

Developing a Supervisor and Counterpart Workshop

Sample One-Day Workshop

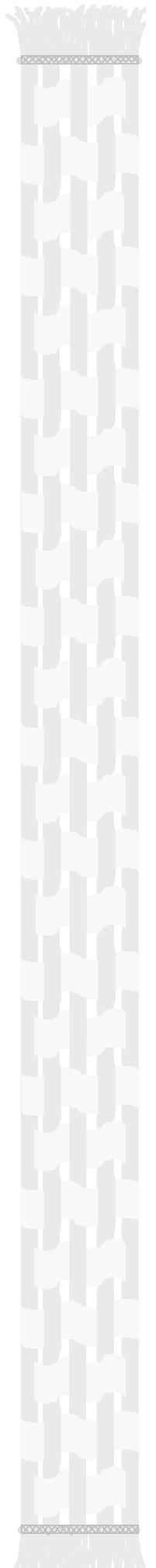
**Other Agenda Designs
and Session Plans**



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Acknowledgments

The Peace Corps has worked with host country nationals since its inception. In order to build local capacity, it is necessary for our partners to be brought into all aspects of Peace Corps work. The training materials in **Working with Supervisors and Counterparts** support the capacity-building framework by placing an emphasis on the value and opportunities of host national participation and by giving tips and tools for training design and handbook development.

The Peace Corps would like to acknowledge the contribution made to these materials by the people in the field who shared their many past resources for working with community partners.

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Contents

Introduction.....1

 Training Supervisors and Counterparts 1

 Core Components..... 1

 Sample Core Objectives 2

 Resources 2

 Sample Workshop Outline 3

Sample Session Plans4

 Welcome and Introductions 5

 Peace Corps in [country]..... 8

 Project Plan Overview 11

 Roles and Expectations 14

 Culture and Communication Styles 16

 Peace Corps Regulations and Policies..... 22

 Action Planning 30

 Wrap-up..... 35

Appendix I: Sample Schedules.....37

 Sample One-Day Agendas 37

 Sample Two-Day Agenda..... 39

 Sample Three-Day Agenda 41

Appendix II: Other Sample Session Plans.....44

 Communication Between Supervisors and Volunteers: How to
 Give and Receive Feedback 45

 Introduction to the Peace Corps: Icebreaker for Introductions 47

 Counterparts and Volunteers: Using Art in Training Icebreakers 48

 Project Plan Review: Role of the Programming Staff and Introduction
 to the Project Plan..... 49

 Roles and Responsibilities of Supervisors and Counterparts: Using Role Play..... 51

 Defining Expectations: Working in Small Groups 53

 Cross-Cultural Communication..... 55

 Relationships: Cultural Thresholds of Intimacy..... 57

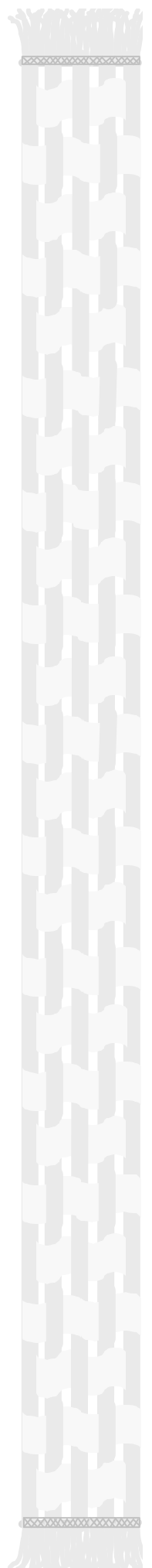
 Working With Peace Corps Volunteers: Using Role Plays in Training..... 62

 Alternative Role Plays/Critical Incidents..... 67

 Culture and the Ideal Teacher..... 71

 Peace Corps Regulations and Policies: Chain of Command in Organizations..... 73

 Action Planning: Identifying Key Dates and Expectations..... 75





Introduction

Peace Corps posts provide training to assist Supervisors' and Counterparts' work with Peace Corps staff and Volunteers. This guide provides advice to associate Peace Corps directors (APCDs) and other Peace Corps staff on how to develop training and how to achieve the most benefit from other events that include Counterparts and Supervisors.

This guide is organized around the five core components of Supervisor/Counterpart training. It includes a model agenda and session plans. The appendices include other sample schedules and examples of optional training modules that you can use during official Counterpart training or independently.

Training Supervisors and Counterparts

Training at the Peace Corps is based on the concepts of adult experiential learning which assert that adults learn better when they are actively involved in the learning process, and that adults come to a learning event with their own set of experiences and skills. The experiential learning model works very well for American Volunteers. However, as you develop training for host country nationals, keep in mind cultural considerations. In some cultures group discussions or other interactive training methods may not be perceived as training. Select training methods with which participants are comfortable and perhaps move to more interactivity as the training progresses.

Core Components

There are five components that are common to initial Supervisor/Counterpart workshops in the field. These five components address the basic knowledge, skills, and abilities (KSAs) that a Supervisor/Counterpart should have in order to work well with Volunteers and staff. The model agenda provided later in this section describes a one-day workshop, which is probably the least amount of time required to cover the basics. If you can conduct a longer workshop, supplement the basic material with sessions found in the appendix of this manual. The key components are:

- Peace Corps in [country name]
- Project Plan Overview
- Roles and Expectations
- Culture and Communication Styles
- Peace Corps Regulations and Policies



Sample Core Objectives

The following objectives reflect the core components listed above.

At the end of this training session participants will be able to:

- ✓ Describe the project goals of the Peace Corps in this country and in the communities in which Volunteers serve.
- ✓ Discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts in relation to the specific project they are working on.
- ✓ Identify several key cultural differences in values and communication styles between Volunteers and Supervisors/Counterparts and strategies to overcome them.
- ✓ Describe key elements of Peace Corps policies regarding Volunteer obligations and behavior.
- ✓ Develop an action plan for supporting the Volunteers in the community for the first few months.

Resources

The Peace Corps has other material that you can refer to when developing Counterpart training sessions.

The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques by Bernice McCarthy, Excel, 1987. (ICE No. ED187)

Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques—CEDPA Training Manual Series, Volume I. Centre for Development and Population Activities, 1995. (ICE No. TR111) Emphasizes and models using adult learning methodology in development work.

The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator by Peter Renner, Training Associates, Ltd., 1993. (ICE No. ED181)

101 Games to Make Training Active by Mel Silberman, Jossey-Bass Pfeiffer, 1995. (ICE No. TR116)

Culture Matters Workbook and the *Culture Matters Trainer's Guide*. (ICE No. T0087, No. T0103). Contains exercises related to cross-cultural issues.

Programming and Training Booklets 1-6. (ICE No. T0113-T0118). Valuable resources when designing any programming or training program with community partners.

Roles of the Volunteer in Development. (ICE No. T0005). Information and training activities that emphasize involvement with Counterparts.

Refer to the ICE catalog for more ideas under training.

Sample Workshop Outline

30 - 60 minutes	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome participants – Country Director or Facilitator • Review agenda and training objectives – Facilitator • Administrative details (breaks, restrooms, etc.) – Facilitator • Introductions – Facilitator
30 - 60 minutes	<p>Peace Corps in [country]</p> <ul style="list-style-type: none"> • Brief history of the Peace Corps • Sustainable development • Participatory approach • Overview of the Peace Corps in [country]
15 minutes	Break
60 - 75 minutes	<p>Project Plan Review(s)</p> <ul style="list-style-type: none"> • Background • Purpose, goals, and objectives
45 - 60 minutes	<p>Roles and Expectations</p> <ul style="list-style-type: none"> • Volunteer and Supervisor/Counterpart roles and expectations in relation to the project goals and objectives
60 minutes	Lunch
60 minutes	<p>Culture and Communication Styles</p> <ul style="list-style-type: none"> • Degree of directness • The role of context • The importance of face • The task or the person
60 - 90 minutes	<p>Peace Corps Regulations and Policies</p> <ul style="list-style-type: none"> • Vehicles and transportation • Drugs, alcohol, and firearms • Personal behavior • Political expression and legal status • Volunteer reports
15 minutes	Break
45 - 60 minutes	Action planning
30 minutes	Wrap-up and workshop evaluation

Be sure to use energizers, icebreakers, and warm-up activities taken from the *101 Games to Make Training Active* (ICE No. TR116), or other training resources in ICE.



Sample Session Plans

Every post has its unique form of training. It is assumed that training events will include Supervisors/Counterparts and Trainees as appropriate. The session plans below are intended to offer some ideas that can be used when designing Supervisor/Counterpart training events. These session plans are not necessarily the only or best way to do Counterpart training at your post. They do offer suggestions that you may find useful. Posts are encouraged to adapt these ideas to their own context.

Session plans support the 4MAT® method of learning. Refer to *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques* by Bernice McCarthy (ICE No. ED187), which is available at most posts and through ICE.

The session plans in this document usually follow the following format.

Session Plan Format

Title	The name of the session
Rationale	The reason for this session
Time	Roughly, the amount of time it will take to complete this session
Objectives	What the participant will be able to do after the session
Preparation	What you need to do before beginning the session
Materials	Things that you will use during the session
Procedure	
A. Motivation	An introduction to the subject that builds interest
B. Information	The content of the subject being taught
C. Practice/Participation	Participants try out what they have learned
D. Application	Participants demonstrate what they have learned utilizing their new knowledge, skills, attitudes, or behaviors
Resources	Any additional material that may help in preparing for or delivering the session

The following material is an example of a one-day Supervisor and Counterpart workshop that can be adapted for your use. Following the one-day workshop model are other ideas for one-, two-, or three-day workshops and, following that, other field examples of session designs for training Supervisors and Counterparts. Examples for session designs are taken from former and present Peace Corps posts. The CD-ROM accompanying the materials makes it possible to copy and adapt the following material for workshops.

Welcome and Introductions

Rationale

During this session participants will get to know each other and define the goals and objectives of the workshop. In the spirit of Peace Corps programming and training, try to model experiential adult training. Make this short session as participatory as possible.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Describe the workshop goals, objectives, and agenda
- ✓ Identify and begin to know their Counterparts, Supervisors, and Trainees/Volunteers

Preparation

1. Before the workshop make sure everyone who needs to be there is informed and knows what his/her role will be and what the purpose of the workshop is.
2. Make sure the facilities (room, tables, chairs, flip charts, markers, etc.) are prepared.

Materials

Flip charts, markers

Procedure

A. Motivation

1. Welcome participants. Discuss how pleased and happy the Peace Corps [country] is that they are attending the training and how pleased you are that they will be working with a Volunteer.

B. Information

1. Introduce yourself and describe your role. Explain that the first part of the morning will be for introductions, looking at the agenda, etc.

C. Practice/Participation

1. Ask each Volunteer and Supervisor/Counterpart site team to break into pairs/small groups and find out more about each other and then introduce each other and describe what they hope to get out of the workshop.
2. Review the agenda and explain that this is a great opportunity for everyone to get to know each other.
3. Refer to the goal statement for the workshop.
4. Explain the objectives for reaching that goal.

D. Application

1. Have the group come to a consensus on how they can all contribute to the success of the workshop. The workshop norms may look something like the sample flip chart on the next page.

Resources 

Supervisor/Counterpart Handbook (in this manual)

Sample Flip Charts

Workshop Goals

- For Supervisors, Counterparts, and Volunteers to understand their roles in achieving the goals and objectives of the Peace Corps project they are working on

Agenda

- Welcome and introductions
- Regulations and policies
- Project plan review
- Roles and expectations
- Culture and communication styles
- Action planning

Workshop Objectives

By the end of this workshop you will be able to:

- Describe the goals of the Peace Corps
- Describe key elements of Peace Corps policies regarding Volunteer obligations and behavior
- Discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts
- Identify several key differences in values and communication styles and strategies to overcome them
- Develop an action plan for introducing the Volunteers to the community for the first few months

Workshop Norms

In order to get the most from this workshop, we agree to:

- Start and end on time
- Participate fully
- Share our own experiences
- Support each other
- Be willing to move outside of our comfort zone
- Call for a break when we feel we need one



Peace Corps in [country]

Rationale

This session provides background on the work of the Peace Corps in the country. It may help to have the country director present at this session.

This session should not involve more information about the Peace Corps in general than is required. Focus on what Supervisors and Counterparts *need* to know.

This is a good opportunity to talk about the Peace Corps programming and training philosophy. Try to incorporate the concepts of capacity building, participatory design and evaluation, strength-based approaches, and sustainable development when you talk about projects and activities.

Time

30 - 45 minutes

Objectives

Participants will be able to:

- ✓ Discuss the three goals of the Peace Corps
- ✓ Explain the major projects that the Peace Corps is working on in [country]

Preparation

1. Prepare a presentation of the content for this session. Refer to other existing materials such as a review of the post's project history, host country national participation, and recent changes and responses to country needs.
2. Determine who will deliver this session.
3. Create a list of questions.

Materials

About Peace Corps (from Internet if not available in country in hard copies)

Supervisor/Counterpart Handbook for each Supervisor and Counterpart

Trainees should bring their *Country Handbook*

Procedure

A. Motivation

1. A brief overview of the Peace Corps and Peace Corps projects in [country] and how they fit into the national agenda.
2. Distribute documents or other material describing the post's projects.

B. Information

1. Refer to and make available the *About Peace Corps* publication and refer to the **Peace Corps in [country]** chapter in the *Supervisor/Counterpart Handbook* in this manual.

C. Practice/Participation

1. The facilitator asks participants some questions from the list provided, or asks simple true and false questions based on the questions provided.
(Example: The Peace Corps has been in [country] for 15 years. T or F)
2. After group involvement, refer to information in the *Supervisor/Counterpart Handbook*.

D. Application

1. Participants will be able to access information in the *Supervisor/Counterpart Handbook*, and will know more about Peace Corps involvement in [country] after discussions.

Resources 

Supervisor/Counterpart Handbook

Transition to the next session by explaining that next, the sector groups will take a closer look at each of the projects.



Trainer Note

Questions for Facilitator to Ask

- How long has the Peace Corps been in the country?
- How many Volunteers have served and are currently serving in the country?
- In what regions of the country are the Volunteers working?
- What are the programming goals?
- What are regional variations in the Peace Corps projects, if applicable?
- What are the Peace Corps Volunteer pre-training and training activities?
- Have there been any significant changes in Peace Corps projects over time in the country?
- What are the future goals of the country program?

Project Plan Overview

Rationale

This is the opportunity to explore the details of each project, including the purpose, goals, objectives, Volunteer tasks, and assessment. It is also a time when Volunteers, Supervisors, and Counterparts can discuss their roles in the project.

Time

60 - 90 minutes

Objectives

- ✓ In sector groups, describe the purpose, goals, major objectives, Volunteer tasks, and current status of sector projects.
- ✓ Understand expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts in relation to the specific project they are working on.

Preparation

1. Participants will work in teams during this session.
2. Assuming that there are multiple project plans, decide how you will team Volunteers and their Supervisors/Counterparts with their corresponding plan.
3. Locate places where teams will be able to work undisturbed.
4. Arrange to have APCDs available to describe their project(s).
5. Create a one-page summary (pamphlet or other document) of the purpose, goals, and objectives for each plan.
6. If possible, during previous site visits, provide participants with a copy of the plan for the project with which they will be associated.

Materials

One-page summaries of project plans

Flip charts and markers

Handout: *Sample Project Plan Review Questions*

Procedure

Participants will work in teams with the APCD/program directors to analyze the plan for the project they are associated with.

A. Motivation

1. This may be the first time participants will have the opportunity to review the plan for the project they will be working on, especially the Counterparts.

B. Information

1. Explain what a project plan is, including the major components of purpose, goals, and objectives.

C. Practice/Participation

1. Divide the participants into groups based on project plan.
2. Explain that their task for the next 45 minutes will be to review the plan and answer a few simple questions about it. At the end of the time all participants will return to one group. Representatives from each group will briefly present their project to the rest of the project groups.
3. Direct participants to break into groups and take about 45 minutes to review the project plan and to think about answers to the review questions.
4. Report out.
5. Encourage the participants to develop an interactive way of presenting their project plan. For example, groups could create a role play, design a poster presentation, or develop a quiz. Remember, since you may have a number of project plans to review, it will be important to make sure everyone is engaged during the report out.

D. Application

1. Facilitate a discussion on how the participants see the project plan helping them do development work in their community.

Resources 

Programming and Training Booklet 2: How to Design or Revise a Project (ICE No. T0114)

Handout

Sample Project Plan Review Questions

Imagine you are speaking with a local community member. How would you describe the project to someone unfamiliar with the Peace Corps? Try to think of a short statement you could make to share information about the project.

You are talking to a possible Counterpart for a Volunteer. How would you explain the objectives of the project so that the Counterpart would like to take part?

As a Supervisor, Counterpart, and Volunteer, what type of Volunteer do you think would do well in this project?

Pretend you are the APCD/program manager. How would you train a Volunteer for this project?

As a member of the Program Advisory Committee, how will you know if the project is working?

Are there any other organizations or agencies doing similar projects in your country? If so, how might you work with other local projects?



Roles and Expectations

Adapted from Peace Corps/Ecuador

Rationale

Many of the conflicts that arise between Volunteers and their Counterparts and Supervisors come from unrealistic or incorrect expectations and assumptions. Clarifying expectations and helping to make explicit the assumptions that partners may have about each other can help avoid these conflicts.

Time

60 minutes

Objectives

- ✓ Participants will be able to share and discuss expectations and roles of Peace Corps staff, Volunteers, and Supervisors/Counterparts in relation to the specific project they are working on.

Preparation

1. Prepare the space for large and two smaller group sessions. Two areas need to have flip charts with “Expectations/Concerns” written on the flip chart paper in order for participants to place their sticky notes on them.

Materials

Colored sticky notes

Flip chart paper

Procedure

A. Motivation

1. Introduce the topic of the session: expectations, assumptions, and concerns.
2. Ask participants to write anonymously on sticky notes the most important expectation that they have of their Supervisor, Counterpart, or Volunteer. On a differently colored sticky note have them write the most important concern they have. Identify a facilitator for each group’s discussion, that is, a Counterpart facilitator and a Trainee facilitator.

B. Information

1. Divide participants into two groups, one of Counterparts and Supervisors, the other of Trainees.
2. Explain that each group will post and discuss their expectations and concerns.

For Counterpart/Supervisors:

- What expectations do you have of the Peace Corps, the Volunteer, and his/her work in the community?
- What concerns do you have about getting and working with a Volunteer?

For Trainees

- What expectations do you have of your community, your Counterpart, and your hosting agency, and your experience as a Peace Corps Volunteer?
- What concerns do you have about becoming a Volunteer and working in communities with Supervisors and Counterparts?

C. Practice/Participation

1. The two groups post their expectations and concerns with the two differently colored sticky notes. With the help of their group facilitator, they identify major themes and discuss them. Groups then decide how to present their expectations and major concerns to the other group. Have the groups reunite and share responses in an open discussion.

D. Application

1. Discuss if their expectations have changed since the beginning of the session or if any of their assumptions were culturally based. Were they surprised about concerns expressed? What concerns do they still have? What steps can they take *as a team* to begin to overcome those concerns?

Resources 

Supervisor/Counterpart Handbook

Culture and Communication Styles

Rationale

Effective cross-cultural communication is key to the success of Peace Corps projects. In the following session participants analyze and role play a communication dialogue. Participants then consider four dimensions of communication and characterize American and local cultures according to these four dimensions: degree of directness, the role of context, the importance of face, and the task or the person. By developing an awareness of their own culturally based communication style Volunteers and Counterparts can better identify potential areas of conflict as well as strategies for overcoming them. There is a good opportunity here to include a dialogue that sheds light on the cross-cultural dimensions of the Supervisor/Counterpart relationship as they pertain to safety and security.

Time

60 - 90 minutes

Objectives

Participants will:

- ✓ Identify, compare, and contrast American, host country, and individual communication styles on key communication issues, including issues related to Volunteer safety and security
- ✓ Identify key differences between Americans and host country nationals on these issues
- ✓ Describe how certain judgments or interpretations Volunteers make of host country nationals and vice versa regarding these issues have their basis in genuine cultural differences

Preparation

1. Part One: Copy *Dialogues* in section 3.6 of **Culture Matters** (page 88). (Make copies of the dialogues only, not the analysis.)
2. Part Two: Copy *Style of Communication–Continuum* from section 3.4 of **Culture Matters** (page 81). Prepare handouts of the continuums.

Materials

Handouts of dialogues

Handouts of the *Styles of Communication–Continuum*

Marking pens, flip chart paper

Procedure

Part 1:

- a. Divide participants into small mixed host country national/Trainee groups and assign each group one dialogue. (More than one group may have the same dialogue.)
- b. After reading and analyzing the dialogue in groups, have groups role play the dialogues for the larger group.
- c. As a large group, discuss the two dialogues. (Use the suggested analysis to guide the discussion on page 240 of the *Culture Matters Workbook*.)

Facilitator dialogue analysis discussion guide

In reading the analysis of a dialogue, keep in mind that we are deliberately looking for a cross-cultural explanation for the misunderstanding that has occurred here. Cultural differences are a *possible* cause for misunderstandings and should be taken into consideration. In reading these analyses, assume, for the sake of the exercise, that in these particular cases culture was, in fact, at the heart of the misunderstanding.

Quick Trip

Reading between the lines, it appears the cooperative was “interviewing” the Volunteer for some kind of expertise he might be able to provide. It seems the customary procedure at the cooperative is to give people a tour that goes on for at least two hours. If this is an indirect culture, then this departure from the norm may be a way of sending a signal, which is why the Counterpart picked up on this. The Counterpart’s suspicions only increase when she hears that the people at the cooperative scheduled the visit of another expert on the heels of the Volunteer and offered this information to the Volunteer. Again, this could mean the people at the cooperative want the Volunteer to know that there are other candidates out there, which, in turn, could be their way of politely indicating the Volunteer is not assured of having the assignment at all.

We’ll Get Back to You

Remember that in more indirect cultures the message is often not found in what people say or do, but in what they fail to say or do. In this dialogue, it may be significant that the director did not meet with the Volunteer as originally planned, but instead sent his assistant. And it may be of further significance that the assistant asked a few questions and scheduled no subsequent appointment. In other words, no one is going to tell the Volunteer that there is no interest in her proposal. Doing so could cause an embarrassing loss of face. The message is nevertheless going to be communicated.

The other possibility is that there is a perfectly good explanation for all this: the director was unavoidably detained at the last minute; the assistant had few questions because she knew the proposal very well; the assistant forgot to ask about a meeting date, and so on. The point is, in some cases in some cultures, you may need to read more into the nonverbal communication clues you receive.

Part 2:

- a. Divide participants into Trainee/host country national pairs and distribute the Culture and Communications Styles handouts.
- b. Have participants put the letters “US” on that point on the line that they think best represents the “typical American” view of that topic; “HCN” to indicate the typical host country position, and “PP” to indicate their personal position.
- c. Discuss in pairs.
- d. As a large group, debrief both parts of the session by asking:
 1. What situations might develop as a result of these differences?
 2. How might cross-cultural differences influence the Supervisor/Counterpart and Volunteer relationship specifically as they pertain to safety and security? (such as boundary setting, collegiality→friendship→intimacy, mixed signals, perceptions of harassment, and men’s and women’s roles)
 3. What implications does this have for Volunteer and Counterpart work?
 4. Are there strategies for reaching a common ground for communication styles?

Resources 

Culture Matters Workbook (ICE No. T0087) and *Trainer’s Guide* (ICE No. T0103)

Dialogue Handout

Each of the dialogues presented here contains an example of a misunderstanding resulting from differences in communication styles—indirect in one culture, direct in the other. Your task is to note, in the space below each dialogue, the difference between what was said or done and how the Volunteer interpreted it.

1. Quick Trip

Counterpart: How did the visit to the cooperative go?

Volunteer: Quite well, I think they're interested in using my expertise.

Counterpart: Did they show you around?

Volunteer: Yes. I saw the whole cooperative.

Counterpart: The whole thing! That must have taken hours.

Volunteer: Actually, we were in and out in less than 30 minutes. They said another guy was coming at noon.

2. We'll Get Back to You

Counterpart: How did it go at the clinic?

Volunteer: Very well, I think.

Counterpart: When will you see the director again?

Volunteer: Actually, I didn't meet with the director. I met with his assistant.

Counterpart: Did she ask you a lot of questions about your proposal?

Volunteer: A few.

Counterpart: When are you going back?

Volunteer: Probably next week.

Counterpart: You're not sure?

Volunteer: I asked for another appointment and she said she would get back to me.

Culture and Communication Styles Handout

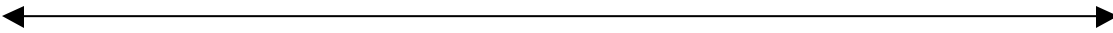
This exercise asks you to examine American, host country, and your own communication styles. The method used here is a continuum: a line with opposite views or positions presented at each end.

Four communication topics are listed, with a continuum for each. Put the letters “US” on that point on the line that you think best represents the “typical American” view of that topic. Then mark each continuum with the letters “HC” to indicate the “typical host country” position and finally a “PP” to indicate your personal position.

Degree of Directness

Direct

Indirect



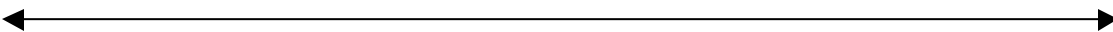
People say what they mean and mean what they say; you don't need to read between the lines; it's important to tell it like it is; honesty is the best policy; the truth is more important than sparing someone's feelings.

People are indirect; they imply/suggest what they mean; understatement is valued; you need to read between the lines; the truth, if it hurts, should be tempered.

The Role of Context

Low Context

High Context



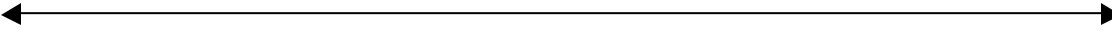
Low context, heterogeneous, and individualist cultures: little is already known; the message must be explicit and spelled out; words are the primary means of communication; nonverbal cues are not the key to understanding.

High context, homogenous, and collectivist cultures: much is already known; the spoken word is not the primary means of communicating; much is implied but little needs to be said; nonverbal cues and the context are the key, what is not said may be the message.

The Importance of Face*

Face Less Important

Face Is Key



Face has moderate importance; the facts and expediency are more important than being careful about what you say; getting/giving information is the overriding goal of the communication exchange; criticism is straightforward; it is okay to say no, to confront people.

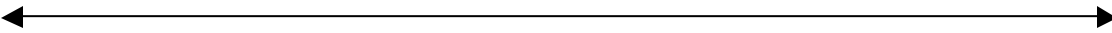
Face is paramount; saving face/not losing face takes precedence over the “truth”; maintaining harmony is the overriding goal of the communication exchange; confrontation is avoided; saying no is difficult; criticism is handled very delicately; what one says and what one feels often are not the same.

***Face:** self-esteem, lack of public embarrassment

The Task or the Person

The Task

The Person



The task is separated from the person; do business first and then have small talk; establishing rapport/good personal relationship is not essential to getting the job done. The goal is accomplishing the task.

The task and the person cannot be separated; begin with small talk and then move to business; personal relationship is a prerequisite to getting the job done. The goal is building the relationship.



Peace Corps Regulations and Policies

Rationale

The Peace Corps has global policies that govern Volunteer behavior while in-country. Other policies have been developed at posts because of local issues. Use this session to emphasize local policies as they relate to the health, safety, and security of the Volunteer and the success of the project.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Describe Peace Corps policies regarding:
 - Volunteer health, safety, and emergencies
 - Volunteer living allowance, vacation, and transportation
 - Drugs, alcohol, and firearms
 - Political expression, legal status, and official agreements
 - Sexual harassment
- ✓ Describe how to get additional information on Peace Corps policies, especially in the *Supervisor/Counterpart Handbook* provided.

Preparation

1. Prepare a list of country- or community-specific regulations on flip charts, or refer to your *Supervisor/Counterpart Handbook*, if there is one.
2. If desired, create a true/false quiz based on the Peace Corps' and your post's own policies and regulations.
3. If needed, create mini role play cards for warm-up.
4. Keep the tone of the session positive.

Materials

Make copies of the five handouts of *Important Peace Corps Regulations and Policies*.

True/false quiz on a flip chart, if needed

Procedure

A. Motivation

1. Warm-up: To keep the tone light, introduce this session in an engaging way.
Here are some ideas:

Unveil a true/false quiz about Peace Corps regulations and policies, and have the group silently decide the answers. Then review as a group. Follow up with the small group discussions as outlined below.

Sample questions

Volunteers are allowed to ride motorcycles in their service. T F

Volunteers are government employees. T F

Volunteers cannot drink in their communities. T F

Peace Corps sexual harassment policy extends to Supervisors/Counterparts. T F

OR

Invite a few participants to perform a role play, highlighting some of the policies and regulations (such as a Volunteer riding a motorcycle gets into an accident, a parent wants to pay a Volunteer to tutor his child, and other situations). Ask the whole group to identify the policies.

B. Information

1. Explain that the Peace Corps has a number of rules, regulations, and policies that cover Volunteer's behavior while in-country. Show a copy of the *Peace Corps Manual*, if you have one.
2. The purpose of the extensive collection of regulations is to help ensure Volunteer health and safety. Therefore, this session will focus on those kinds of regulations and policies with an emphasis on how they apply in the communities where Volunteers will be living.

C. Practice/Participation

1. Divide the groups into up to five smaller teams based on the communities they are and will be living in.
2. Distribute a copy of the *Important Peace Corps Regulations and Policies* to each team. (Alternatively, you could distribute different portions of the list of policies and regulations to different groups.)
3. Explain that each team should take 20 minutes to review the regulations and policies given to their team. Their goal is to describe the importance of the regulations in the context of the community they live in. For example, according to the regulations, Volunteers are permitted to drink alcoholic beverages provided they do not behave inappropriately as a result. However, the Volunteer may be assigned to a community where drinking alcohol is forbidden.
4. Supervisors and Counterparts will provide the local context. It is their job to explain it to the Volunteers. The Volunteers will then explain the local rules to the entire group.



5. Facilitate as each team reports its findings to the entire group. Encourage participatory presentations and discussions.

D. Application

1. Ask participants to think about what they have just learned and how it may affect their responses in the community. You may choose to debrief the whole session, using these suggested questions:
2. Which policy surprised you?
3. Which policy or regulation do you think will be a challenge to follow in your host country? Why?

Handout***Peace Corps Regulations and Policies #1*****Vehicles and Transportation**

Operation of vehicles by Peace Corps Volunteers raises a number of concerns. The safety and security of Volunteers can be jeopardized by unsafe roads or vehicles, lack of familiarity with local conditions, or other circumstances. In addition, it is an essential part of the Peace Corps mission that a Volunteer's standard of living comports with local community standards. Accordingly, Peace Corps Volunteers shall not operate vehicles overseas except when they are outside of their site on approved leave, or when their operation of a vehicle is specifically authorized by the country director.

1. Peace Corps vehicles can only take passengers who are conducting official service with the Peace Corps.
2. All passengers in Peace Corps vehicles must wear a seat belt.
3. Volunteers are forbidden to own or drive motorized vehicles or motorcycles in their country of assignment. Only the director of the Peace Corps may make exceptions to this policy.
4. Volunteers may be passengers in a car, but are forbidden from being passengers on motorcycles.
5. When Volunteers are riding bicycles for work or pleasure, they must wear bicycle helmets.



Handout

Peace Corps Regulations and Policies #2

Drugs, Alcohol, and Firearms

Appropriate Volunteer conduct is critical to the Peace Corps. Volunteers have responsibilities more complex than those of private citizens. While Volunteers are expected to learn and respect host country culture and customs, host country citizens see Volunteers as examples of U.S. culture. The Volunteer is often the most identifiable (and frequently the only) U.S. citizen in a community. Hence, in addition to personal responsibility for their own conduct, Volunteers have an additional responsibility to conduct themselves in a manner reflecting credit on the Peace Corps and their country.

1. A Trainee or Volunteer found to be involved with drugs, including marijuana, in a manner not authorized for medical purposes, in any way in any country, will be administratively separated immediately and encouraged to return to Peace Corps/Washington for consultation.
2. Volunteers may drink alcohol. However, inappropriate behavior or inability to perform in an assignment resulting from misuse of alcohol may be cause for the Volunteer to be separated from the Peace Corps.
3. Volunteers are not allowed to possess or use firearms.

Handout***Peace Corps Regulations and Policies #3*****Personal Behaviors**

Peace Corps Volunteers are entitled to a living allowance in order that they may serve effectively and safely overseas. Consistent with the Peace Corps philosophy that development and mutual learning are most effectively achieved when people live and work together, it is important that Volunteers live modestly by the standards of the people whom they serve, yet not in a manner that would endanger their health or safety. The living allowance should be based on local living standards and costs. As a result, it will vary among, and sometimes within, countries.

1. Volunteers receive a monthly living allowance from the Peace Corps. This allowance is intended to provide for the Volunteer's personal transport, food, clothing, and personal necessities.
2. Volunteers are expected to dress suitably both on and off the job, and respect host country and community attitudes toward personal appearance.
3. Volunteers may not receive payment for their services except from the Peace Corps. This includes investments and payment from written works and photographs while serving as Volunteers.
4. Volunteers accrue two days of annual leave and leave allowance for each month of Volunteer service (excluding training). Volunteers are encouraged to use annual leave to travel within and become more familiar with their host country or nearby areas. Leave may not be taken during training, the first three months of service, or the last three months of service, except in conjunction with an authorized emergency leave.



Handout

Peace Corps Regulations and Policies #4

Political Expression, Legal Status, and Official Agreements

Because the Peace Corps wants to keep Americans and host country citizens informed about its accomplishments, it maintains a policy of openness and willingness to respond to inquiries from journalists and to provide information about programs.

1. Volunteers may discuss their role in the Peace Corps with a media representative; however, they should notify their country director of such a discussion before it takes place. Volunteers may write articles for publication but they must be cleared with the country director, and never be for personal financial gain.
2. Volunteers should not participate in political activities or manifestations. Volunteers may express their opinions on American politics as their own individual opinions, and not as representatives of the Peace Corps or the U.S. government.
3. Volunteers do not have diplomatic immunity. They are required to work and live according to the local laws.
4. Volunteers may practice their religions, but are forbidden from proselytizing.
5. Volunteers may not sign contracts, agreements, certificates, or any other official documents on behalf of the Peace Corps. Volunteers are to work in support of the assigned institution or organization and may not make commitments in the name of the Peace Corps in writing, verbally or implied. Peace Corps Volunteers may not take advantage of a situation in the host country, or use their Peace Corps status, for their own financial gain.
6. Volunteers shall NOT: invest money in real estate, bonds, shares, or stocks of commercial concerns headquartered in the country of assignment or that conduct a substantial portion of their business in that country; engage in any business activity for profit or personal financial gain or undertake any gainful employment; or sell or dispose of personal property at prices producing profits.

Handout

Peace Corps Regulations and Policies #5

Sexual Harassment

The Peace Corps is committed to maintaining high standards of conduct in the workplace and providing all employees, Volunteers, and Trainees a work environment that is free from sexual harassment.

Sexual harassment is a form of sex discrimination prohibited by U.S. law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a Volunteer's service;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or decisions regarding Volunteer status or service; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may be physical, verbal, or graphic. It may result from the actions of supervisors, co-workers, Volunteers, Trainees, and/or non-employees. It may occur both on and off the job, and may victimize members of either sex. It includes conduct that is not intended to be harassing by the person who acts, if such conduct is reasonably perceived by the recipient to be harassment.

All Peace Corps managers, supervisors, employees, contractors, Volunteers, and Trainees are responsible for ensuring that their own actions do not constitute or contribute to sexual harassment. Managers and supervisors are responsible for correcting behavior that may constitute sexual harassment; taking immediate action to investigate all allegations of sexual harassment; protecting against retaliation against any individual who raises a complaint; and taking appropriate remedial and/or disciplinary action, which may range from a reprimand to removal.

If you believe that you or others are being subjected to conduct or a work environment that may constitute sexual harassment, you are strongly encouraged to report the behavior or situation immediately to your supervisor, country director, or other management authority.



Action Planning

Rationale

This is an opportunity for the Supervisors, Counterparts, and Trainees to get together and start making plans for the first few months of Volunteer service.

Time

60 minutes

Objectives

Participants will be able to:

- ✓ Design work-related and community entry activities that will take place during the Volunteer's first three months in the community.
- ✓ Make an action planning worksheet based on the activities discussed in the first objective.

Preparation

1. Make copies of the action planning worksheet.

Materials

Worksheet handouts, pens and pencils

Procedure

Refer to the *4MAT* materials for more details.

A. Motivation

1. Warm-up:

Visualization:

As the Supervisor/Counterpart workshop comes to a close, Trainees and Counterparts may be experiencing a variety of emotions (such as excitement or anxiety). Ask participants to close their eyes and imagine the following:

Volunteers:

You have just arrived at your new site.

- How do you feel? (pause)
- Who is there to greet you? What will you do that first evening? (pause)

Today you are scheduled to report to work.

- How do you feel?
- What is the first thing you'll do on your first day of work? (pause)

Counterparts:

It is your first day back at work after the Supervisor/Counterpart workshop.

- What do your colleagues ask about the Volunteer?
- How will you answer them? (pause)

Today your Volunteer is scheduled to report to work.

- How do you feel? (pause)

Your Volunteer is eager to begin work but you know there is a major holiday/community event coming up that may impact the project.

- What will you tell the Volunteer?

ORProverbs:

Post these proverbs:

- A stitch in time saves nine.
- The best laid plans of mice and men.
- All work and no play makes Jack a dull boy.

Invite the group to explain the meaning of the proverbs. Ask if there are similar proverbs in the local culture/language.

B. Information

1. Explain that participants will use a three-month planning worksheet to begin scheduling the work for the Volunteers' first months with their agency or organization. Remind them that successful planning includes being aware of necessary steps, identifying potential personal and professional challenges, and outlining backup plans. In this session Trainees and Counterparts/Supervisors will work together as a team to identify work- and community-related objectives. Use as many forms as necessary to list all of the activities and tasks.
2. In the worksheet use the left column to list the major plans for the Volunteer and the Supervisor/Counterpart. The activities should include those related to agency or organization work-related activities and those related to the Volunteer's becoming acquainted with and settling into the new community.

Work-related activities might include:

- meeting Supervisors, co-workers, different department personnel, and support staff
- learning about the goals and objectives of the agency/organization
- learning about the history of the agency/organization
- learning about agency/organization procedures, policies, and working norms



- learning about the current and planned activities of the agency/organization
- meeting some of the agency's/organization's partners in the field
- visiting current projects
- meeting some of the clients served by current projects

Community-related activities might include:

- finding permanent lodging
- identifying a language tutor
- locating local markets, the post office, hospital, police station
- registering at the local police station
- locating the nearest telephone
- locating the residences of co-workers and fellow Volunteers (if there are any)

C. Practice/Participation

1. Supervisors/Counterparts and Trainees work in groups to complete the worksheets. Encourage Trainees and Supervisors/Counterparts to consider the following:
 - What steps do we need to take?
 - What support will the Volunteer need to carry out a step?
 - What are the roles of each person involved?
 - Who will be responsible for what?
 - What is our backup plan for potential difficulties?
 - How will we report/document our progress at each step?

D. Application

1. The Volunteer and the Supervisor will use the worksheet as a guide during their first three months in the community. The Volunteer should make notes as tasks are accomplished and the progress is discussed periodically by the Volunteer, Supervisor, and Counterpart(s). The worksheet builds valuable information for the first report to be developed by the Volunteer and the community partners. Worksheets can also be used during site visits by the programming and training teams. During In-Service Training Volunteers, and Counterparts if attending, can review and share how their first three months corresponded to the worksheet plans. They can evaluate whether they are on target with their strategies.

Three-Month Planning Worksheet

VOLUNTEER Name:

Page of

Program:

Sponsoring Organization:

Site:

Activities and Tasks	Month 1	Month 2	Month 3



VOLUNTEER Name:

Page of

Activities and Tasks	Month 1	Month 2	Month 3

Wrap-up

Rationale

This session is an opportunity to review the activities of the day and to gather meaning and future needs from the training sessions.

Time

30 minutes

Objectives

Participants will be able to:

- ✓ Indicate highlights of the day's events and process the importance of the ideas presented and the meaning they have for them.
- ✓ Indicate the importance of the information shared, the start of a relationship between parties, and the key points of how they will begin working together.

Preparation

1. Make a flip chart that has three places for placing sticky notes.

Headings are:

- The best thing I learned today was...
- What else I want to know that was not covered...
- What I need to do next is...

Materials

Sticky notes

Flip chart

Pens or pencils

Certificates

Procedure

A. Motivation

1. Facilitator brings together participants and asks all parties to clap or shake hands with one another.

B. Information

1. Facilitator explains that the wrap-up will include individual responses that are to be posted on the flip chart.

C. Practice/Participation

1. Participants respond to the above headings on sticky notes and post on the flip chart. The session facilitator asks one host country national and one Trainee to discuss the important points posted by the group.
2. At the end, Supervisors and Counterparts are presented with certificates for participating in the day's activities.

D. Application

1. All parties are aware of the highlights of the day, of their important roles, and of what they are to do next to make their shared experiences worthwhile and meaningful.

Resources 

Materials and documents used in the one-day training

Appendix I: Sample Schedules

Following are sample schedules of Supervisor/Counterpart conferences used by different posts that vary in length from one to three days. These samples are included to offer additional ideas for workshops involving Volunteers and their community partners.

Sample One-Day Agendas

Peace Corps/Nicaragua—in Conjunction With PST

8:30 - 9:00	Welcome and self-introduction of participants
9:00 - 9:30	Peace Corps in Nicaragua and in the world (Country Director)
9:30 - 10:00	Description of the Peace Corps projects (APCDs)
10:00 - 11:00	Roles and expectations of Volunteers, Supervisors, and Counterparts: Work in small groups
11:00 - 11:45	Presentations of roles and expectations from small groups
11:45 - 1:00	Lunch
1:00 - 1:30	Peace Corps' approach to community development
1:30 - 2:30	Description of the project plan
2:30 - 4:30	Starting communication and work plan Hopes and action plan
4:30 - 5:00	Evaluation and conclusion



Peace Corps/Romania—in Conjunction With PST

Peace Corps Volunteers and Counterpart Conference

8:30 - 9:00	Welcome and Conference Overview (Country Director)
9:00 - 10:00	Introduction of Peace Corps/Romania Programs, Staff, and Policies (Peace Corps/Romania Staff) <i>Entire group together</i>
10:00 - 10:30	Coffee Break
10:30 - 12:30	Defining Expectations: Counterparts, Volunteers, and program staff define expectations of each other <i>Sector session</i>
12:30 - 2:00	Lunch
2:00 - 4:00	The First Three Months at Site: Trainees and Counterparts work together to develop a three-month work plan, a job description, or a weekly work schedule <i>Sector session</i>
4:00 - 5:00	Individual Site-Related Issues: Program managers are available to discuss site-specific issues <i>Sector session</i>
5:00	Closing Reception

Sample Two-Day Agenda

Peace Corps/Mozambique

Purpose

To prepare Mozambican school directors and Volunteers to work together and support each other in Mozambican secondary and technical schools.

Goals

1. Volunteers and their school directors will get to know each other.
2. Volunteers will understand and discuss their roles and responsibilities as Peace Corps Volunteer teachers in the Mozambican school system.
3. Mozambican school directors will understand and discuss their roles and responsibilities in hosting and supporting a Volunteer at their school (such as administrative responsibilities, housing that meets the Peace Corps' criteria, etc.).
4. Volunteers and school directors will understand and discuss the roles and responsibilities of Peace Corps/Mozambique and the Ministry of Education (at national, provincial, and district/city levels).
5. Volunteers and school directors will understand and discuss the goals and objectives of Peace Corps/Mozambique and important regulations and policies (such as medical care, emergency procedures, end of Peace Corps service, etc.)
6. Volunteers and their school directors will review individual Volunteer first quarter work plans and revise as necessary.

Schedule

DAY 1:	
8:00 - 9:00	Icebreaker with Volunteers, their Counterparts, and Supervisors
9:00 - 10:00	Formal opening by Country Director, ministry representative, and remarks by one of the regional directors or directors who worked with a previous Volunteer on the benefits of being/receiving a Volunteer
10:00 - 10:30	Introduction to Peace Corps/Mozambique by Country Director and APCD
10:30 - 11:00	Break

Continued



PC/Mozambique Day 1 Schedule, continued

11:00 - 12:30	<p>Discuss and clarify roles and responsibilities of host country nationals, Supervisors, and Volunteers</p> <p>Brainstorming: “What role does each of us play in making this collaboration effective (what do we offer)? What support/resources do we need from others?”</p> <p><i>Four groups (Peace Corps/Ministry of Education; Directors; Counterparts; Volunteers) brainstorm list of each and present to larger group.</i></p>
12:30 - 2:00	Lunch
2:00 - 4:00	<p>Presentation of Peace Corps/Mozambique’s regulations and policies, question and answer period</p> <p>Review the community guide roles and responsibilities sections</p> <p>Introduce and discuss important Peace Corps/Mozambique regulations and policies, including Volunteer standards of conduct, resignation/termination of service, medical care, and emergency procedures</p>
DAY 2:	
8:00 - 10:00	<p>Individual action planning: Volunteers and their Counterparts and Supervisors plan for their first three months working together.</p> <p>Individual Volunteers meet with their school directors and review Volunteer first quarter work plans, and prepare a first quarter action plan for the school director to help the Volunteer settle into the community and school. Discuss work plans in provincial groups.</p>
10:00 - 10:30	Break
10:30 - 12:00	Provincial groups review action plans and make plans for follow-up at a regional level
12:00 - 12:30	Official closing
12:30 - 2:00	Lunch and prepare for swearing-in ceremony

Sample Three-Day Agenda

Peace Corps/Kazakhstan

DAY 1	PROJECTS, POLICIES, and WORKING TOGETHER
8:00	Community meeting
8:30	Introduction of staff, schedule, logistics
9:00	Welcome remarks: Country Director
9:15	Expectations/responsibilities <i>Sector groups</i>
10:30	Break
11:00	Peace Corps policies: Country Director
11:30	Sector project descriptions
12:30	Lunch
1:30	Communication procedures: chain of command <i>Discussed in sector groups</i>
3:00	Break
3:30	Sector work planning: Trainees work with their Counterparts and Supervisors on the first steps they will undertake during the first month
DAY 2	DEVELOPMENT
	<ul style="list-style-type: none"> • Peace Corps' approach to development • Participatory, community-based development • PACA – Participatory Analysis for Community Action
9:00	Conference schedule review
9:15	Introduction to Community Content-based Instruction and PACA concepts PACA tools
10:30	Break

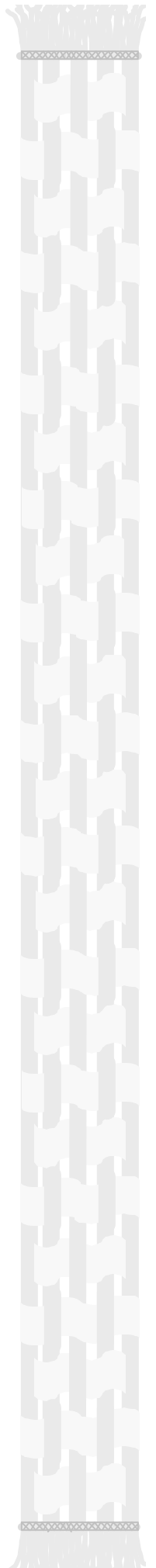
Continued



11:00	Needs assessment tools Pairwise ranking
12:30	Lunch
1:30	Lesson plan design
3:00	Break
3:30 - 5:00	Lesson plan presentation
DAY 3	EFFECTIVE COMMUNICATION
9:00	Listening and feedback
10:30	Break
11:00	Working with Americans (Counterparts and Supervisors only) Working with host country nationals (Volunteers only)
11:45	Challenges and strategies of being a Counterpart (Counterparts and Supervisors only) Challenges and strategies of working with Counterparts (Volunteers only)
12:30	Lunch
1:30	Communication - critical incidents <ul style="list-style-type: none"> • Role play and processing of critical incidents • Groups create critical incidents • Two role plays per group
3:30	Break
4:00 - 4:30	Medical concerns
4:30	Closing and evaluations

Appendix II: Other Sample Session Plans

In this section you will find additional session examples taken from the field that can enhance a Supervisor/Counterpart workshop. Of special interest is the session on feedback that is not included in the one-day workshop format.



Communication Between Supervisors and Volunteers: How to Give and Receive Feedback

Peace Corps/Ethiopia

Rationale

It is difficult to give and get feedback in a cross-cultural environment. In Ethiopia, observers tend to focus on positive things without being very specific or helpful in offering suggestions for improvement. This session is designed to give an idea about how feedback should be given/received.

Time

1 hour and 15 minutes

Objectives

By the end of the lesson students will be able to:

- ✓ Define feedback and explain its purpose and importance.
- ✓ List effective comments of feedback.
- ✓ Explain the components of how to be a good observer.
- ✓ Enumerate concerns/expectations of giving/receiving feedback.
- ✓ Discuss some of the “what if” questions.

Procedure

1. Have two Volunteers role play an observer and teacher. They will be role playing a bad relationship in which an observer gives only negative feedback and the teacher is defensive.
2. The trainer then leads a discussion about how to make feedback effective. The trainer asks the Trainees and observers to choose the qualities of effective feedback from the comparisons on the flip chart.
3. The trainer asks the group why feedback is important and leads them in a discussion.
4. The trainer leads a discussion about the qualities of a good teacher/observer relationship and discusses the good qualities of a critique.
5. The trainer asks participants to give some “what if” questions and leads a discussion of them.
6. The trainer leads a discussion about strategies for giving and receiving meaningful feedback between the two cultures.
7. End by doing another role play about a good observer/ teacher relationship and ask the Trainees to comment on the role play.

Integration

This session addresses both Ethiopian and American preferences for giving suggestions.

Evaluation

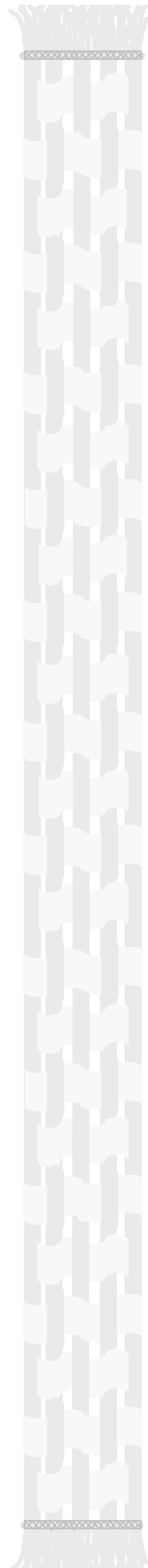
Ask Trainees to define feedback and brainstorm ideas about the importance of giving/receiving feedback. Last, discuss some of the five “what if” questions.

Comments

It was valuable to formulate additional “what if” questions because they generated a lot of discussion. It was also useful to hear Volunteer experiences with feedback from the previous model school. It was very helpful to have Volunteers tell their own experience.

Resources

What Did You Say? The Art of Giving and Receiving Feedback (ICE No. T0115)



Introduction to the Peace Corps: Icebreaker for Introductions

Peace Corps/Eritrea

Rationale

Designed to open the communication process between Volunteers and their directors.

Time

1 hour or less

Objectives

By the end of this session participants will be able to:

- ✓ Discuss relevant issues in education in Eritrea.
- ✓ Identify strategies for discussing controversial issues.
- ✓ Identify strategies for group problem solving.

Integration Points

Trainees will use language and cross-cultural strategies and skills.

Trainer's Preparation/Materials

Trainer needs to prepare the flip charts and cut them into the appropriate number of pieces.

Procedure

1. Trainer distributes jigsaw pieces to all participants. The following statements and questions are written on flip chart paper, then cut into enough pieces so that everyone has one piece.
 - The greatest gift a teacher can give a student is . . .
 - What is development?
 - A teaching staff works best when . . .
 - Foreign teachers need . . .
 - What facilities at a school help students work best?
 - Why is education important?
 - Why should community problems be introduced in the classroom?
 - Why should the Peace Corps work in Eritrea?
2. Participants look for the other persons with their puzzle pieces and solve the puzzles.
3. Participants discuss the statements or questions on each puzzle
4. Each group reports on what the group discussed.
5. Close

Counterparts and Volunteers: Using Art in Training Icebreakers

Adapted from Peace Corps/Mongolia

General Introduction Exercise for Trainees and Counterparts

Rationale

This is an opportunity for Trainees to meet their Supervisors/Counterparts in a planned environment.

Time

1 hour

Preparation

Prepare necessary materials for “art” exercise.

Materials

Colored markers

Flip chart paper

Tape

Procedure

1. Trainees and Counterparts pair up and find out five things about each other. Each person introduces his/her partner to the large group.
2. Have each “team” (one Trainee and one Counterpart) draw a representation of community information on a flip chart (not in the large group because the Trainee-Counterpart relationship is the focus). Pairs visually represent their site: town, school, people, good points and bad points, shopping, what happens in town. What is the most important place/event/person/job in town?
3. Counterparts can represent the site and Trainees can represent impressions of the site.
4. Post flip chart drawings on the wall and discuss them, if there is time.

Project Plan Review: Role of the Programming Staff and Introduction to the Project Plan

Adapted from Peace Corps/Ethiopia

Rationale

The project plan session sets the framework for the rest of the technical sessions, in some ways answering questions in advance as to why certain training sessions, particularly Participatory Action for Community Analysis (PACA) sessions, are included.

Time

90 minutes

Objectives

By the end of the session, participants will be able to:

- ✓ Briefly describe the role of the programming staff.
- ✓ Describe the four goals of the education project plan.

Integration Point

1. In discussing the implementation of the project plan, the necessity of understanding the culture and language is emphasized.
2. Presented by the APCDs based on last year's activities, so no real trainer preparation was necessary.
3. Trainees were told to review the project plan before the sessions and to bring their copies with them. Flip chart with questions prepared.

Materials

Copies of Project Plan

Flip chart for directions

Procedure

1. [*10 minutes*] After introduction of the staff members, programming staff roles are defined, first by what they are not: They are not Peace Corps policymakers, which is the country director's job; and they are not policymakers or administrators for the schools, which is the school director's role.

Peace Corps programming staff roles are defined as consultant/counselor for Volunteers' activities; liaisons with the Ministry of Education officials; monitors and evaluators for the project as a whole, including documentation to Peace Corps/Washington; and designers of weeklong training events in the course of a year.

2. [*5 minutes*] Project plan is briefly introduced as a collection of activities working toward a common purpose. Peace Corps terms such as "program" and "project" are defined.

3. [30 minutes in small group] Trainees and Counterparts are asked to divide into four groups. Each group is assigned one project goal to read. They are asked three questions, presented on the flip chart.
 - a. Briefly describe the goal. What are its positives?
 - b. What are the potential challenges?
 - c. What do you need to learn to implement the goal?
4. [30 minutes] Groups present their deliberations.
5. [15 minutes] Questions and answers on the project or on Trainee or Counterpart concerns in programming area are taken.

Note: The key points of the strengths and weaknesses of the project plan were made by the participants, so from the APCD's point of view the session was a success.

Resources

Programming and Training Booklets 1-6 (ICE No. T0113-T0118)

Peace Corps [country] Project Plan

Peace Corps [country] Project Status Report

Roles and Responsibilities of Supervisors and Counterparts: Using Role Play

Adapted from Peace Corps/Solomon Islands

Rationale

In order for Supervisors to effectively supervise Volunteers and participate fully in the secondary education and rural community education project, they need to know and understand their roles and responsibilities

Time

1 hour

Facilitator(s)

Country director, programmers

Objectives

By the end of the session, participants will be able to:

- ✓ Identify and discuss the roles and responsibilities of Supervisors, the Peace Corps, the Ministry of Education, and Volunteers.
- ✓ Ask questions surrounding roles and responsibilities.

Materials

Flip chart paper

Markers

Flip chart: *Volunteer Issues*

Procedure

1. Discuss objectives and rationale.
2. [5 minutes] Introductory remarks

You are about to see a short skit or role play. It takes place in a provincial secondary school somewhere in this country. A Peace Corps Volunteer is visited by her APCD.

3. [10 minutes] Skit or role play. Take notes on a flip chart of the discussion.

[Volunteer has come to class inappropriately dressed]

APCD/Education is on a site visit to where the Volunteer teaches mathematics.

Volunteer has some concerns and frustrations that she wants to talk to her APCD about. She has written a list of issues. There is much discussion between the Volunteer and the APCD.

Some issues that could be discussed:

- Housing is shared
 - Kerosene not available
 - Teaching materials not available
(Volunteer expectations not reasonable)
 - Refund for transport to site not forthcoming
 - Medical problem (malaria)
 - Living allowance not enough and late in coming
 - No Counterpart
 - Extra responsibilities not clear/too many
 - Principal only seems interested in Small Project Assistance and other funding sources, not classroom teaching.
4. [10 minutes] Discussion
- Show flip chart of issues and ask the following questions:
- Are any of these issues realistic?
 - Are there issues that could have been prevented if roles and responsibilities were known?
 - What suggestions would you have to ensure better communication concerning roles and responsibilities?
5. [20 minutes] Application: Review of *Supervisor/Counterpart Handbook* for the roles and regulations for APCDs, Counterparts, Supervisors, and Volunteers and contact information for programming staff, medical, administration, and/or country director.
6. Questions and answers

EVALUATION

The following suggestions could help improve this session:

- ✓ Try to keep responses to a minimum—two or three speakers per item discussed.
- ✓ Always go over the roles and responsibilities of the Peace Corps, Supervisors, and Volunteers as presented in the *Supervisor/Counterpart Handbook*.



Defining Expectations: Working in Small Groups

Adapted from Peace Corps/Romania

Rationale

This session marks the beginning of how Volunteers, Supervisors/Counterparts, and Peace Corps programming staff will work together. It is important that all three groups involved clearly understand the expectations of the others so that a constructive, productive work relationship will emerge.

Time

2 hours

Objectives

By the end of the session, participants will produce a list of mutually accepted expectations for each of the three partners involved in the Peace Corps program (Volunteers, Supervisors/Counterparts, Peace Corps program staff).

Materials

Flip chart paper

Easel (or tape) for displaying paper

Markers

Procedure

A. Motivation [10 minutes]

1. Summarize the objective emphasizing the three partners involved in this work relationship. Draw on a flip chart the names of the three partners with arrows going from each group to the other two to illustrate how the three groups interact.

B. Information [45 minutes]

1. Divide the group of Trainees in two and the group of Supervisors/Counterparts in two. Give each of these groups several sheets of flip chart paper and a marker. Ask them to work together for the next 40 minutes to write their expectations of the other two groups in the partnership. Give paper and markers to the program manager(s) and ask him/her to do the same. Offer some examples of expectations if necessary. Encourage groups to move to corners or quieter places to work together.
2. Small groups work independently writing their lists. (There are five groups: two Trainee groups, two Counterpart groups, and program managers.) Facilitator should circulate to ensure all are on track.

C. Practice [45 minutes]

1. Report on and/or post lists compiled by small groups. A representative of each of the groups presents their list. Facilitator should make sure that everyone is comfortable and in agreement with the expectations that the others have of them. Draw correlations between the similar expectations (such as professional respect, punctuality, etc.). If one group is not comfortable with an expectation, suggest alternatives that are acceptable. Do not move on until all are comfortable with what has been written.

D. Application [10 minutes]

1. Ask if there were any surprises from this session. Ask the group to identify strategies they can use to recheck assumptions and expectations.
2. Reemphasize the importance of establishing expectations early on in the relationship. Explain to the group that you will type up the lists that have been presented and distribute them.

Cross-Cultural Communication

Peace Corps/Ecuador

Rationale

It is important for Trainees and their community partners to identify differing cultural values in order to work effectively together.

Time

1 hour and 15 minutes

Objectives

By the end of the session, the participants will be able to:

- ✓ Identify differences in cultural values between North Americans and Ecuadorians that could impede their professional interaction.
- ✓ Identify strategies and solutions that can help facilitate effective communication among Volunteers, Counterparts, and Supervisors.

Procedure

A. Motivation [5 minutes]

1. Have participants form two lines of people and play “telephone.” One person in each line starts at the end of the line, says something into the ear of the person next to him/her, who repeats this to the person next to him/her, until the message gets to the end of the line.
2. Discuss the elements of communication in this game: a sender and a receiver, how the message is interpreted, and how the interpretation happens at both linguistic and cultural levels.

B. Information [30 minutes]

1. In separate groups, Counterparts and Trainees discuss the following questions (one person should be selected to present to the other group):
 - a. Questions for Counterparts:
 - What are important Ecuadorian values?
 - What should North Americans know about your culture?
 - b. Questions for Trainees:
 - What are important North American values?
 - What should Ecuadorians know about your culture?

C. Practice/Participation [15 minutes]

1. In a large group, ask for a presentation of each group’s results.

D. Application

1. Discuss results of the activity and implications that this information might have for Volunteer/Counterpart relationships.
2. What strategies can be used to promote effective communication?



Relationships: Cultural Thresholds of Intimacy

Peace Corps/Washington

Time 🕒

2 hours

Objectives

By the end of this session the participants will be able to:

- ✓ Identify five key thresholds of intimacy in their respective cultural milieu
- ✓ Define a personal strategy for managing intimacy in their relationships

Introduction

1. Explain: As human beings it is quite natural for us to develop a variety of relationships with many different people. Over time, as trust and respect are established, people grow more intimate. The level of intimacy will vary with the different kinds of relationships people develop. Think about how the levels of intimacy vary among the following relationships:

- parent – child
- siblings
- work colleagues
- acquaintances
- classmates
- wife – husband
- roommates
- friends
- fellow bus passengers
- merchant – customer

We selectively allow others to cross a *“threshold of intimacy” by sharing more and more of our personal and private selves through words, posture and actions.* Thresholds of intimacy are often culturally linked. Volunteers’ limited language and cross-cultural understanding may hinder their ability to accurately interpret how their words, posture, and actions are being perceived, and to accurately interpret the words, posture, and actions of others. For instance, while direct eye contact may be a sign of respect in one cultural setting, it may be deemed disrespectful in another, or interpreted as an invitation for greater intimacy in still another (especially between a man and a woman).

Exercise I

1. Divide participants into groups of four to six. Groups should represent as much gender and cultural diversity as possible.

2. [10 minutes] Brainstorm. Facilitator asks each group to identify and discuss as many thresholds of intimacy as they can, writing each on a sticky note or other card (*the facilitator may want to offer an example, such as addressing one another by first name*).
3. [5 minutes] After further discussions each group should highlight those thresholds that apply specifically to the host culture.
4. [15 minutes] Each group presents the results of the brainstorming exercise and the highlighted list of thresholds that apply to the host culture. Through consensus the participants produce a single combined list of host culture thresholds of intimacy.
5. [5 minutes] Ranking. Facilitator asks participants to plot the highlighted thresholds using the chart below from least intimate to most intimate.

Thresholds might include but are not limited to the following:

1. Style of dress
2. Direct eye contact
3. Smile
4. Use of familiar pronoun
5. Use of first names
6. Sharing meals
7. Meeting as a “couple” in public
8. Accepting a drink or gift
9. Agreeing to dance with member of opposite sex
10. Affectionate touching (in public)
11. Entertaining a visitor at home
12. Making out
13. Entertaining visitor at home after dark
14. Having sex

à = stranger

½ = threshold

ð = PCV

à ½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ð

1 2 3 4 5 6 7 8 9 10 11 12 13 14

6. [5 minutes] Explain: In the illustration above, the stranger must cross at least 14 thresholds of intimacy before reaching the Volunteer’s most intimate personal space (*illustrate this by moving the à from left to right*). These thresholds are the boundaries



that a stranger negotiates as a relationship develops and trust is built. Unless a Volunteer is vigilant, a stranger may cross several thresholds before the Volunteer is aware of how intimate the relationship has become. This unwanted intimacy may result from an innocent cross-cultural miscommunication, or from conscious manipulation on the part of an opportunist. As Volunteers will develop many relationships throughout their service, it is necessary that they understand the “ground rules” that govern relationships in the host culture.

Exercise II

1. Participants return to original groups.
2. [15 minutes] Brainstorm.

Facilitator asks each group to consider the thresholds of intimacy identified in Exercise I and through discussion and consensus recommend culturally appropriate strategies that establish effective boundaries for each.

1. Dress in a respectful and unprovocative manner.
 2. Avoid direct eye contact with members of the opposite sex.
 3. Assume a posture that is consistent with intent of words (to say “no” and mean it, do not smile while you say “no”).
 4. Address others, especially those of the opposite sex, in a polite and respectful manner.
 5. Share meals in a mixed group or family setting.
 6. Be mindful of receiving and giving gifts, especially with members of the opposite sex. Understand the cultural implications of these actions.
 7. Entertain visitors during daylight hours in common (public) areas.
 8. Invite a friendly third party to be present during a visit.
3. [15 minutes] Each group presents its strategies to the plenary.
 4. [20 minutes] Scenario.

Facilitator asks each group to read and discuss the following scenario, and answer the questions that follow.

PCV Lisa decides to travel by overnight bus to the capital city to attend a peer training workshop. She takes a window seat about halfway toward the rear of the bus and settles in for the long ride. Before the bus departs the aisle seat is taken by a well-dressed middle-aged man. He greets Lisa in a friendly manner and they strike up a conversation that continues on and off throughout the trip. The conversation reveals that the man, Vandy Moro, is a local businessman from the region returning to the capital after a visit to his family. Lisa has explained to Mr. Moro her role as a Peace Corps Volunteer and that she hopes to return to the U.S. after two years to further her studies in public health. When the bus makes its

first stop Mr. Moro, acknowledging that as a Volunteer Lisa probably has little money, buys her a sandwich and coffee, which she accepts gratefully. Later, when the bus stops once again, Lisa and Mr. Moro share a few beers. Back on the bus, Mr. Moro soon falls asleep and ends up slumped against Lisa's shoulder. She too eventually falls asleep and awakens as the bus pulls into the station. Mr. Moro is met by a vehicle at the station and he offers to drop Lisa at her hotel. When they arrive he gives her his business card and writes down his home telephone number. "Call me, Lisa, if I can ever be of assistance," he says. "Thank you, Vandy," she replies, "I am very pleased to have met you."

Two days later Lisa answers the phone at 8:30 p.m. It's Vandy. "Hello Lisa. I've stopped by for a visit to see how you're getting on," he says. Lisa, wishing to be hospitable and culturally sensitive, invites him up to the room. They talk pleasantly for a while. By 10 p.m. Lisa is tired and informs Vandy that she wishes to sleep. Half-jokingly, he offers to share her bed. "Thanks for the offer, Vandy," she jokes back, "but I don't think so." "C'mon Lisa, two years is a long time. We're both adults," he insists. Realizing now that the situation has gotten serious, Lisa threatens to scream unless Vandy leaves immediately. He replies angrily, "If you weren't interested, you should not have led me on."

- a. What are the thresholds of intimacy crossed by Mr. Moro?
 - b. What strategies could Lisa have employed to establish clear boundaries?
5. [15 minutes] Each group presents its results.
 6. [10 minutes] Personal strategy.

Participants should use the remaining time to write down their personal strategies to establish boundaries and control the thresholds of intimacy. If time permits and participants desire, these strategies can be shared.

Additional scenario.

PCV Donna has established an excellent working relationship with her male counterpart, Mr. Eliot. He helped her find housing and introduced her to the local authorities in her community when she first arrived at her site. Over time Donna has befriended Mr. Eliot's wife and always remembers to send some small gifts for his young children. During the latest health education campaign Donna and Mr. Eliot have spent many days together in the field, often working into the night. Lately, Donna has been encouraging Mr. Eliot to pursue a professional course being offered in the U.S. She has written reference letters citing his excellent work and good character. One night after sharing dinner, when Donna and Mr. Eliot returned to the hostel where they maintained separate rooms,

he suddenly and without warning embraced her and attempted to kiss her on the mouth. Donna managed to struggle free and make it clear to an embarrassed Mr. Eliot that he had acted improperly. Despite his apologies, Donna feels mistrustful of Mr. Eliot and is considering a site change.

- a. What are the thresholds of intimacy crossed by Mr. Eliot?
- b. What strategies could Donna have employed to establish clear boundaries?

Working With Peace Corps Volunteers: Using Role Plays in Training

Adapted from Peace Corps/Tanzania

Rationale

This session is organized to introduce the concept of “crossing cultures” to Counterparts, to provide an opportunity for them and their Trainees to discuss the basis for some of their cultural differences, and to consider how they might best work together over the next two years.

Time

2 hours

Objectives

By the end of the session, Counterparts:

- ✓ Will understand the concepts of culture, of cultural difference, and of ethnocentrism/cultural relativism.
- ✓ Will be able to apply these concepts in small groups to “critical incidents” illustrating the crossing of cultures.

Integration Point

The whole session, including the small group discussions (but not including one role play), was done in Swahili, and used examples of critical incidents that applied to the environmental sector.

Trainer Preparation

The cross-cultural coordinator:

1. worked with language and cross-cultural trainers as well as Trainees in the preparation of two “motivating” role plays,
2. developed 12 critical incidents, two for each of six groups of Counterparts and Trainees, and
3. prepared a talk introducing the relevant cultural concepts, including an “iceberg” flip chart and visual aids.

Procedure

1. The session opens with a role play: a “community entry” scene with a Volunteer at a local wedding. The Volunteer is making cultural mistakes from assumptions he has about weddings.

2. This is followed by a brief lecture on culture. Tanzanian and American cultures are compared to two different icebergs: one red, the other green, each with visible (observable behavior) and invisible parts (beneath-the-surface values and assumptions).
3. Then different examples of cultural features are presented, including a brief discussion of the underlying cultural conceptual differences (formality versus informality and comparative attitudes toward work were used).
4. This is followed by half an hour of small group discussions of critical incidents, including the relevant cultural dimensions.
5. Small group sessions are processed in the larger group, with Tanzanians and then Americans discussing what new ideas they learned about working with the other.

Counterpart Workshop Scenarios

For each of the following scenarios, discuss the following questions, if relevant:

- What issues are raised by the scenario?
- What cultural differences seem to be expressed in the scenario?
- How might Tanzanians interpret Volunteer behavior?
- What advice can Tanzanians offer to Volunteers about “crossing cultures”?

Scenario One:

Volunteer Brian’s Counterpart says, “Brian, I think it would be best if you spent a lot of time during your first three months at your site visiting schools and helping them develop environmental education programs. Brian replies, “That is one idea. But would it be better to spend more time visiting farmers and get established in the various communities that way?”

Scenario Two:

Volunteer Gloria enjoys being active and is in excellent physical condition. In the United States, she runs five kilometers almost every day and plays sports. When she gets to her site, she notices that the primary school near her house has a very good track. She says to her Counterpart, “I notice that the women here do not run, and I have never seen women wear shorts, even the few who ride bicycles. But my body is important to me. I do not want to be Tanzanian. I want to be me. Is it okay for me to run in the morning or evening? Will anyone care what I wear?”

Scenario Three:

Volunteer George’s Counterpart visits him one day and says, “You know my good friend Safari? Yesterday we were driving near Babati, and he hit someone riding on a bicycle. Fortunately no one was seriously hurt, but the bicycle was destroyed. The police gave him a ticket, and they asked me lots of questions as a witness.” George asks, “How fast was Safari driving?” The Counterpart says, “Fifty miles an hour.” George says,

“What did you tell the policeman?” The Counterpart says, “I told him 30. And that is what I will tell the judge if the case goes to court.” George says, “But that is not right.”

Scenario Four:

Volunteer Dana is invited by the head of the local NGO she works with to attend an important meeting at 10 a.m. on Thursday. Dana rides her bicycle five kilometers to the meeting, arrives on time, but no one is there. She cannot find anyone, so she waits an hour and then leaves. Later in the afternoon, when she would like to spend some time by herself, she arrives home and finds the head of the NGO and two villagers awaiting her. They were on their way home from the meeting, which actually started at 1 p.m., and decided to stop by for a visit. “Sorry,” they say. The next time she meets her Counterpart, she complains about all the time she wasted the previous Thursday. He says, “Yes, I heard you missed the meeting. That’s life. What can you do?”

Trainers’ Guide for Processing Counterpart Workshop Scenarios

Scenario One:

Most American Volunteers are trained in education systems that value discussion and debate. Volunteer Brian might be perceived as challenging his Counterpart’s authority in this scenario, but the scenario is meant to illustrate the questioning nature of Americans’ learning styles, their need to understand the underlying bases for a situation, and the importance given to thinking critically. It is true, too, that young Americans are raised to question authority.

KEY CONCEPTS: egalitarian versus hierarchical; learning styles.

It is important that the discussion not center upon what proportion of Volunteer Brian’s time should be spent in the classroom or with farmers. Rather, the focus should be on how different American and Tanzanian learning styles are and whether this cultural difference might lead to conflict.

Scenario Two:

The issue in this scenario is how much of “herself” a Peace Corps Volunteer can retain, as she makes her cultural adjustment to living in a Tanzanian community. Gloria’s self-definition includes being in good physical condition, a condition she has maintained in the United States by engaging in such self-indulgent leisure activities as running and engaging in sports. (If a Tanzanian villager is in good physical condition, it is probably because she works hard and walks great distances!) At the same time, Gloria is self-conscious enough (or finds herself to be “consciously competent” enough) to ask what villagers will think of her running and her attire. She would, most likely, not want to be thought of as a tourist, the type of person whom Tanzanians often see dressed in clothing more appropriate to an American college campus or resort. There have been times in Tanzania’s history when foreigners have been confronted for dressing inappropriately, and tourists are routinely warned in Muslim areas that they need to dress modestly.

KEY CONCEPTS: concept of self: individualism versus collectivism: stages of adjustment: levels of cultural awareness.

The point was made during discussion that Gloria's behavior might be thought of as strange initially, but if she waited to begin running until after she had established herself in the community, then she would be known for more than her running or attire. Even for women Volunteers who do not run, attire (and behavior) will be an issue if they ride bicycles. Many women Peace Corps Volunteers express pride in the extent to which they might be role models to young Tanzanian women: well educated, serving in positions of responsibility, individualistic, not subservient, and yes, active.

Scenario Three:

This scenario is adapted from a critical incident called "An Accident," which appears in *Culture Matters* (page 67), in a discussion of "personal versus societal obligations, or the conflict between individual and social ethics." The authors report that when a variation of this scenario was presented to Venezuelans and Americans, 66 percent of Venezuelans surveyed said that they would testify that their friend was driving at the slower speed, while 96 percent of Americans said they would not. The authors assert that the gap illustrates "the difference between being a universalist (many Americans) and a particularist (many Venezuelans). Universalists tend to feel that right is right, regardless of circumstances, while particularists tend to feel you always have to take circumstances (the person in trouble here is your friend) into account" (page 238). The Counterpart workshop scenario was developed to illustrate a presumed similar value conflict.

KEY CONCEPTS: universalism versus particularism; personal versus societal obligations.

This was the only scenario explored at the Counterpart workshop that did *not* reveal significant cultural difference between American Trainees and their Tanzanian Counterparts: both nationalities, in small group discussion, embraced the particularist concept, feeling that at least in the Tanzanian context, no purpose would be served for the case to go to court, no one was badly hurt, and friendship is important.

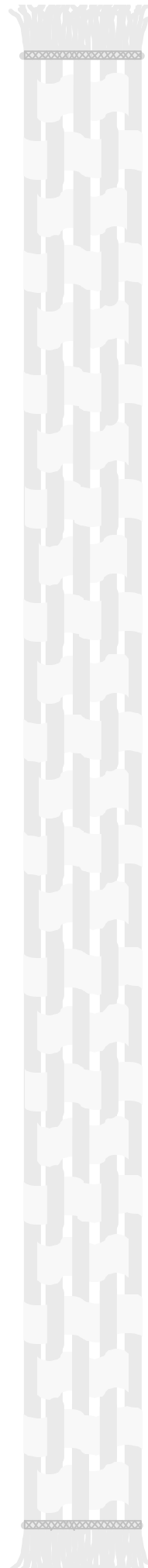
Those who discussed this incident still felt that the scenario was worth analyzing, because interesting points were raised and it was good to know that at least some Tanzanians and some Americans share some fundamental cultural values where one might expect there to be conflict.

Scenario Four:

Many Americans think of time as being more monochronic than polychronic: one keeps track of time, there is only a limited amount of time, and being late for an appointment is an insult. Dana demonstrated her impatience with polychronic time by returning home, and her Americanness by wanting to be alone; the villagers are probably confused by both behaviors. Her Counterpart's passivity ("That's life. What can you do?") does not make Dana any happier with the situation.

KEY CONCEPTS: monochronic versus polychronic time; activism versus passivism; privacy; "downshifting."

There are many things Dana could have done to salvage the day: she could have gone to the meeting with a friend, maybe the VEO; she could have spent the time visiting people in the village; she could have taken a book with her; she could have “downshifted,” that is, adjusted her expectations or reconsidered her priorities. In fact, many participants in the Counterpart workshop were impressed with Americans’ fondness for monochronic time, suggesting that they should not be so casual toward time and deadlines.



Alternative Role Plays/Critical Incidents

Peace Corps/Ukraine

Other role plays that can be used in training with Supervisors/Counterparts.

Role Play # 1: Honest Work Is Good Work

The American:

You, a Volunteer, are concerned about how efficient your colleagues are at the institute; they frequently take advantage of the office telephone and computer for long periods of time to take care of personal problems and play computer games, take long tea breaks, are late or miss classes, or simply sit around and do nothing. You, the Volunteer, know that the rector of your institute is very interested in improving education, getting more accreditation, and improving staff morale, so you feel that it is your responsibility to approach the director and discuss your colleagues' behavior with him.

The Ukrainian:

You have been called to your rector's office to talk about a meeting he has just had with the new American Peace Corps Volunteer. The Volunteer has mentioned that he/she has seen instructors and professors sitting around and wasting time and taking advantage of their positions, and he feels that this is detrimental to the education provided at the institute. When talking with the director, you will mention the following points:

- The Volunteer uses the institute e-mail for personal use.
- The Volunteer makes a lot of personal calls from the institute office (you suppose they are personal because you do not speak English).
- The Volunteer leaves the institute to go shopping, get haircuts, etc.
- The rector has never mentioned any problems with your work.

Role Play # 2: Because I'm the Boss, That's Why!

The American:

Through personal observations and conversations with colleagues of your school you have discovered some ugly truths about the less-than-progressive director of the school. He is generally very friendly toward you and has actually put several of your ideas to work successfully, but you notice that he prefers the old “shouted command” autocracy when dealing with his subordinates. Most of your colleagues do not like the director and they all fear him, which has obvious drawbacks for staff morale. Aside from morale, you see that this type of leadership stifles creativity, initiative, and any attitude of teamwork.

Your task is to address the director with your feelings, but not damage your relationship, and therefore your future, in the organization.

The Ukrainian:

You work for a very difficult director who likes to shout and order people around. A Volunteer in your school has noticed that the director's style is not very healthy in a modern working environment, so he approached the director to talk to him about this. Now the director is very angry and he has called you into his office. You know that the Volunteer is only trying to help, but the Volunteer will be gone in a couple of years; meanwhile, you cannot risk losing your job. When the director asks you questions, respond as follows:

- You do not know what he/she is talking about; everyone respects the director very much.
- You wish these foreigners would not come here asking all kinds of questions and making accusations.
- It seems to you that the Volunteer is trying to make trouble, or perhaps does not understand how things are done in Ukraine.

Role Play # 3: It's a Wonderful Life

The American:

You are having difficulty at your site with a few co-workers who refuse to cooperate with you on projects; they do not even want to listen to what you have to say about Western organizations and business education ideas. First, you found that if you used the chain of command (went through the rector) you got some cooperation and people started working, but recently you have come to the conclusion that this is only lip service; your co-workers are only going through the motions, and they spend a great deal of time working on personal projects that have nothing to do with their teaching jobs.

You decide to take this up with the rector, but you suspect that the lack of support may actually be starting from him, then filtering through your colleagues. You must be delicate in your approach, but you want to stress that as much as 50 percent of your co-workers' office time is spent on personal endeavors, which itself is not a problem, but requires that everyone work later hours—and no one wants to do that if it is not necessary.

The Ukrainian:

An American Peace Corps Volunteer has been assigned to work with you and a couple of your co-workers. This person is new to Ukraine and you feel, in spite of his/her education and experience, that this person does not know enough about the way things work in your country to be taken seriously. Your director has called you into his office to discuss your working relationship with this person. When speaking with the director, keep the following in mind:

- The Volunteer complains about you working on personal projects, but often leaves the office during the day to work on what he/she calls “secondary projects,” then comes back in the late afternoon and expects you to work late because his project is not ready.
- The Volunteer is only there temporarily; you are concerned with long-range success and development of your institute.
- The Volunteer says he/she knows what Western donor organizations expect, but he has never worked directly with one. You, on the other hand, have been working with them for a year.

Role Play # 4: That Doesn't Translate!

The American:

You have been provided with the services of a very competent translator at your site and your working relationship has started off very well with him/her. As frequently happens in situations where two people spend a lot of time together, an extra-professional attraction has developed. For your own reasons, you decided that it would be best to not pursue a dating type of relationship with this person, and you have delicately let him/her know your feelings.

The translator seemed to have taken the news well when you delivered it, but very quickly his/her tone became cold, then unprofessional. Suddenly, this person speaks no English to you, documents seem never to get translated, and he/she is late or does not show up to appointments where you need an interpreter. You have spoken with this person several times about the problem, but he/she insists that there is no problem, and nothing changes. You now have to explain to your Counterpart why a recent report was not completed on time, and the reason is that you did not get any cooperation from your interpreter.

By the way, the interpreter is your Counterpart's son/daughter!

The Ukrainian:

The Volunteer assigned to your office has failed to get several reports completed on time and you are going to meet with him/her to discuss this. His/her interpreter happens to be your child. He/she may tell you that the interpreter has made social advances, which were declined, ultimately resulting in problems in their relationship. The issue of a sexual or social advance is unimportant to you because you trust your child; however, the following issues are very important to you:

- The Volunteer may be dumping responsibility for his/her work on the interpreter.
- The Volunteer's language skills are not what they should be.
- Does the Volunteer think that there is something so terribly wrong with your child that he/she cannot date her/him?

Culture and the Ideal Teacher

Peace Corps/Ethiopia

Rationale

This session explores the cultural differences related to education and schools. It allows both Trainees and Supervisors to understand the gap that may exist between their educational ideals.

Time

1 hour and 30 minutes

Objectives

Participants will be able to:

- ✓ Draw a picture representing their ideal teacher and ideal classroom.
- ✓ Make observations about their drawings, deducing basic cultural and value-based differences between Ethiopian and American classrooms.
- ✓ Briefly review the potential results of such differences.
- ✓ Share personal experiences in which they came into conflict with a Volunteer because of different educational ideals.
- ✓ Discuss strategies for minimizing conflict between directors and Volunteers.

Materials

Flip chart paper, markers

Procedure

1. Divide participants into small groups according to nationality. Each group should be composed of Trainees and Supervisors. Distribute a piece of flip chart paper and crayons to each group. Ask participants to draw a picture of their ideal teacher and/or ideal classroom. Encourage participants to be imaginative, including anything that they think represents the ideal teacher/classroom. Allow approximately 15 minutes for this.
2. At the end of the given time, ask each group to hang their drawing on the wall. Divide and label the wall: one for the Ethiopian Supervisors' drawings and one for the American Trainees' drawings.
3. Invite all participants to come to the front of the class and look at the artistic exhibition of the ideal teacher/classroom. Allow enough time so that everyone can look at and analyze all drawings.
4. Discuss the following questions:
 - Are there any differences between the Ethiopian and American drawings? What are they?

- How did the Ethiopians represent the classroom/teacher/students? The Americans?
 - What objects are present in one group that are not as prevalent in the other?
 - Why do these differences exist?
 - What are these differences based on?
5. Using the answers provided by participants to the above questions, explain that our ideals—everything we believe to be the best—are based on our culture. In Ethiopia, there may be a strong value placed on a teacher-centered classroom, while in the U.S. more value may be placed on a student-centered classroom. One is not necessarily better than the other; they are just different.
 6. Briefly review the session on direct/indirect communication, asking participants what could potentially happen when two different cultural values come into contact. [Conflict] Ask why this conflict occurs. [People believe that their value is best.]
 7. Ask Supervisors to share any value-based experiences of conflict that occurred in their schools with Peace Corps teachers. In addition, ask any participating Volunteers to share conflicts that they experienced because of this difference in ideals.
 8. Conclude by stating that it is not possible for Ethiopians to become Americans and vice versa. It is not realistic to expect Volunteers to transform their classrooms into their ideal. Similarly, Supervisors should not expect Volunteers to teach exactly like their Ethiopian colleagues. Peace Corps Volunteers have something different to offer their students, and they need to do this within the context of an Ethiopian school. The challenge is for Peace Corps Volunteers and Supervisors to work together to create a shared ideal, a fusion or hybrid of both American and Ethiopian ideals.

Peace Corps Regulations and Policies: Chain of Command in Organizations

Peace Corps/Romania

Objectives

By the end of the session, participants will be able to identify the appropriate person in the administrative structure to whom to address a typical everyday question or challenge.

Procedure

A. Motivation [5 minutes]

1. Divide into two groups.
2. Give Trainees an agency organizational chart, and give host country nationals and Supervisors an organizational chart of the Peace Corps.
3. Ask each group to identify the primary responsibilities of each position.

B. Information [30 minutes]

1. Present a chart of the school's administrative structure and responsibilities.
2. Present a chart of the Peace Corps' administrative structure and responsibilities.

C. Practice [45 minutes]

1. Give a list of everyday challenges to the Trainees and Counterparts and have them decide whom to address to solve them.

Host country national situations:

- a. One of your students shows up three times a semester. To whom do you speak?
- b. The Peace Corps needs you to come to the In-Service Training conference. Whom do you tell about it?
- c. Your schedule is constantly changing. To whom do you go to talk about it?
- d. Your colleague is sick. Her students have to go to your group, but you designed a plan and you have cards only for your students. What will you do?
- e. You have an idea to organize the citywide sports trials. To whom will you go with the idea?

Peace Corps situations:

- a. Your Volunteer has a medical emergency.
- b. You would like to request another Volunteer for next year.

- c. You need to be reimbursed for your expenses for coming to the Supervisor/Counterpart workshop.
- d. Your Volunteer sometimes does not show up for work.
- e. Your Volunteer was unfortunately robbed.

D. Application [*15 minutes*]

1. Counterparts and Trainees work in pairs to discuss the structure of their own organization and identify names of people in different positions.
2. Participants will be better equipped to deal with certain situations after the session.

Evaluation

Monitor the types of questions you get from Volunteers regarding this issue.



Action Planning: Identifying Key Dates and Expectations

Peace Corps/Eritrea

Note: This example is school based, and can be modified for other agency work.

Rationale

Trainees will get information from their Supervisors in the workshop about the [academic] calendar they are going to use for the next year in their [schools] agencies.

Time

2 hours

Objectives

By the end of the session, participants will be able to:

- ✓ List their school's academic calendar events.
- ✓ Identify the main parts of the calendar.
- ✓ Compare it with a different area's calendar and know why the difference happens.

Materials

Copies of Eritrean school year calendar

Flip chart with questions

Markers

Preparation

Photocopy handouts and prepare flip charts with questions written on them.

Procedure

A. Introduction

1. Ask questions about the importance of the academic calendar. Note ideas on flip chart.
2. Ask what things are in the academic calendar. Note ideas on flip chart.

B. Presentation

Show the questions on the flip chart:

1. How many teaching days are there per week?
2. When is registration? Who should be involved during this time?
3. When do classes start?
4. When is the midsemester exam? What is the system during this time?
5. When is the first semester exam?

- a. Is there a semester break? For how long?
- b. What do teachers do?
6. How many teaching days and how many holidays are there during the first semester?
7. When do the second semester classes start?
8. When is the midterm exam for the second semester? What is the system here?
9. When is the final exam? What happens during this time?
10. When is closing of school? What happens during this time? Who is involved in this time?
11. During the second semester, how many holidays/teaching days are there?

C. Practice

1. Break into groups, discuss the questions with your director, and make an academic calendar together.
2. Process it: What does it look like?
3. Then give Trainees some time to ask their directors questions about their calendar.

D. Application

Trainees will make decisions about their own plans working with an agency calendar.

Note: For more ideas for Supervisor and Counterpart training, posts are encouraged to network and share their best practices and effective session designs.

Notes