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SU407

**Developing
Intercultural
Competence:**

An Accelerated Learning Approach

ASTD, Washington, DC 2004



Global Gallery Tour

As you walk around the galleries, glance over the materials and linger wherever you find information that is interesting, stimulating and relevant to you and your organization.



You will have about 10 minutes.



Questions to Consider

- What challenges do you recognize in the galleries as similar to the ones in your organization?
- What important skills, competencies and strategies do you see that can help you and your organization develop intercultural competency?



The Shell Approach

Define business need and formulate clear objectives

The program builds on the Diversity and Inclusiveness Standard within Shell. Care was taken to formulate goals and define the need in language the businesses could understand and embrace.

Choose an internal “champion” and an effective approach to plan and implement the project

Use the planning stage as a way to build relationships, achieve buy-in around the world, and create a successful strategy for development.

Benchmarking

Research by AL expert, followed by recommendations based on current theories, best practices around the world.

Needs analysis and preparation of the workforce

An AL approach was used to determine needs, a vision, and prepare the workforce for a shift in attitude and behavior.

Choose AL partner and vendor

Shell chose a partner who was an expert in Accelerated Learning and design to do the research at the front end, the needs analysis, to co-design the program with a subject matter expert, and to pilot and refine the program. Shell chose a vendor who had experience in the corporate arena, was a recognized interculturist, and someone who was willing to work with Shell’s partner to design an Accelerated Learning approach to the programs.

Develop program

The program was designed as a two-day program that begins with an interview by a certified Intercultural Development Inventory (IDI) coach,



then the employee completes the IDI, in Shell's case on the intranet, and afterward a coaching conversation is scheduled with the IDI coach to walk through the results, point out areas of personal development, and give individual additional assignments for each person during the two day program and back at work.

Pilot and refine

Once designed, the program was piloted, improved upon, and during the implementation stage constantly refined to become one of Shell's most successful programs. Each participant in the program was coached on how to be an ambassador for the program, a support for other team members and on how to continue learning on the job.

Roll-Out

The program itself was rolled out around the globe. It has now been taught in the USA, the United Kingdom, the Netherlands, Brazil, Malaysia, and Switzerland. In each of the regions, it was slightly revised to better address the cultures and the needs of the people and their businesses.

The 2 day program, Beyond Boundaries, the 1 day PassPorts, and the 2-3 hour Global Gallery Tour are offered as part of the open-enrollment program or for specific businesses and teams. Employees are encouraged to attend the 2 day program. The formal training is supported by the IDI and one-on-one coaching, lunch-and-learns, and consulting by the Diversity Practice – now part of Shell Learning.







Continuous improvement and workforce support

Bonnie Roelofs, as champion and point person within Shell for the program worldwide, is responsible for quality control, recognizing and acting on the needs of the businesses, and making sure that the program is further refined as time goes by. She coordinates efforts to support the continued learning of the workforce on the job and help the organization look at systemic issues as well as training. [Ideally this involves ongoing input from the AL and IC specialists...]



Best Practices

The research and interviews with interculturists, other organizations working globally, and select Shell employees at the front end of the intercultural project determined the following “best practices”:

-  Determine and articulate the specific business needs for intercultural competence for all businesses and regions in the organization.
-  Use an intercultural competence approach as opposed to a country-specific checklist approach to skill building.
-  Develop a program and an ongoing strategy to support people over time and at their workplace.
-  Offer the training program offsite and residential to get people away from the demands of day-to-day work and support them in shared learning during and after the daily program.
-  Use a hands-on, experiential approach to learning. Make sure there is ample time for skill building and opportunities to move beyond limiting personal beliefs. Constantly reinforce the business case for the learning.
-  Offer successful and practical models people can use at work.



- ➔ Use company- and business-specific case studies, critical incidents and company specific examples as much as possible. In other words, customize.
- ➔ Make sure the program is more than one day, preferably beginning one evening and ending on the third day at lunch to give learners two evenings together for casual and important dialogue with one another and the facilitator/s about the subject. Use two facilitators and a maximum number of 20 participants and combine skill practice and coaching during the program.
- ➔ Target heart as well as head and hands; intercultural competence includes knowledge, skills and attitude, and the last one might be the greatest.
- ➔ Have a “standard” global design that allows for adaptation to specific regional, country, organizational, and participant needs.





What is Accelerated Learning?

Accelerated Learning is an approach to instructional design, training and human development that



Designs learning programs to support learners in moving beyond limiting beliefs about themselves, about their organizations, learning or about the subject matter and its relevance to them and their lives



Creates an interaction rich environment in which learners learn and thrive



Designs programs to appeal to all learning and processing styles



Integrates music and the arts to facilitate learning



Focuses equally on the design, the environment, the group dynamics and the role of the facilitator as keys to learner success



Develops the capacity to learn and an ability to shift perspectives



Considers mental models and organizational culture in the design and implementation of a learning and developmental strategy.



Accelerated Learning Design Template

AL Learning Cycle and preparation

Purpose

How?

Preliminaries

To prepare both the learners and the facilitators for success. In designing, one of the keys to success is asking the right questions and knowing how to listen to the answers. If your outcome is more than the easily quantifiable, then ask questions to get you beyond “knowing” to a more powerful “doing” and “being”.

Marketing materials

Pre-workshop assignments

Facilitator preparation

Needs analysis “with a difference”, ie: ask : “If your employees learn how to do excellent *records management*, what will they be able to do differently, what will those skills and knowledge enable them to do or be?”

Model AL in the language used, the formatting, and the approach.

Pre-reading, interviewing people on the job, observation tasks, and many other tasks can allow learning to begin before learners arrive at the place of learning.

Learn as much about the learners as possible. What metaphors do they live by? What are their underlying assumptions and beliefs about themselves, the organization, the subject, learning? What are their intrinsic motivators? What “language” do they speak?



**AL Learning Cycle
and preparation**

Purpose

How?

	<p>To create a safe, positive learning environment (welcoming).</p>	<p>Room design, overview of program, framing of time together, appealing to all learning and processing styles in your introduction.</p>
<p>Welcoming / Centering</p>	<p>To prepare the learners to “be present” or centered and able to focus on the learning.</p>	<p>Most people’s minds are elsewhere when they come to a program. Activities at the beginning of a learning program or a day that are meditative, mind-calming or focusing help each person to center and be present.</p>
<p>Motivation Phase</p>	<p>Although everything should be motivating, this particular phase in the cycle allows people to connect with the learning material at many levels: intellectual, emotional, and at times physical. The motivation phase taps into the inner knowing or wisdom of the learner, begins to overcome limiting beliefs and creates an “emotional hook” .</p>	<p>Gallery Tour (allow people to walk around a invite each person to note what is important to him/her) Guided Imageries Simulations to surface awareness of key issues Choose symbols to represent aspects of content.</p>
<p>Discovery Phase (Creative Presentation, Interactive Lecture, Experiments, Research Activities, Simulations, Active Concert Readings, Skits, Videos, etc)</p>	<p>To present new material or allow learners to discover and develop the new information (content/process) in creative, interactive, memorable ways.</p>	<p>There are various ways of “presenting” content: Interactive lecture with props (Cultural Detective) Active Concert (used mainly in Foreign Language learning), Simulations (ladder of inference, mental models and their effect), Research in groups and a teach-back, etc.</p>



AL Learning Cycle and preparation

Purpose

How?

Activation Phases I and II

In the primary activation of materials, learners begin to use the new material in controlled and structured activities (games, interactive activities, etc are often used).

The Activation I phase is a practice phase. The Activation II phase is a transfer to situations that simulated the reality of the learner and promote deeper levels of learning and understanding. They move the learner from knowing to doing and a high level of mastery.

Memory, board games, card games, short activities in pairs, small group or whole group activities that are fun, meaningful and the best use of learner's time make up Activation One.

Role play, skill practice using individual real situations, larger simulations, various practice sessions requiring a higher skill level, application to real situations, synthesis of materials in different ways are typical of Activation Two.

Integration Phase

To bring a module, a day, or the program to closure, to demonstrate, summarize and facilitate embodiment of what was learnt. To "de-suggest" by demonstrating just how much has been learnt at a deep and meaningful level.

From guided imagery, to summarizing activities of many types, you can use a multitude of ways to help learners integrate what they have learnt into their lives, their personal and professional reality and build a sturdy bridge back to the real world.

Celebration

To bring closure and a sense of accomplishment and empowerment to a group and individuals at the end of a program

Again, there are many ways to do this. Very often, the activity will reflect some aspect of a beginning motivation activity and by doing so "round off the experience". The feeling at the end should be one of closure, AND help build a bridge to the real world.



Worksheet

CULTURAL DETECTIVE®

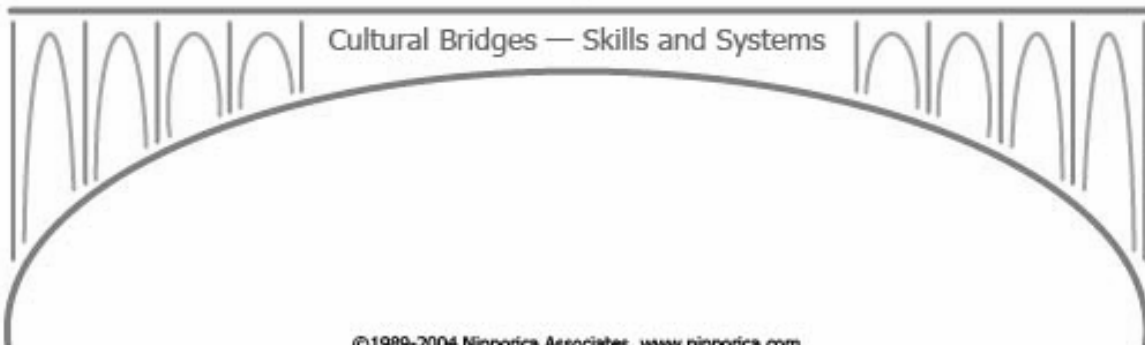
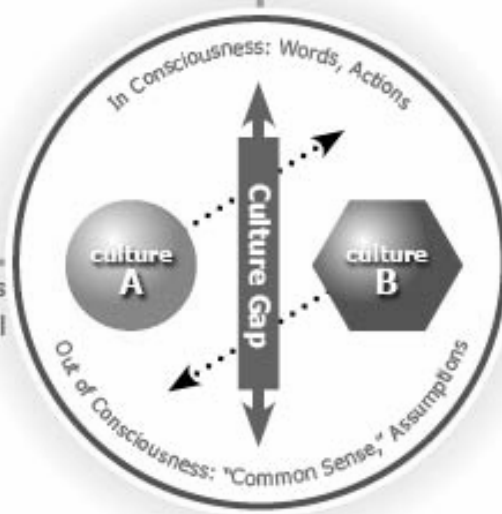
Increase productivity • Strengthen relationships

Person A's Words and
Actions — Observable

Person B's Words and
Actions — Observable

Person A's Values, Beliefs
and Personal Cultural
Sense—Positive Intent

Person B's Values, Beliefs
and Personal Cultural
Sense—Positive Intent



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Values Activity

Look at the following sayings from various countries or cultures. What value is communicated? What behavior/s would you expect? How does it compare with your culture? Your values?

One does not make the wind blow but is blown by it. (Asia)

The mouth maintains silence in order to hear the heart talk. (Belgium)

He who speaks has not knowledge and he who has knowledge does not speak. (Japan)

How blessed is a man who finds wisdom. (Jewish)

A zebra does not despise its stripes (Maasai of Africa)

Loud thunder brings little rain. (Chinese)

A man's tongue is his sword. (Arabs)

A single arrow is easily broken, but not in a bunch. (Asia)

He who stirs another's porridge often burns his own. (Sweden)

The duck that quacks is the first to get shot. (Japan)

Sakit ng kalingkingan daman g buong katawan (Philippines) (Tagalog)
The pain of the pinky will be felt by the whole body.

Doe moor gewoon, don doe je al gek genoeg. (Netherlands) (Be normal, then you are extravagant enough.)

"Tree wants to take care of parents but parents are no longer around." (Chinese)
Literally: Take care of things while you can

Masuk bakul angkat sendiri (disdain for self praise). (Malay)

When the right hand washes the left hand and the left hand washes the right hand, both hands become clean. (Nigeria)

Sage nicht immer, was du weisst, aber wisse immer, was du sagst. (Germany)
Don't always say what you know, but always know what you say.

Ordnung ist das halbe Leben. (Germany) *Order is half of life.*

Agua mole em pedra dura, tanto bate ate que fura. (Brazil)
Soft water on hard rock, hits it so much until it pierces

Say but little and say it well. Scotland

When in doubt who will win, be neutral. Switzerland



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Websites

www.delphin-international.com

A source of A.L. products and services, including certification. Gail Heidenhain (recognized trainer, IAL/DGSL) and Roland Boettcher (recognized trainer, IAL/DGSL)

www.alcenter.com

A source of A.L. products and services. David Meier

www.ialearn.org

Website of the International Alliance for Learning with important links to A.L. experts, an online newsletter *Imagine*, an overview and information on the IAL/DGSL certification process, a current list of recognized trainers at levels 1-3, and information on regional events and the annual international conference in January on Martin Luther King, Jr.'s birthday weekend each year.

www.dgsl.de

German organization for Accelerated Learning / Suggestopedia

www.seal.org.uk

English organization for effective-affective learning. Includes information on Accelerated Learning.

www.culturegrams.com

Short introductions to individual nations of the world. Also InfoGrams, Children's Edition, and interactive games.

www.interculturalpress.com

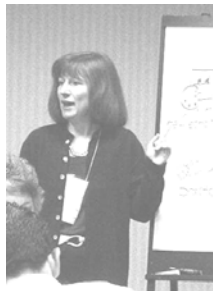
A major publisher in the intercultural field. Excellent analyses of many of the world's cultures, and compilations of world file, video resources, and simulations.

www.sietar-europa.org

Branches in various countries worldwide. They hold regular conferences, publish newsletters and sponsor online chats designed to promote intercultural understanding.



Your Facilitators



Ms. Gail
Heidenhain

Gail Heidenhain

Founder and President of Delphin, Inc. www.delphin-international.com

Gail Heidenhain has been involved in consulting organizations on the design of learning programs as well as training trainers, facilitators and teachers in Accelerated Learning (AL) for over 20 years. As president and member of the training and certification committee of the German Society of Accelerated Learning, she set up guidelines for a core curriculum and two further levels of training for AL facilitators who wished to become trainers of trainers, or master trainers.

Gail has designed and piloted AL based programs for corporations, government agencies and non-profits in areas as diverse as Achieving Customer Excellence, Coaching, Compliancy for Social Housing projects, Records Management, Transformational Leadership, Team Learning, Personal Mastery, Intellectual Diversity, Intercultural Competence and Productive Communication. She facilitates in the areas of Leadership Development, Personal Mastery, Productive Communication and Intercultural Competence.

Gail served on the conference committee of the national ASTD for two years (2000/2001). She has also served on the board of NASAGA (North American Simulation and Gaming Association), and the Organizational Change Alliance. She is currently president of the International Alliance for Learning, the professional organization for Accelerated Learning in the USA that has just implemented a three tier certification process for trainers and instructional designers. She has written numerous articles in her areas of expertise.

Dianne Hofner Saphiere, M.S.

Founder and Principal, Nipporica Associates, www.nipporica.com

Dianne Hofner Saphiere has been active in the field of cross-cultural training and consulting since 1979. In 1989 she founded Nipporica Associates, an intercultural consulting and training firm. U.S.A.-born, Dianne spent twelve years working in Japan, lived in Spain and Mexico, and has worked with people from nearly 50 nations. Her client list includes ABB, Cable and Wireless, Continental Airlines, Mitsui, Royal Dutch Shell, and Texas Instruments, among many others. In 1994 Dianne was honored by the International Society for Intercultural Education, Training and Research (SIETAR) with its *Outstanding Interculturalist* award.

Dianne is an internationally recognized author of *Ecotonos: A Multicultural Problem-Solving and Decision-Making Simulation*; *Redundancia: A Foreign Language Simulation*; *Shinrai: Building Trusting Relationships with*



Ms. Dianne
Hofner Saphiere



Japanese Colleagues; Diversophy: Japan Deck, and contributor to the *International Journal of Intercultural Relations; Global Competence: 50 Training Activities for Succeeding in International Business; The Training and Performance Sourcebook; and The Pfeiffer Annual*. Since 1990, she has served on the faculty of the Summer Institute for Intercultural Communication. In 1999 she created and has since moderated the online group of international interculturalists called *Intercultural Insights*. Dianne holds a master's degree in organization and human resource development and a B.A. in international studies.

Her newest endeavor is *Cultural Detective: Improving Productivity, Strengthening Relationships*. These easy-to-use, Accelerated Learning-based training materials on specific cultures are authored by 60 of the world's leading interculturalists, and are available by download at <http://www.culturaldetective.com>.



Ms. Bonnie
Roelofs

Bonnie Roelofs

Shell Learning, Diversity Practice

Bonnie Roelofs has been a diversity consultant for the Global Diversity Practice, now part of Shell Learning for many years and is the global lead for intercultural and cross cultural development. Before joining the diversity practice, she led Shell's "Global Learning Consultancy Practice" for several years and provided global networking expertise to learning professionals in Shell People Services (SPS). Bonnie was responsible for bringing best practices in the field of "learning" into Shell, among them Accelerated Learning, and with them establishing standards of excellence and providing thought leadership in the area of "learning" to enhance Shell's business performance. The team she is currently part of designs and delivers programs to support Shell's global Diversity & Inclusiveness Standard which incorporates the best theories and practices used in adult learning.

Bonnie has focused on organizational learning, leadership and change management and diversity/inclusiveness for the past 13 years, working in Europe, the Americas and the Pacific Rim countries. She was the Director of Organization Strategy and Effectiveness for Blue Cross Blue Shield before coming to Shell. She has consulted with various US Government Departments, the World Bank, Marriott World Headquarters and the Airline Pilot's Association on leadership and organizational learning.

She has been active in the Washington DC Change Management Network, the Organizational Development Network and the American Society of Training and Development. She was the Shell representative to the Society of Organizational Learning, established by Peter Senge of MIT for a couple of years.