



Module 4 concludes this training. Take time to review prior training content with participants.





**Goal**  
To align and practice High-5 communication skills and identify cultural elements everyone possesses.

**Objective**  
So that labor and industry workers advance their cross-cultural communication skills, and cultural intelligence.

**Why?**  
Because, culturally intelligent team members lead to more inclusive behaviors, enhanced cultural understanding, and increased productivity.

In Module 1, we went through the importance of the High-5 Elements for Culturally Intelligent Communication and explored the topic of *culture*, and how it affects our world views and the way we communicate.

In Module 2, we went deeper into the first 2 High-5 elements: Evaluate and Navigate, and gained awareness around accounting for our own biases.

In Module 3, we discussed the last 3 elements of High-5 Culturally Intelligent Communication: Negotiate, Collaborate, Cooperate, and how can we successfully perform them with Civility in Mind.

Module 4 continues to explore and address how the High-5 Elements work together and are inter-dependent on each other.



## What is culture?

### Definition:

Culture is the characteristics and knowledge of a particular group of people, which includes: arts, traditions, religion, language, cuisine, music and dance, and social habits.

### Culture:

- Informs our behaviors
- Influences our preferences and choices
- Impacts communication styles



With the group, revisit the question: *What is culture?*

Ask the group what else they remember from Module 1.

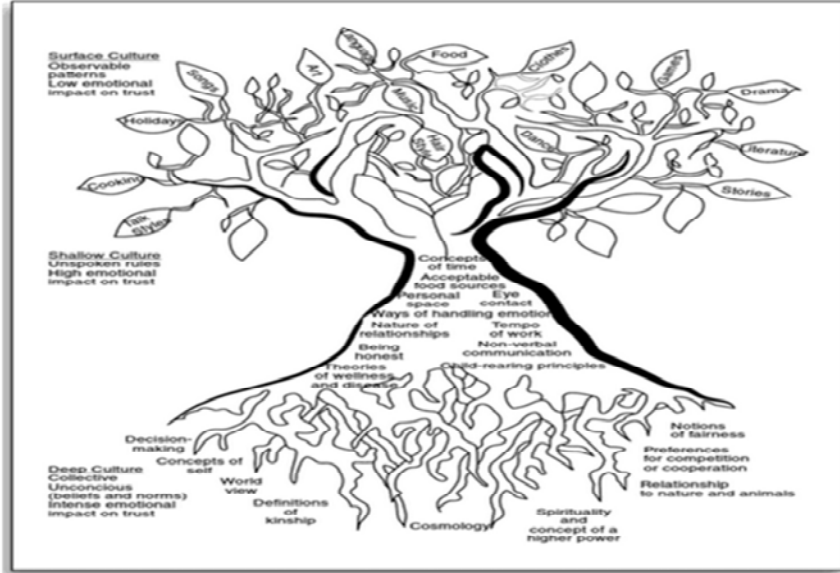


## Culture is:

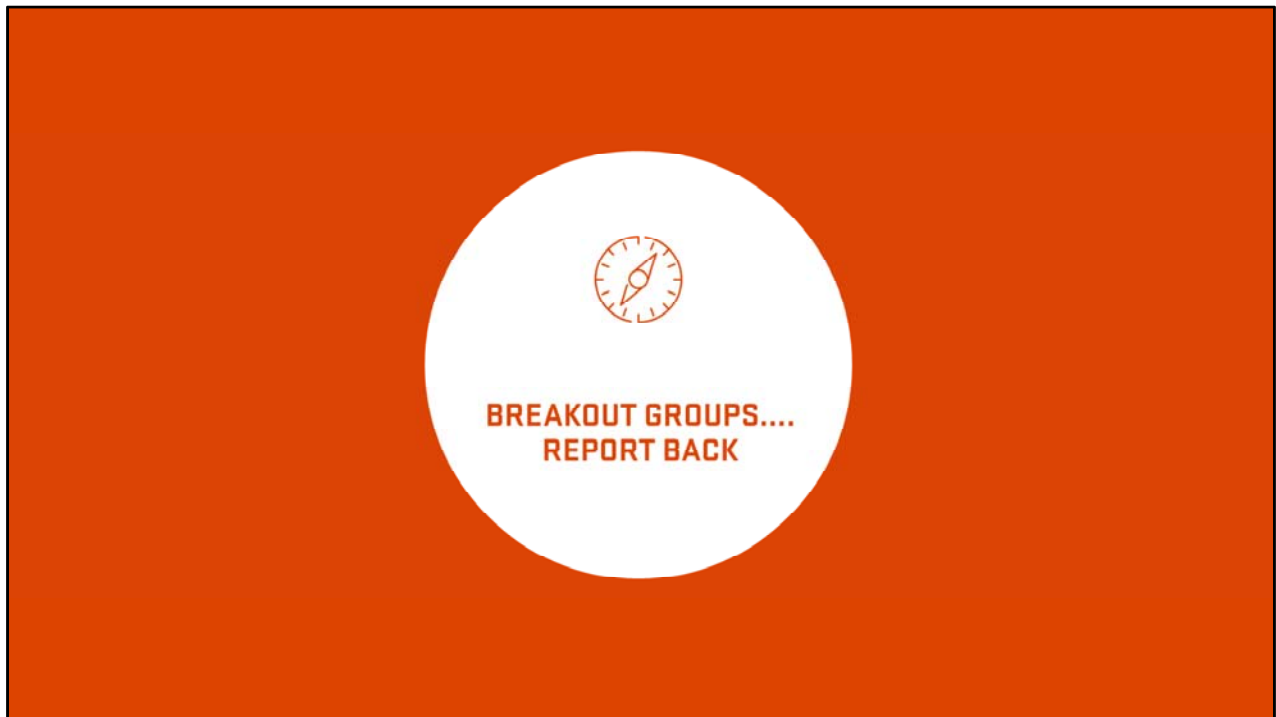
- The way we all make sense of the world
- EVERYONE regardless of race or ethnicity has a culture
- Our brains use cultural information to give everyday events meaning



# Culture Tree



Source:  
Culturally  
Responsive  
Teaching and the  
Brain, Zaretta  
Hammond,

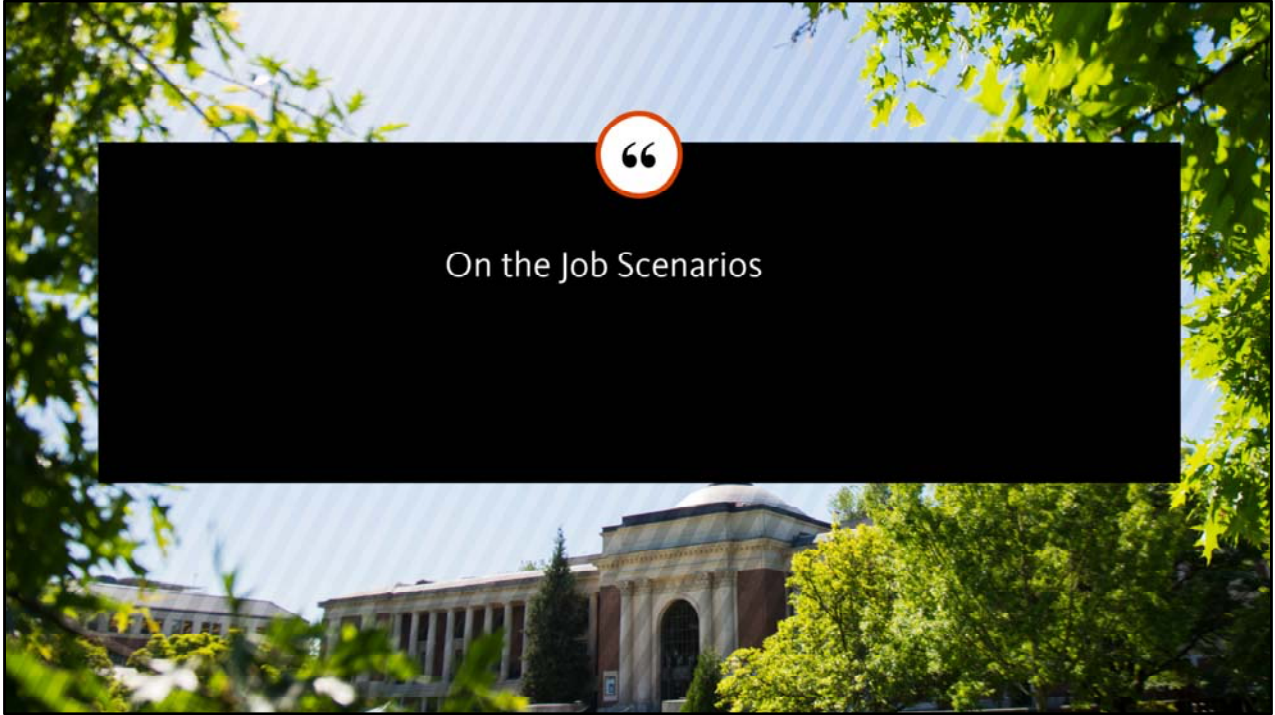


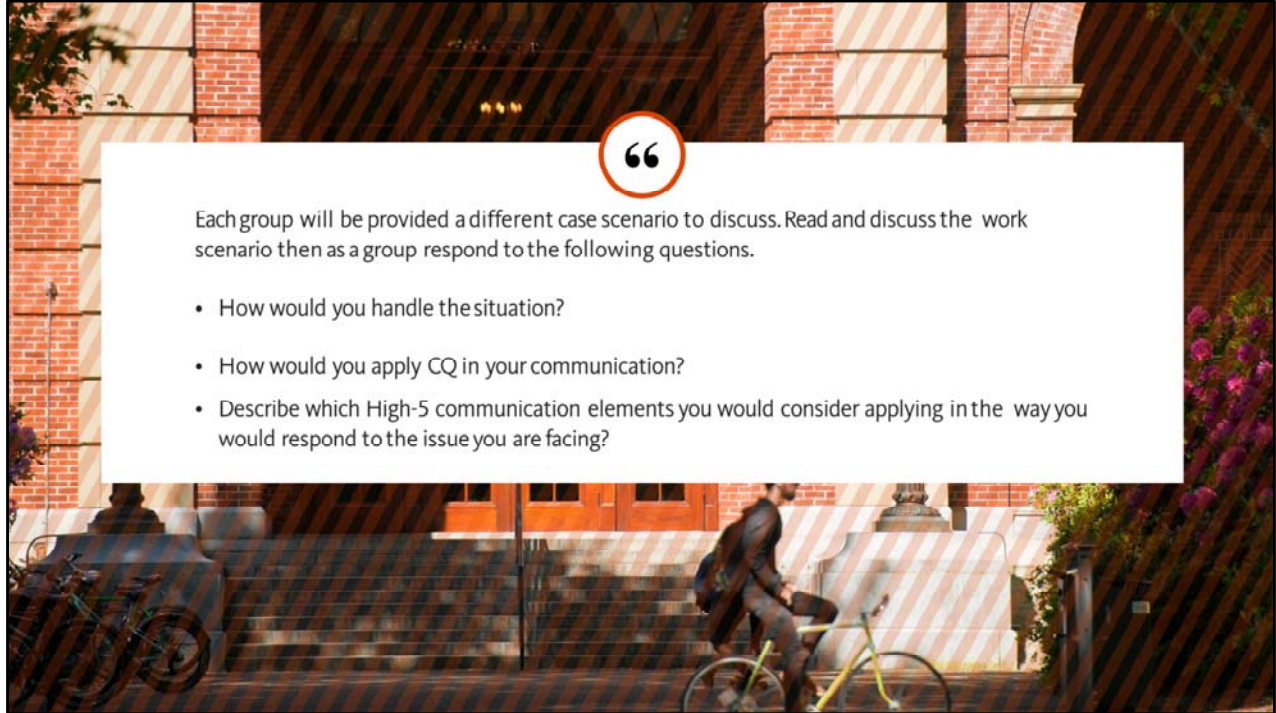
Small group activities are recommended to help participants feel safer to share their opinions and experiences. We encourage you to include as many small group activities as you can accommodate. Instruct each group to designate someone to "report back" to the larger group after each breakout session.

While these activities are usually very helpful for participants, we recommend that you pay close attention to power dynamics within the groups and accommodate as needed to ensure that participants who belong to historically marginalized/underrepresented communities can feel as safe and included as possible.



## On the Job Scenarios





During case study activities, remind participants to make use of the High-5 Elements for Effective Team Communication:

1. You **evaluate** what tools you'll need
2. You **navigate** the working space
3. You **negotiate** sequence of how and when tasks are done
4. You **collaborate** as a team (no one does it all)
5. And, you **co-operate** with your team to get the job done!


Provide the on the job scenarios to participants. In virtual environments this can be accomplished by sharing the slide information through the chat field. You can do the same with the following slide which describes each element in detail.


Please instruct learners to use the High-5 Elements for Effective Team Communication handout as well as the case scenario for this activity. Allow 20-25 minutes.

You can prepare your own case scenario or refer to the Case Scenarios Addendum to choose a scenario.



### Evaluate, Navigate, Negotiate, Collaborate and Cooperate



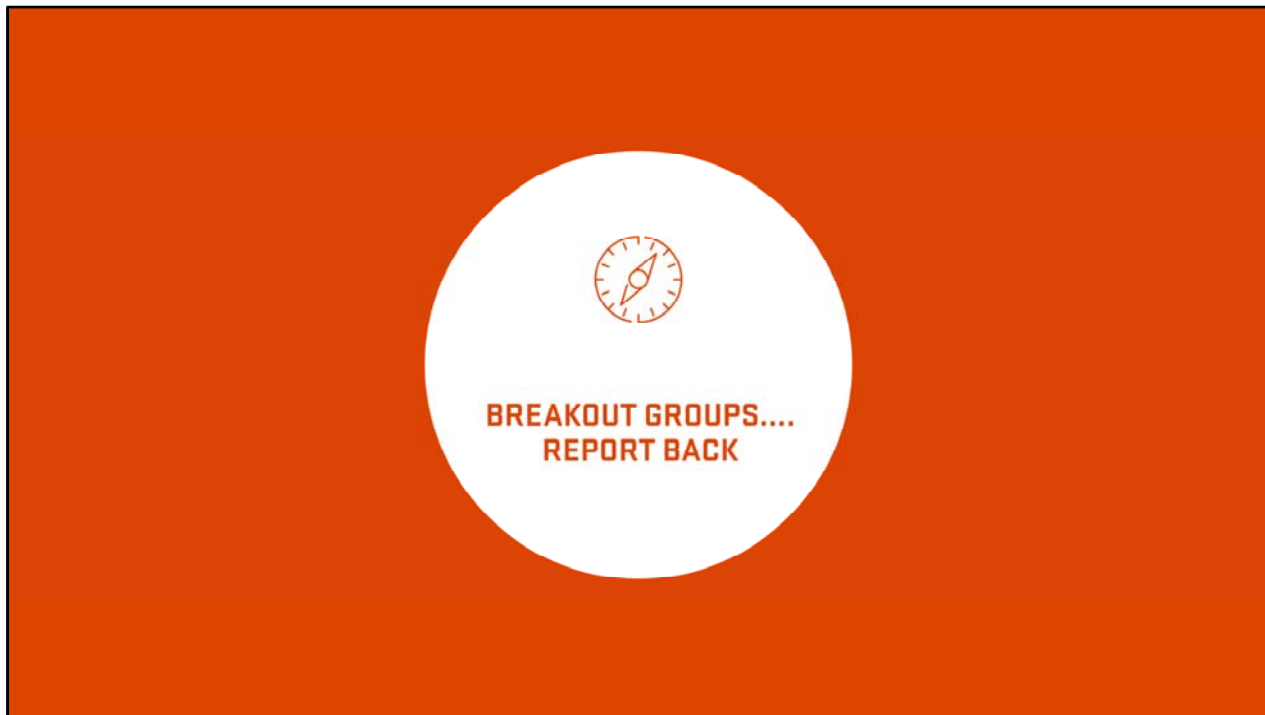

1. **Evaluate** - Check out the situation and positively assess each team member's unique differences. Pay respectful attention to "differences" as identified by the team member themselves - careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills, etc. Formulate how you will effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared lived experiences.
2. **Navigate** - To Navigate is to take a course of action, plan, work through various circumstances and situations while acknowledging and recognizing differences within team members. Practice non-discriminatory communication skills effectively. Understand the critical differences between being "tested" (rites of passage based on an apprentice's learned skills) and/or being "targeted" (based on gender, sexual orientation, ethnicity, race, status, geographic birthplace, native tongue and language, age, etc.), as an apprentice is learning new skills.
3. **Negotiate** - Work it out, come to terms (find a way over and through tense moments). Take the time to explore a different communication path to maintain a working relationship. Negotiation requires active listening skills. Ask questions in a respectful way. If tensions arise a team member can ask, "What's the issue?" Not - "What's your problem?"
4. **Collaborate** - Work jointly, combine efforts, team mindset, an "all in it to win it" approach. This requires a give-and-take approach. No one way is always right. Be open to different ways of getting the job done.
5. **Cooperate** - Cooperation requires a team to work together safely, effectively, and productively - within a culture of trust. Honoring and respecting differences open up channels of communication. Demonstrating inclusive practices and processes requires effective communication skills. Cooperation is about how team members operate (work, handle, manage) their tasks together, as a collective with an "all in it to win it" attitude and approach.

**Key Point:** Practice using High 5 team tools with skill and precision. Like any tool, High 5 skills are mastered over time with use and practice.

**HAND OUT:**

Participants should have a copy of the 5 key elements document to read, review, and serve as a constant visual aid.

**DISCUSSION GUIDE:** High-5 tools improve communication skills over time. Like any tool; High-5 skills are mastered over time with practice.



Give participants a 1-2 minute warning before closing the breakout rooms to allow for closure in conversations. Ask one person from each group to share key insights from their group, without naming their colleagues or exposing sensitive details.



Accounting for cultural differences



Small group activities are recommended so participants feel more safe to share their opinions and experiences. We encourage you to engage in as many small group activities as you can accommodate.

While these activities are usually very helpful for participants, we recommend that you pay attention to power dynamics within your group and accommodate so participants that belong to historically marginalized/underrepresented communities can feel as safe and included as possible

## Inclusion: What is It?



[https://www.youtube.com/watch?v=pBBirVxVsg&feature=emb\\_title](https://www.youtube.com/watch?v=pBBirVxVsg&feature=emb_title)

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[https://www.youtube.com/watch?v=pBBirVxVsg&feature=emb\\_title](https://www.youtube.com/watch?v=pBBirVxVsg&feature=emb_title)

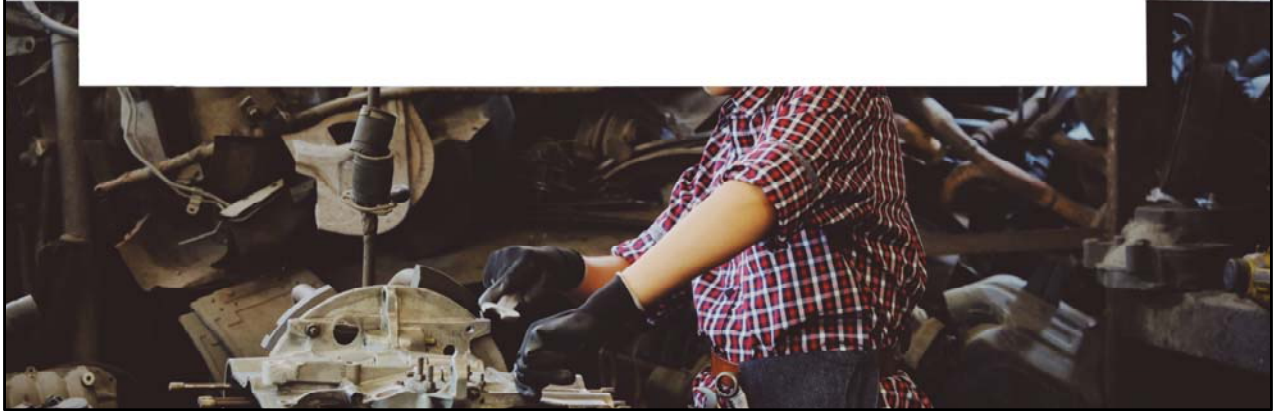
This video addresses inclusion. Give participants 5-10 minutes to view the (4 minute) video, or watch it as a group. After viewing, ask participants for reactions, questions or comments. An instructor may use the following prompts to encourage conversation and group engagement:

How and why might some of the people in the video be excluded in a working team?  
How does exclusion impact productivity in working teams?  
What strategies can we use to avoid excluding team members?

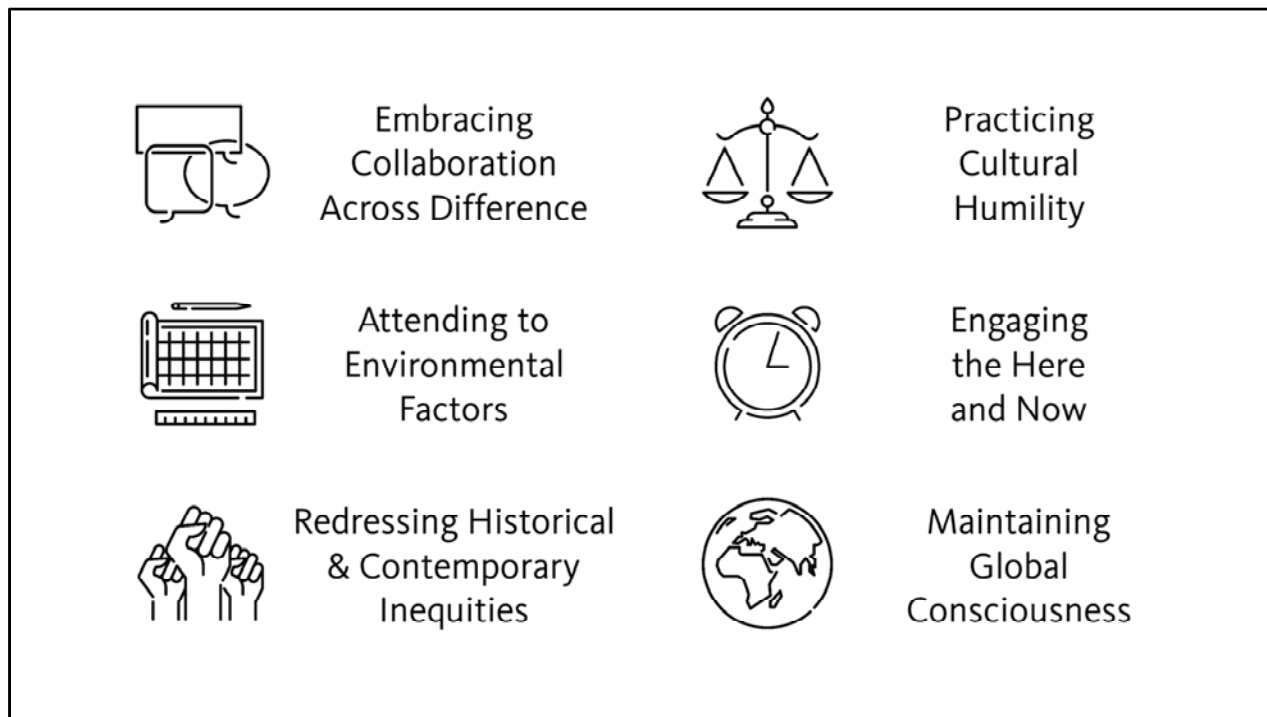
**Question for group discussion:**



How do we create an environment of inclusion in our teams?



Encourage participants to think back to the *My view of the world* activity, and the 3 different levels of culture when responding to this prompt.



Becoming aware of, and responsible for, our culture and how we navigate differences in the workplace is a journey, not a destination.

All participants are invited to continue this journey by exploring the tools and resources available to you in the appendix section.

## HIGH 5 TEAMS

### Check Your Knowledge

1. In diverse teams, why is it important to take notice of (evaluate) cultural differences?

#### TRUE OR FALSE (T or F)

2. The best way to apply the High -5 communication skills is to practice them.

3. Working with diverse team members requires I adapt my behaviors in ways that respects other's differences. This means I have to give up my own (cultural) values and beliefs.

4. Sometimes I have to work with team members that aren't respectful of differences. Some things I might say are ...

- Hey, that is not OK.
- Why are you doing (saying) that?
- That's not helpful
- **STOP!**
- That's not how we treat our teams
- We need everyone's ideas.
- Everyone's ideas count
- Be fair

Use these questions to check in with your participants. Leave time for a group discussion about ways we can all interrupt disrespectful behavior/situations. Instructors may use the list on the right of the slide above, or ask participants to develop their own list.

For virtual environments, make use of the poll tool in Zoom. You may need to remind attendees to exit the poll window after the final results are shared.





**CONSOLIDATION: WHAT DO YOU  
REMEMBER FROM TODAY?**

## Activity: Where do you stand?



Use the following prompt as a final check in with your attendees: I feel I am more equipped to navigate differences in the work place: *Agree, Neutral, Disagree*.

For virtual environments, use the slide above and instruct participants to use the Annotated feature in zoom to provide anonymous feedback.

Participants may also want to verbally respond to this final prompt with comments or questions.



END TRAINING. Provide any information about next steps or follow up from your organization.