**ROLE PLAY**

**Literature to be used to prepare the Role Plays**

* Dealing with Resistance to Change, Steve Bell (Scenario 2)
* How to deal with resistance - P.R. Lawrence) (Scenario 2)
* <http://www.culturosity.com/articles/whatisculturalawareness.htm> (Scenario 3)
* HBR, Getting to Si, Ja, Oui, Hai, and Da by Erin Meyer, December 2015 (Scenario 3)
* <https://www.youtube.com/watch?v=C8zNx_IarUw> (listening skills Scenario 1)
* <http://www.salesengine.com/sales-toolkit/the-most-effective-way-to-begin-a-sales-meeting/> (opening meeting Scenario 1)
* <https://www.thebalance.com/nonverbal-communication-skills-2059693> (non verbal communication Scenario 1)

**EVALULATION CRITERIA ROLE PLAYS**

**What do we want to see in the role play scenario 1**

***OPENING***

* A professional opening
* An introduction of the consultant in which the consultant shows his expertise in
* Industry sector
* Technical discipline (if required)
* In general as a consultancy firm
* Personal experience of consultant
* Create a positive atmosphere
* Mention the link with this meeting
* An introduction in which the company is able to present itself

***GENERAL CONSULTING SKILLS***

* The customer is able to express its needs
* Consultants shows listening skills
* Consultant asks open questions
* Consultant is curious
* All consultants participate
* Consultant summarizes what customer says
* Consultant is creative/innovative
* A realistic business setting (no discussions in the corridor, no diners offered before any services are sold etc.)

***EXPLAINING THE SPECIFIC SERVICES TO BE OFFERED FOR THIS PROJECT***

* Consultant gives his idea about the current situation, problem of the customer

Consultant verifies the approach of the project, proposes some methods that could be used once the project goes ahead

* Verifies planning framework (does the client want to have the project finished in a month or in 6 months)
* Verifies budget ideas (does the client has in mind to spend 30.000 or 300.000)

ENDING

* Summarize the conversation
* Verify if the summary is corrrect
* Confirm next steps
* Saying goodbye

**What do we want to see in the role play scenario 2**

***OPENING (parts could be irrelevant is conversation is not concerning the first meeting of the consultant client)***

***GENERAL CONSULTING SKILLS***

***RESISTANCE (SHOWING RESISTANCE< DEALING WITH IT)***

SHOWING RESISTANCE

* Show resistance at various moments in the conversation (presenting objections, disagree, not willing to cooperate etc.
* Explain how resistance is shown and why resistance is present

DEALING WITH RESISTANCE

* Show your care
* Understand the true nature of the resistance
* Is resistance connected with blind spots or attitudes that people have as a result of their preoccupation of the change that management did
* Link the change to other things people care about
* Identify people in the team who do support the change
* Open conversation
* Offer resources (training, helping)
* Pay attention to the timing (not too fast, change in a measured dose)

ENDING

**Roleplay 3 (intercultural awareness) – evaluation criteria**

**Related course objective:** *To be aware of cultural differences and show how to deal with cultural differences (in a consultancy setting)*

In this third roleplay, you will showcase that you can recognize and effectively anticipate intercultural differences. Working in **teams**  you will ‘travel’ to a country with a distinctly different culture to your own to meet with a representative of a company (the teacher will take this role) you intend to consult for. The roleplay will last approximately 10 minutes. You will be informed beforehand what country you are ‘heading to’, so you can prepare yourselves accordingly. During the roleplay, you will be expected to

* Have done in depth research into the country’s culture, business codes and history. Remember that without good research, you will struggle with everything else.
* Be able to recognize and deal in a synergistic manner with encountered cultural differences
* Behave in a non-judgmental and emphatic manner
* Be comfortable with ambiguity and not be afraid to deal with a situation by admitting you don’t know something.
* Avoid stereotyping the behavior of your business associate
	+ Recognize what an emotional expression (whether yours or theirs) signifies in the culture you are negotiating with, and to adapt your reaction accordingly
	+ Adapt and recognize the way of showing disagreement to what is accepted in the other culture

Lecturer assigns a culture

In the role play you team represents two cultures, the consultant is from the Western culture, and the customer from the Non –Western culture

**Rubric for Roleplay 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Poor (1 – 3)** |  **Limited (4 – 5)** | **Good (6 -7)** | **Very good (8 – 9)** | **Excellent (10)** |
| **Research** **(weighted 30%)** | Students display little to no in depth knowledge of the relevant country | Students display limited knowledge, often use stereotypes and generalizations | Students show detailed knowledge of the culture and business codes of the relevant country | Students show detailed knowledge of the culture, business codes and idiosyncrasies of the culture | Students show a near-native understanding of the culture |
| **Cultural synergy****(weighted 30%)** | Students predominantly show a **culturally dominant** attitude | Students predominantly show a **culturally avoidant or accommodation** attitude | Students predominantly show a **cultural compromise** attitude | Students predominantly show a **cultural compromise and synergistic** attitude | Students are able to navigate cultural differences without issue and find **synergistic** solutions |
| **Attitude****(weighted 20%)** | Students often show signs of stereotyping the other and judging his/her actions | Students occasionally show signs of stereotyping the other and judging his/her actions | Students do not stereotype or judge the other’s actions | Students are visibly open minded and interested in the other’s culture and actions | Students show synergy in their actions, words and non-verbal behaviour |
| **Non-verbal and high context****(weighted 20%)** | Students consistently miss and/or misinterpret non-verbal or high-context cues | Students occasionally miss/misterpret non-verbal or high context cues. Do not know what to do with them | Students are able to recognize and act upon the majority of non-verbal and high-context cues | Students are able to recognize and accurately act upon (almost) all non-verbal and high-context cues | Students are able to pick up and deal accordingly with all non-verbal and high-context cues without issue |