each scene)

Purpose: This exercise deals within small improvised scenes to a given topic with some possible causes for intercultural misunderstandings, challenges or conflicts. Furthermore, the participants' ability to problem solving and conflict resolution is asked for.

All statements and topics for the scenes are once more original quotations from the very interviews carried out ahead of the development of this workshop. Sometimes they again sound provocative.
All in all there are 13 sheets of paper to have some in addition.

Sequence:

1. The facilitators distribute the already prepared 13 sheets of paper on the floor: on each piece as prepared in advance, one topic is written on one side (written side down).

   Topics:

1. *Conflicts are not dealt with openly and as a foreigner I am even more isolated.*
2. *Do not criticise openly, never in front of other people and never never your boss.*
3. *Saying "no" is impolite. As you do not want to disappoint the other one, you don't say "no" and rather "yes", even if "no" is right.*
4. *Very small issues are big for Westerners but for Ugandans they are not.*
5. *European colleagues lack in flexibility and patience!*
6. *Europeans have a superiority complex and feel that they should be the ones to advise and know everything.*
7. *Sometimes I am scared of the white skin.*
8. *I do not like it when colleagues comment on me being a single woman without children. One even told me I have an "expiry date"!*
9. *Let's pray at the beginning of the meeting!*
10. *Westerners are quick in making judgements.*
11. *A mzungu-woman sits and dresses in a very casual way.*
12. *Challenges are not of intercultural nature but male-dominated.*
13. *A white man is genuine, rich and clever.*

   2. Form pairs of two.
   3. One pair after the other is going to present a scene. The facilitator however stresses, that due to time not every pair will be able to do so.
   4. The two actors/ actresses go in front and pick one sheet.
   5. Each pair has 1min for preparing themselves and three to present the conflict.

6. After the scene, the quotation written on the paper is read aloud to give the core topic.
7. After each scene, there are 5min for discussion and for the audience to offer possible solution to the presented conflict situation.

Questions:
- *Do you think there is some truth behind this statement?*
- *What can be done to solve the conflict?*
- *How can we creatively gain something positive out of this conflict?*
- *What can be done to in the first place avoid this conflict?*

Reflection

Time: 4.40pm-5.00pm (5min individual reflection and 10min in the group)
Purpose: This last part is meant to close the workshop and say "good-bye". The aim is to reflect on what was new and dealt with in the workshop before leaving and take a piece of advice.

Sequence:

1. The participants are invited to reflect on their own what they can take along from this workshop.
2. Before the silence, the facilitators ask questions to guide the reflection.

Questions:
- *What can you take along from this day?*
- *What did you learn?*
- *What was new for you?*
- *Where did you benefit from the exchange of experiences?*

3. Additionally, everyone is asked to think about a piece of advise they want to give others joining or already working in an intercultural team and write it down on a paper card distributed by the facilitators.
4. One facilitator keeps the time: 5min for the individual reflection.
5. Whoever of the participants wants starts to share her/his thoughts and the piece of advice with the group.
6. The facilitators collect the cards in the basket and places it at the exit.
7. Facilitators close the workshop by thanking for the attendance and saying "good-bye".
8. Before the actual end, the participants are invited to pick one piece of advice from the basket when leaving, to take it home/ to the office.

THE END