

State University of New York College at Buffalo - Buffalo State University

Digital Commons at Buffalo State

Creativity and Change Leadership Graduate
Student Master's Projects

Center for Applied Imagination

12-2014

Cross Cultural Analysis for Training and Facilitating Latin-American Audiences

Jose P. Alcazar
alcazajp01@mail.buffalostate.edu

Advisor

J. Michael Fox

To learn more about the International Center for Studies in Creativity and its educational programs, research, and resources, go to <http://creativity.buffalostate.edu/>.

Recommended Citation

Alcazar, Jose P., "Cross Cultural Analysis for Training and Facilitating Latin-American Audiences" (2014). *Creativity and Change Leadership Graduate Student Master's Projects*. 222.
<https://digitalcommons.buffalostate.edu/creativeprojects/222>

Follow this and additional works at: <https://digitalcommons.buffalostate.edu/creativeprojects>



Part of the [Business and Corporate Communications Commons](#), [Cognition and Perception Commons](#), [International and Intercultural Communication Commons](#), [Latin American Studies Commons](#), [Leadership Studies Commons](#), [Multicultural Psychology Commons](#), [Organization Development Commons](#), [Sociology of Culture Commons](#), and the [Work, Economy and Organizations Commons](#)

SUNY Buffalo State
International Center for Studies in Creativity

**Cross cultural analysis for training and facilitating
Latin-American audiences**

A Project
in Creative Studies

by
José Pablo Alcázar, PhD

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

December 2014

Abstract of the Project

Cross cultural analysis for training and facilitating Latin-American audiences

The purpose of this project is to help CPS trainers and facilitators to improve the efficacy when working with Hispanic groups and individuals, either in a personal or in organizational environments. This project will guide the facilitators to use a more appropriate tools that will allow the resource group to feel more comfortable during the idea generation, creating an environment more according to the believes and behavioral habits; and the client to feel more confident to converge and make decisions accordingly to the initial goals. When training people in CPS, the project will align the methodology and material presented with the expectations of the public, taking into account their roots, culture and way of perceive the world. In order to accomplish this, the differences between the Anglo-Saxon the Hispanic cultures must be understand, compare and contrast, to be able then to extrapolate them into the CPS tools and either modify some of the existent, or to design some new ones.

Keywords: Creative Problem Solving, Cross-Cultural Creativity, Training, Facilitation, Latin-America

December 10th, 2014

SUNY Buffalo State
International Center for Studies in Creativity

**Cross cultural analysis for training and facilitating
Latin-American audiences**

A Project
in Creative Studies
by
José Pablo Alcázar, PhD

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

December 2014

Dates of Approval:

Project Advisor: J. Michael Fox

Candidate: José Pablo Alcázar, PhD

Table of Contents

Abstract of the Project	ii
Introduction	1
Literature Review	3
Methodology	15
Results	18
Facilitation Sessions' Observations	29
Tools selected	35
Conclusions	44
Recommendations.....	45
References	47
Appendix A. Result of Groups 1, 2 & 3 in the Cultural Map Assessment.....	51
Appendix B. Result of Groups 1, 2 & 3 in the Hofstede Cultural Assessment	52
Appendix C. Result of the resource group at the Cultural Map Assessment	53
Appendix D. Questionnaire applied to the resource group after the first session and responses	54
Appendix E. Result of the Far East group at IBM Hofstede assessment	57
Appendix F. Results of the Far East group at the Cultural Map assessment	58
Appendix G. Averages of Anglo North-America, Latin-America and Far East countries at the Cultural Map assessment.....	59

List of Tables

Table 1	Social Interaction Pattern	7
Table 2	Behavioral Patterns	7
Table 3	Cultural Dimensions Impacting Teamwork	14
Table 4	Cultural Differences Summary	30

List of Images

Image 1	The "Onion Diagram"	9
---------	---------------------	---

List of Graphs

Graph 1	Cultural Map Group 1	22
Graph 2	Cultural Map Group 2	23
Graph 3	Cultural Map Group 3	24
Graph 4	Cultural Map Averages Groups 1, 2 & 3	24
Graph 5	Cultural Map Averages Groups 1 & 2	25
Graph 6	Cultural Characteristics by Hofstede Group 1	26
Graph 7	Cultural Characteristics by Hofstede Group 2	27
Graph 8	Cultural Characteristics by Hofstede Group 3	28
Graph 9	Average of the Cultural Characteristics by Hofstede	31

Cross cultural analysis for training and facilitating Latin-American audiences

Introduction

Alex Osborn created the Creative Problem Solving process (CPS) in 1953, to help people to solve the challenges of their personal and professional lives, either individually or in a group environment. It has experienced many modifications and transformations during the last 60 years, different techniques, like the Thinking Skills Model (TSM) developed at the International Center for Studies in Creativity at SUNY-Buffalo State (Puccio, Mance & Murdock, 2011), the Synectics Model, or the Basadur Process. CPS among all the different variations has a very established process, with several tools that have been developed over the years to make this process stronger, and to help the people who use it such as facilitators and trainers to deliver better results.

This model was designed and developed in the United States of America (U.S.A) consistent with the culture, traditions, and behaviors of the Anglo-Saxon people. This fact is comprehensible because in the 1950's the population with Anglo-Saxon roots in this country was the overwhelming majority. Nowadays this situation has changed dramatically: according to the United States Census Bureau (U.S. Census Bureau, 2014), in the 2010 there were 50,477,594 Hispanic or Latino people living in this country, which represents 16.4%, the largest

minority group. At the same time, the USCB estimates that by the year 2060 this number will grow to as much as 30.6%.

Following this last idea, the Hispanic community has become a very important population segment in the United States and will be a driving force in the next years to come. This is the reason why many models in the science of creativity (including the CPS process and tools) should be modified and adapted to include the culture, traditions, and specific behaviors of the people whose origin is from countries located below the southern border of this country.

The general purpose of this project is to help CPS trainers and facilitators to improve their efficacy when working with Hispanic groups and individuals, either in a personal or in an organizational environment, in or outside of the U.S.A.

This project will, when doing facilitations, help the professional to use more appropriate tools that will allow the resource group to feel more comfortable during idea generation, creating an environment consistent with beliefs and behavioral habits. Additionally the client will feel more confident in convergent thinking and decision making according to the initial goals. When training people in CPS, the design and preparation will align the methodology and material presented with the expectations of the public, taking into account their roots, culture and way of perceiving the world.

In order to accomplish this, the differences between the Anglo-Saxon and the Hispanic cultures must be understood, and compared and contrasted, to be able to extrapolate those characteristics into the CPS tools and either identify and/or modify some of the existing tools or to design some new ones.

This subject is very important to me for obvious reasons: being a Hispanic myself, makes me part of the culture and traditions of that region of the world but at the same time, living in the United States helps me to know in some degree the way the majority of the people behave in North America, especially in the business environment.

Literature Review

According to Ardilla Espinel (1982), the culture is created and maintained by human beings as patterns and thinking styles, expectations, values and social interaction dynamics, with the purpose of driving in a significant way the environment. Different cultures have different thinking styles, criteria to evaluate objects, people and actions, and different patterns of social interaction

Table 1. Social Interaction Pattern

U.S.A.	LATINAMERICA
Detachment	Warm interpersonal relationships
Distance	Closeness
Impersonal	Personal
Informality	Very formal
Equality	Inequality
Objective	Subjective
Business oriented	Friendship oriented

Based on Ardilla Espinel (1982)

Table 2. Behavioral Patterns

Characteristics	U.S.A	LATINAMERICA
1. Thinking Patterns	Self-centered	Group-centered
a. Knowledge styles	Individual decision making	Group decision making
b. Reasoning type	Inductive	Deductive
c. Evaluation	Depends on the progress	Commitment to the group
d. Concept of time	Time is gold	The life is to enjoy it
2. Values		
a. Rivalry vs. cooperation	Individual success	Family-centered
b. Motivation	Material success	Faith, destiny, luck
3. Social interaction	Without emotional commitment	Profound emotional commitment

Based on Ardilla Espinel (1982)

According to Hofstede (2001) “Culture is the collective programming of the mind that distinguished the members of one group or category of people from another” (p. 9), he also stated that “the “mind” stands for the head, heart, and hands (that is, for thinking, feeling, and acting, with consequences or beliefs, attitudes, and skills) (p.10).

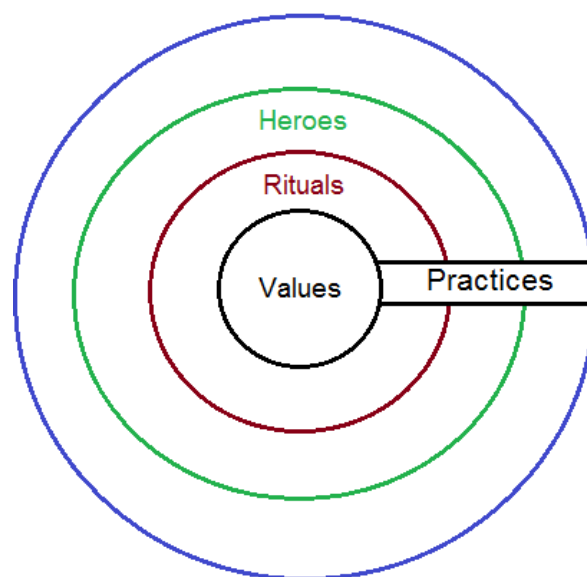
According to Hofstede, from the many terms used to describe visible manifestations of culture, the following three, together with **values**, cover the total concepts rather neatly: **symbols, heroes, and rituals**.

- A **value** is “a broad tendency to prefer certain states of affairs over others” (p. 5).
- **Symbols** are words, gestures, pictures, and objects that carry often complex meanings recognized as such only by those who share the culture.
- **Heroes** are persons, alive or dead, real or imaginary, who possess characteristics that are highly prized in a culture and thus serve as models for behavior.
- **Rituals** are collective activities that are technically unnecessary to the achievement of desired ends, but what within a culture are considered socially essential, keeping the individual bound within the norms of collectivity.

Hofstede conducted a cultural analysis survey within the IBM organization, using 60,000 respondents from 53 countries around the world. Four dimensions were identified:

1. Power distance
2. Uncertainty Avoidance
3. Individualism and Collectivism
4. Masculinity and Femininity

Image 1. The “Onion Diagram”



Based on Hofstede (2001)

Culture can be whatever a scholar decides it should be. What is needed is not a single best theoretical definition of culture but clear empirical operationalizations of each approach. Researchers need to explain exactly how they propose to

measure culture in accordance with their conceptualizations, diverse as they may be (Minkov, 2013) (p. 9).

Classifications of the concepts of Culture:

1. Subjective culture: mental software.
2. Objective culture: institutions and artifact.
3. Culture as a system of behaviors
4. Culture as a set of meanings
5. Culture as an independent existing phenomenon.
6. Culture as a subjective human construct.

Consequently, the question of whether culture is a system of behaviors, meanings, mental characteristics or artifacts, or of all of these, cannot and need not be answered categorically. It can be conceptualized one way or another. All the approaches can lead to useful results in cross-cultural analysis.

According to Minkov (2013), the main characteristics of culture are:

- Sharedness
- Normalcy
- Integration, functionality, rationality and logic
- Stability and changeability
- Transmittability

- Complexity

At the same time, the common elements among people of the same culture are:

- Self-reports
- Values
- Norms and ideologies
- Values for Children
- Beliefs
- Behavioral Intentions
- Self-reported behaviors
- Attitudes
- Self-descriptions

In a much extended article, Minkov and Hofstede (2012) proved that a National Culture exists, no matter the possible differences between ethnic groups within the country or language-sharing of two countries (Malay-Indonesian), or religion-sharing among many countries (Islam). In the case of Latin America, the study showed that “96.7% of the regions clustered together with the other regions of their respective nations, forming homogeneous national clusters without any intermixtures” (p. 150). Something similar happened with the Anglo countries where 86.9% clustered together with the other regions of their respective nation.

The same study also proved that national cultures can be distinguished if appropriate selections of cultural indicators are used.

Many people have written about cultural differences and how these should be taken into consideration when any kind of human interaction develops during very diverse scenarios. Farmer (2011) wrote about how to address some of these differences in the educational setting, especially to teach librarians about those differences and how to help students learn optimally. Some of the conclusions of this article were the following:

- Get to know the students, and help them learn about each other. Provide opportunities for students to share their perspectives and experiences.
- Create a positive learning climate. Make learning safe and comfortable so that students who are not used to voicing opinions or do not want to take intellectual risks will be supported in their efforts.
- Structure learning for meaning, bring in cultural differences rather than masking them.

As can be seen in those three conclusions stated by Farmer, there is a close relationship between the way people learn and interact with each other, and the understanding of each other cultural differences, and as a consequence of each other behaviors; which leads to a better overall learning climate, one of the most

important pieces for the development of creativity, as was stated by Rhodes (1961) and confirmed by many others, like Amabile in her multiple publications (2011, 2008, 2005, 2004, 1998, 1987)

We all can agree that creativity is prized in almost all cultures, but as Glaveanu (2010) mentions: “while Western cultures emphasize the pragmatic, problem-solving outcome of creativity (product), Eastern ones highlight the personal fulfilment of creators (as a form of enlightenment) and see creativity as a form of rediscovery or revelation” (p. 151). Again, it is clear the importance of defining the cultural differences and how people around the world not only define but experiment and live creativity and how they address their challenges and solve their problems, individually and as a group or even as a whole society.

Another interesting concept, presented by Sutton, Pierce, Burke and Salas (2006) is what they called “Cultural adaptability”, defined by them as the “ability to understand one’s own and others’ cognitive biases and to adapt, as necessary, to ensure successful team performance” (p. 144). They also mentioned that, in order to have this skill, three components must be achieved: cultural competence, teamwork, and cultural adaptability. The first can be defined as the ability to recognize the cultural roots that thoughts and predisposition to action frequently have. Teamwork can be a reflection of the implication of these behaviors. The third one, cultural adaptability, has two sides: the first is the knowledge about how to adapt their own behavior when working with others whose culture is not their own, and the second is to make a personal choice to adapt their behavior to

enable effective teamwork. Sutton et. al (2006) also presented several cultural dimensions that impact teamwork (table 3.)

Table 3. Cultural Dimensions Impacting Teamwork

Theme	Cultural Dimension Identifiers
Human Relations	Individualism-Collectivism Simplicity-Complexity Tight-Loose Conservatism-Autonomy
Power Relations	Hierarchy-Egalitarianism Vertical-Horizontal
Rules Orientation	Uncertainty Avoidance Universalism-Particularism
Time Orientation	Monochronic-Polychronic Past-Present-Future Long-Short tem Sequential-Synchronic
Thinking Orientation	Analytic-Holistic Hemisphericity Hypothetical-Concrete
Communication	High-Low Context
Gender Role Orientation	Masculinity-Femininity
Activity Orientation	Doing-Thinking-Being

Adapted from Sutton et. al (2006)

As can be seen and interpret, there are several cultural dimensions to take into consideration when team work and human relationships overall are studied. In a diverse world like the one we are living nowadays, with multidisciplinary and multicultural teams working together in very different kind of challengers, to be

able to understand those differences and to behave accordingly to the situation, are very important and I would say essential skills for any individual and/or team.

In her Harvard Business Review article, Erin Meyer (2014) presented a tool called the Culture Map, designed using eight scales which represent management behaviors where cultural gaps are most common. By comparing the position of one nationality relative to another on each scale, the user can decode how culture influences day-to-day collaboration. Following, these eight scales are explained in detail.

1. Communicating.

This Compares different cultures along a Communicating scale by measuring the degree to which they are high-content or low-content. Meyer based this dimension on a study developed by the American anthropologist Edward Hall. In **low-content** cultures, messages are understood at face value, repetition is appreciated for purposes of clarification, as is putting messages in writing. In **high-content** cultures, less is put in writing, more is left open to interpretation, and understanding may depend on reading between the lines.

2. Evaluating.

Based on her own work, Meyer presents this scale that measures the preference for **frank** versus **diplomatic** negative feedback.

3. Persuading.

The traditional way to compare countries along this scale is to assess how they balance *holistic* and *specific* thought patterns. The research into specific and holistic cognitive patterns was conducted by Richard Nisbett (2004), an American professor of social psychology, and the deductive/inductive element is the authors work.

4. Leading.

This scale measures the degree of respect and deference shown to authority figures, placing countries from *egalitarian* to *hierarchical*, based on the concept of power distance, first researched by the Dutch social psychologist Geert Hofstede.

5. Deciding.

The dimension, based on Meyer's own work, measures the degree to which a culture is consensus-minded, placing countries from *consensual* to *top-down*.

6. Trusting.

Cognitive trust –from the head– can be contrasted with affective trust –from the heart–. In *task-based* cultures, trust is built cognitively through work. In a

relationship-based society, trust is a result of weaving a strong affective connection. This dimension was developed based on a paper written by Roy Chua and Michael Morris.

7. Disagreeing.

This scale measures tolerance for open disagreement and inclination to see it as either helpful or harmful to collegial relationships. This scale, developed by Meyer herself, places countries from **confrontational** to the ones that **avoid confrontation**.

8. Scheduling.

This last scale, based on the “monochromic” and “polychromic” distinction formalized by Edward Hall, assesses how much value is placed on operating in a structured, **linear** fashion versus being **flexible** and reactive.

In her article, Meyer suggests four ways to overcome these cultural differences:

1. Don't Underestimate the Challenge
2. Apply Multiple Perspectives
3. Find the positive in other approaches
4. Adjust, and readjust your position

In his 1996 article, Rodriguez Estrada, a well-know researcher of the Latin creativity, wrote that there are several causes for the creativity differences between Anglos and Latinos, One cause is the geographical situation; the Anglo creativity, at least at first, was ruled by necessity, more than the free will of fantasy, as in the Latin people. This necessity made Anglo creativity more methodical, more objective, more meditative, involving more effort and sacrifice; on the other hand, the Latin creativity has always been more spontaneous, more subjective, more playful, more bohemian and inclined to the generate ideas without a specific purpose.

Rodriguez Estrada (1996) concludes that the first step to enhance Latin creativity is to be conscious of their potentials and their inhibitions during history, identify the positive to be able to propel it, but also the negative factors to suppress them.

Methodology

In order to be able to find what makes the Anglo-American culture (U.S.A. & Canada) different from the Latin-American culture, several steps were followed; first, the proper assessments had to be selected, one or more that measure several dimensions of culture, that would help to describe qualitative and quantitative those cultural characteristics. After reviewing several tools, two of them were selected:

- 1) Hofstede 1980 IBM Survey (4 dimensions)
- 2) The cultural Map (8 dimensions)

These two assessments were selected for the following reasons:

- Between them, twelve different dimensions were available, which give a wide spectrum of cultural characteristics.
- Both had national parameters of different countries, including several Latin countries and Anglo countries.
- The parameters that both assessments measure, are wide and general enough to include several behaviors needed to take into account during human interaction.

After the selection of the assessments, the second step was to find the twelve numerical values for all the countries part of both groups: group 1 (U.S.A., Canada & U.K.), and group 2 (Latin-America). For the second group, not all the Latin-American countries were included in the results, only the ones that the assessments had available. The complete list can be found in the appendixes A and B. Another group was also measured, group 3 (Latin-Europe) was integrated by countries with Latin origin but from the European continent (Spain, Portugal & Italy); this was done with the purpose of comparing the results from both groups 2 and 3, with the possibility to integrate those countries into only one.

Once the numerical values of both assessments for all the countries were ready, to have better understanding of those values several spider graphs were developed,

one for each group and then one which includes the average of the three groups for each dimension. This last graph was to compare and contrast the tree groups in order to get some conclusions that might help with the selection of the proper CPS tools.

After the generation of the graphs and the explanation of each one, the next step was to integrate all the conclusions obtained from those graphs in one table, which would help in understanding the cultural differences and how to address them during the selection of the proper CPS tools when using them with Latin-American people.

The tools selected with the help of the summary table, were obtained from different sources, such as books, articles and other master's projects. Of course, there are many more tools than the ones included in this work, which might be very helpful when using with the Latin-American audience. The ones selected might serve only as example of the thinking needed when designing a training or facilitation program in either those countries or in the U.S.A. but with people with that cultural background.

As a part of this project, there were conducted two training/facilitation sessions with Latin audience: the first one was a 50-minutes CPS training and a two-hour facilitation session, using some of the same tools designed and used by the people from the U.S.A. and Canada. This session was used as a control group. The second facilitation was a two and a half hour facilitation session using different

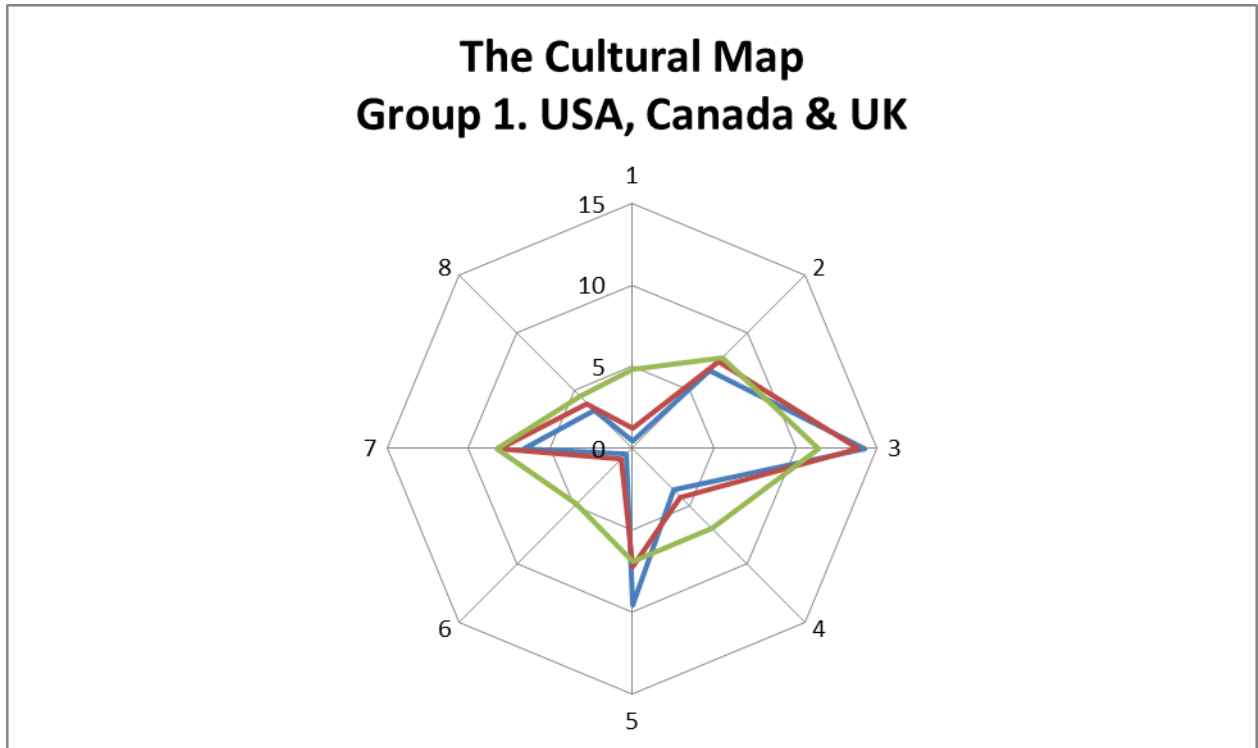
tools that might adapt better to the Latin environment. Both sessions were videotaped, with the permission of the participants, in order to get information about the behaviors of the people when using the tools and during the overall CPS process.

Results

In this section of the project, I present the different cultural characteristics of the three groups described in the previous section. The first group of graphs represents the results using the Cultural Map assessment with the eight parameters; the second, with only four dimensions, were built with the results obtained using the Hofstede assessment. In this section, only the graphs are included, the numerical results can be found in Appendix A section of this project.

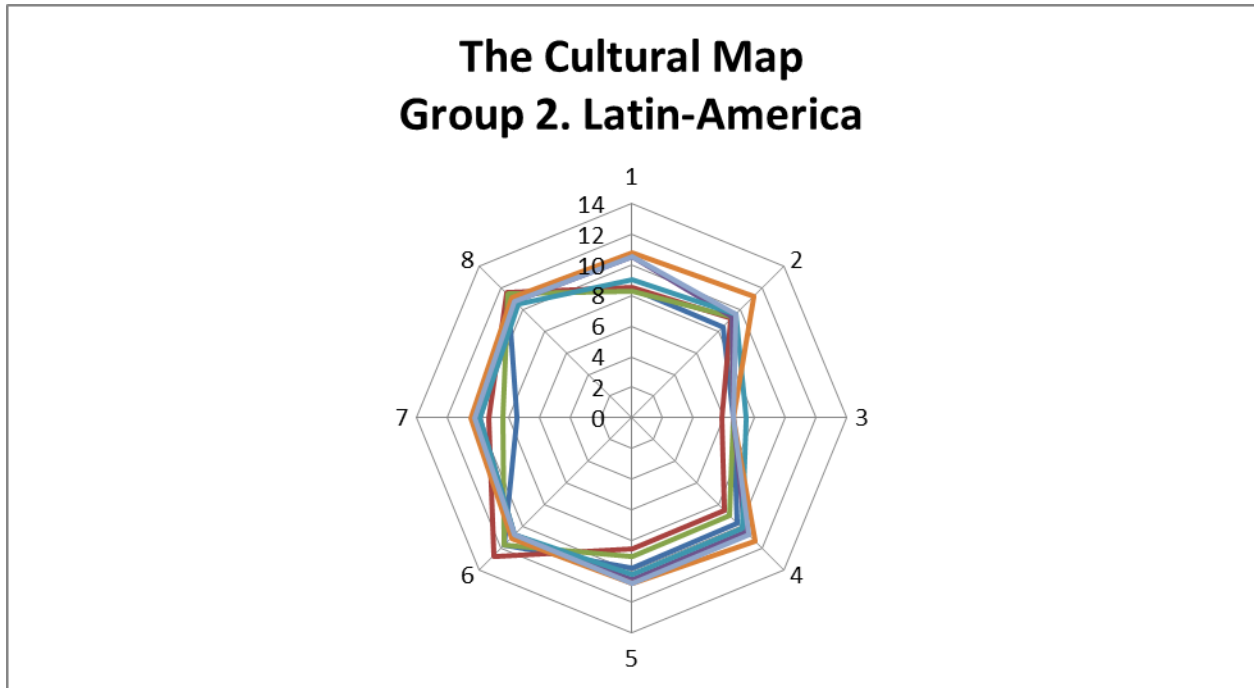
The first graph represents the overall results of what was named group 1: USA (blue), Canada (Red), UK (green). As can be clearly seen, the USA and Canada have a very similar culture, with almost the same graph shape; the UK on the contrary have some cultural dimensions that are quite different, specifically the first (communicating), fourth (leading), and sixth (trusting).

Graph 1. Cultural Map Group 1



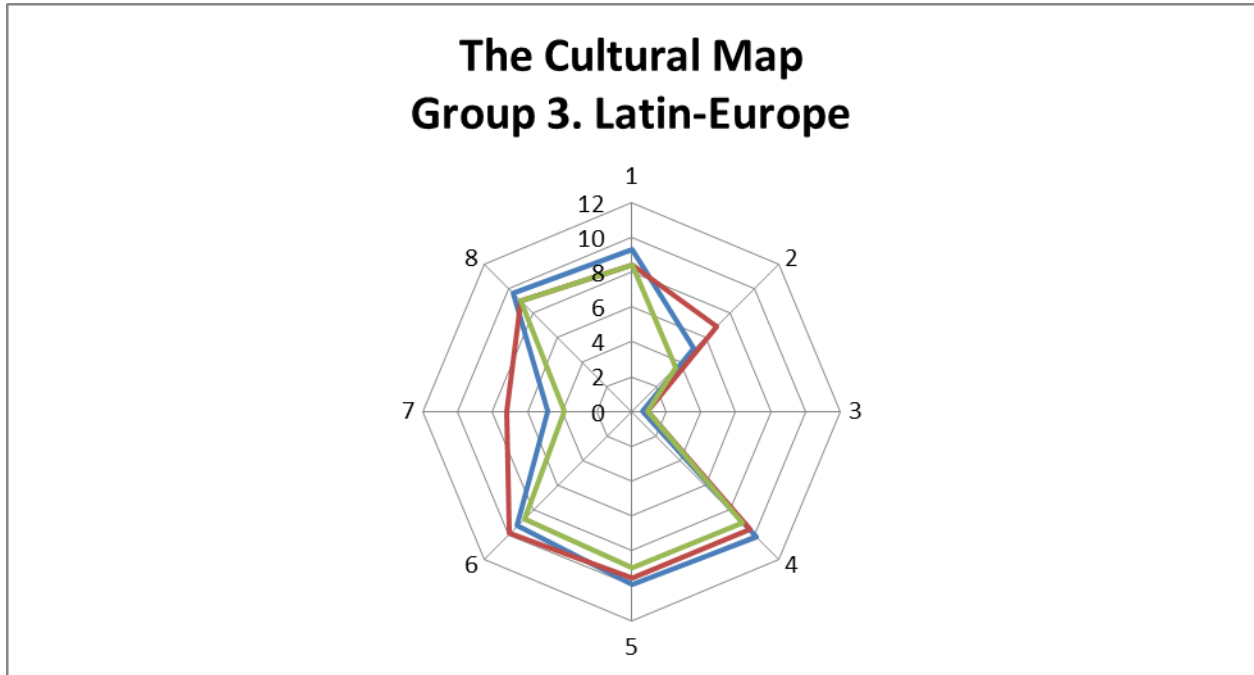
In comparison to the first group, the Latin-America group seems to be more homogeneous regarding their cultural values and behaviors. The next graph (2) shows how similar all the shapes of the different countries included here are in all the eight parameters of the assessment.

Graph 2. Cultural Map Group 2

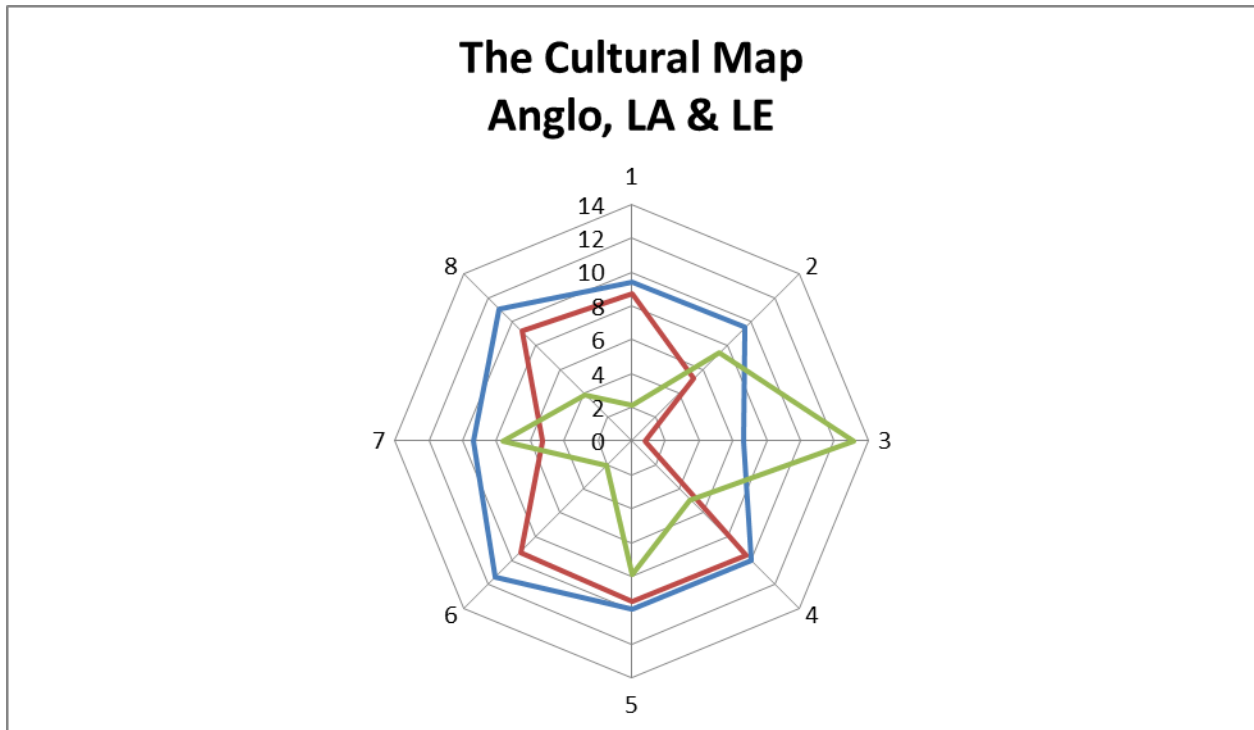


The three countries included third group, called Latin-Europe, present very similar cultural behaviors, except in the seventh dimension: disagreeing. Among these countries, Spain (red) is the one that seems to have a difference with the other two. This is shown in the Graph 3.

Graph 3. Cultural Map Group 3

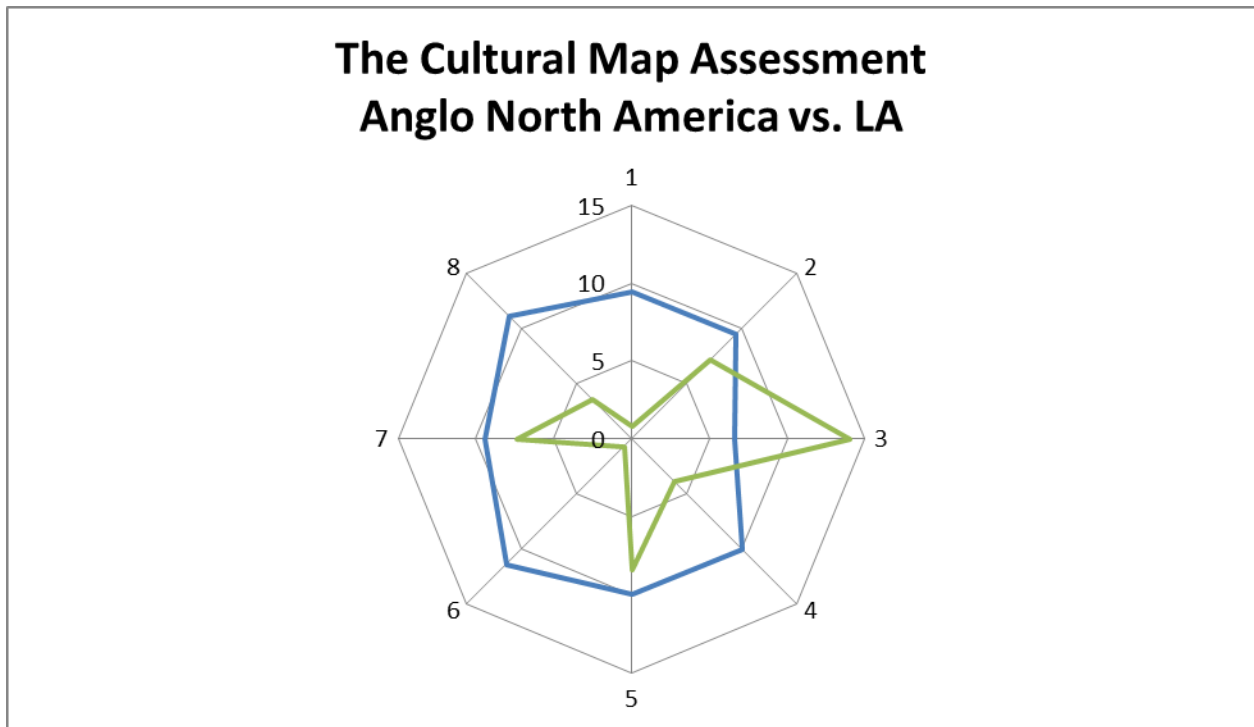


Graph 4. Cultural Map Averages Groups 1, 2 & 3

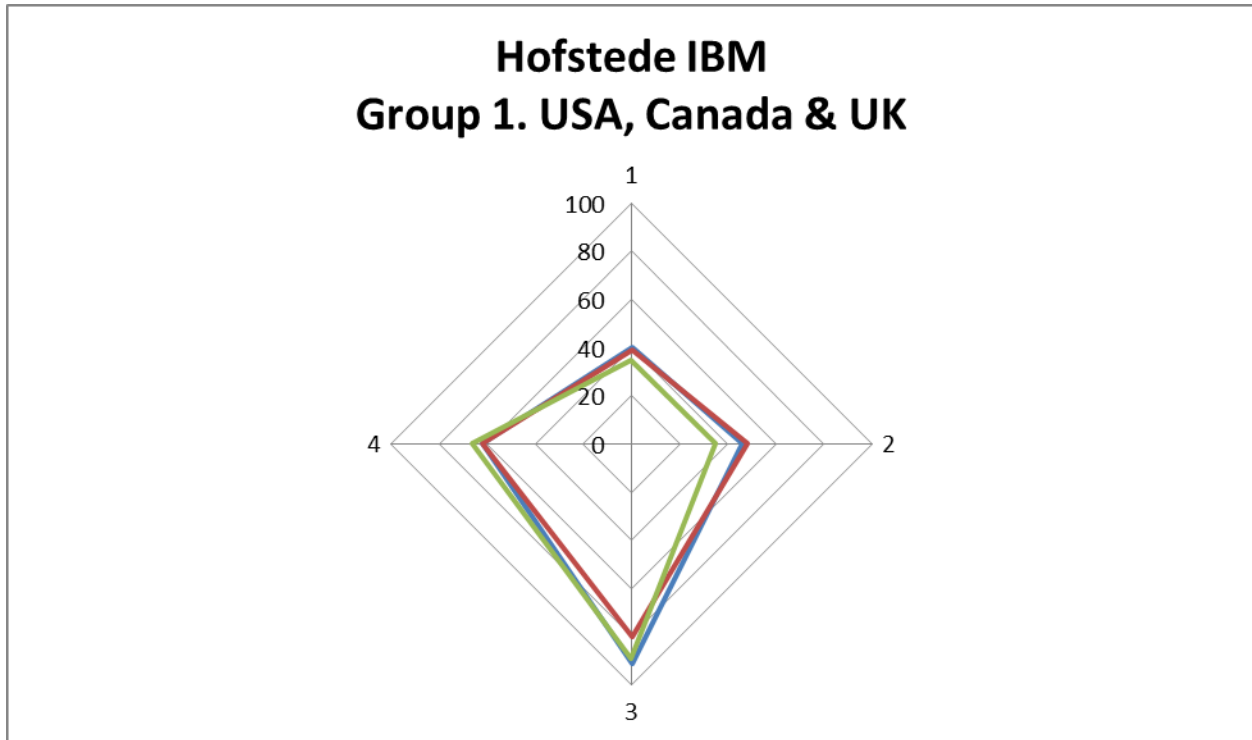


The graph presented previously (4) show the average of each of the three groups: Anglo (green), Latin-America (blue), and Latin-Europe (red). As can be seen, even though there are some similarities, overall three cultures are very different among each other. The next graph (5) isolates only the Anglo North American (Canada & U.S.A.), and the Latin-American countries. The purpose of this is to take a closer look to those differences and how they will influence the behaviors of both cultures and how these can be better address using different tools during facilitation and/or training sessions.

Graph 5. Cultural Map Averages Groups 1 & 2

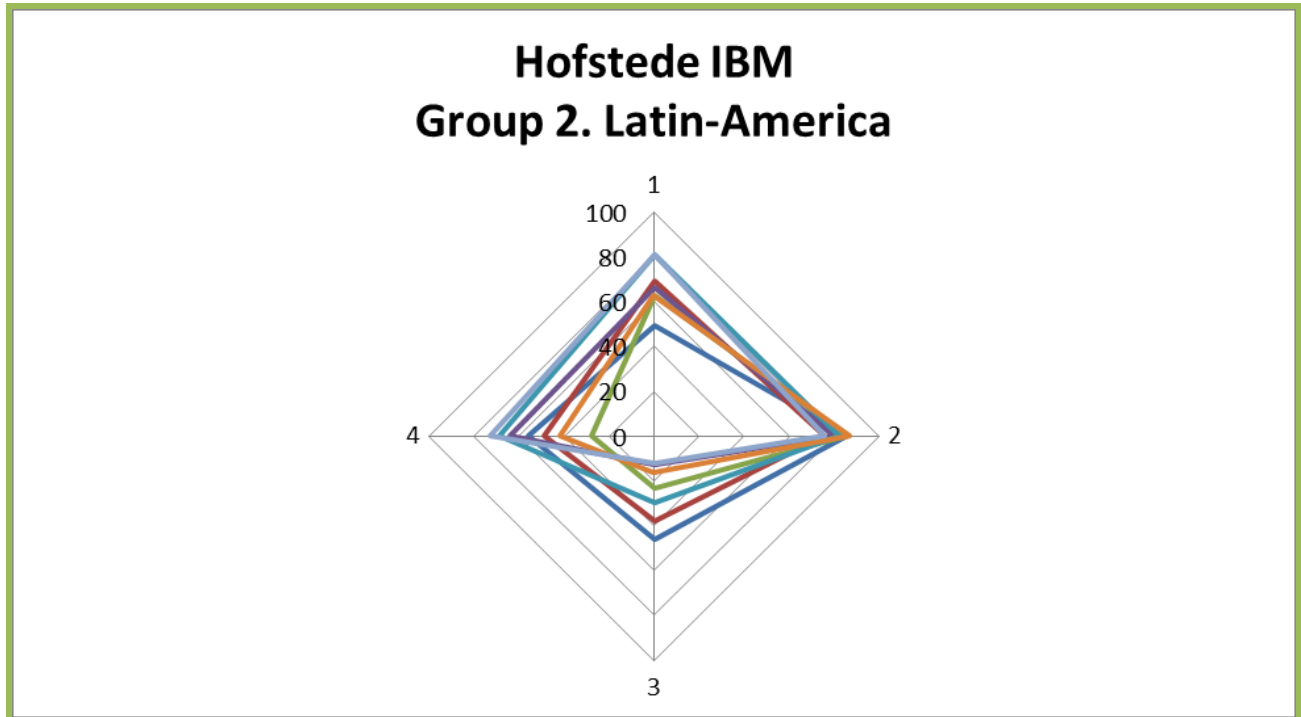


Graph 6. Cultural Characteristics by Hofstede Group 1



This graph above shows how similar are the three countries of this group are the four cultural dimensiones assessed by Hofstede, even though the United Kingdom has less uncercainty avoidance than the United States and Canada. Nevertheless the gap is small enough for not taking it into consideration. Another way to prove it is the standard deviation between them, which is $SD=7.0$ having an Average=43.0, only the 16% of it. In the other three parameters (power distance, individualism-collectivism, and masculinity-femininity) the SD is 7% or less of the Average.

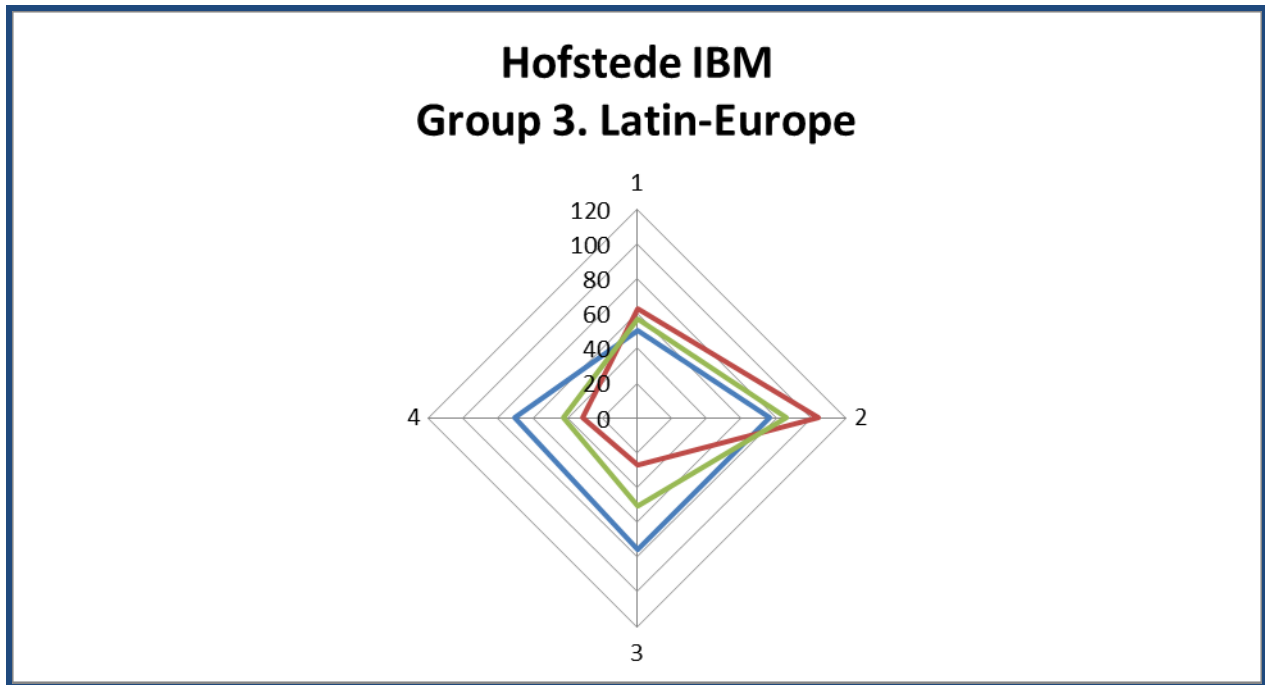
Graph 7. Cultural Characteristics by Hofstede Group 2



As can be seen in this graph, according to Hofstede, the differences among latin-american people are greater than the ones for the Anglo countries (USA, Canada & UK), of course one reason is that more countries were selected, seven instead of three, but nonetheless the scores of the last two dimensions (Individualism and Collectivism, and Masculinity and Femininity) are clearly very different. It can be proven again with the standard deviation, being 52% and 29% of the average in both cases.

In spite of those differences, it can be said that there are more similarities than differences among the countries. A simple look at the similar shape of the graph above can support it.

Graph 8. Cultural Characteristics by Hofstede Group 3

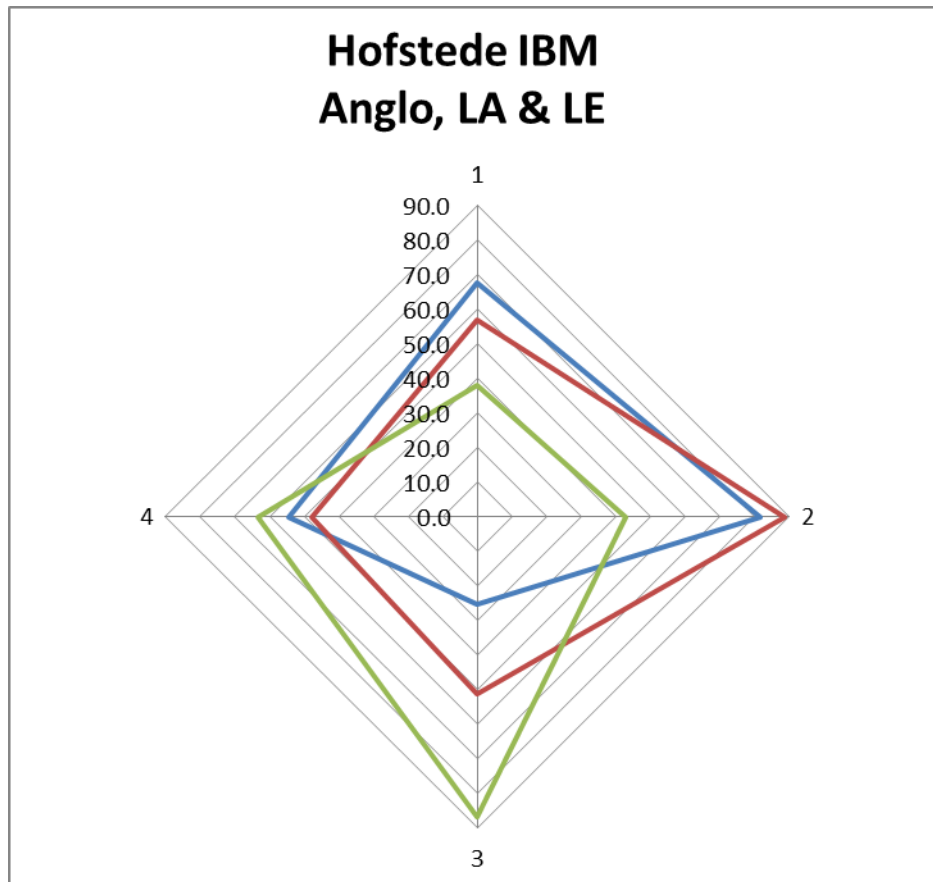


The third group, as can be seen by the graph shown above, has many more differences than the other two groups. The scores in the third and fourth dimensions –Individualism and Collectivism, and Masculinity and Femininity– are frankly different, especially between Italy and Portugal, the countries with the highest and lowest scores in both parameters; having the first one scores almost the double of the first one. The standard deviation in both dimensions are almost half of the total average (48% and 42%).

The next graph (9) shows the average scores of the three groups –Anglo, Latin-america & Latin-Europe–, this one shows clearly the wide cultural differences of the three different areas of the globe, especially in the three first dimensions of

the assessment, being of course, the Anglo countries the ones which scores differ more from the other two.

Graph 9. Average of the Cultural Characteristics by Hofstede



Once the three cultures are on the same graph, the differences between them show clearly; especially in three of the four dimensions:

- **Power distance**
- **Uncertainty avoidance**
- **Individualism versus collectivism**

Summarizing the result of both cultural assessments used here, among the twelve dimensions considered, eight of them are very different between the Anglo-North American culture (Canada & U.S.A.) and Latin-American culture. The following table (4) presents both the dimensions and the preferences between these two cultures.

Table 4. Cultural Differences Summary

Dimension	Anglo North America	Latin America
Communicating	High content	Low content
Persuading	Specific	Holistic
Leading	Egalitarian	Hierarchical
Trusting	Task based	Relationship based
Scheduling	Linear time	Flexible time
Power distance	Small	Large
Uncertainty avoidance	Small	Large
Individualism vs. Collectivism	Individual	Collective

As can be seen, some dimensions are clearly related, especially because they were measured with different instruments, reflecting the different behavior of the people. The first is the relationship between leading and power distance, the larger the power distance, the more hierarchical the leading style is. The second is the individualism vs. collectivism and the trusting, the more individualistic the people is, the more task based tend to be. Another one is the communication style in comparison with the persuading style; high content cultures usually have a specific style of persuading, something that happens in the Anglo North American culture.

At the same time, three conclusions can be deduced from the cultural differences found with the assessments used, differences that everyone who has been or experience both cultures knows, but that had been measured by scientifically proven tools:

1. The hierarchical gap in the Latin-American cultures makes sometimes very difficult the relationship between the bosses and the subordinates in the work environment, which makes also difficult the facilitation sessions when higher and lower rank employees are part of the resource group.
2. The high collectivism in the Latin-American is an aspect that should be taken into consideration when facilitating a session with the majority of the people from this culture; something that, when using properly, might be a very powerful advantage.
3. People with Latin-American roots have a more relaxed and warm way to behave among each other, which is clearly reflected in the scheduling and trusting dimensions previously shown (table 4). These have to be taken into consideration when facilitating, using tools that make people feel cared and especially not pressured during the sessions.

As explained in the methodology section, two facilitation sessions were conducted with a group of Latin people. The first using the common CPS tools used with Anglo people, and the second one using a variation of those tools, considering the

cultural characteristics previously explained in the previous pages. During both sessions, questionnaires and interviews were conducted, in order to have some input from the people who participated in both sessions about their feelings and the environment they perceived during both events.

In the appendix D are the responses to the questionnaire applied to the group after the first session. Those answers and the results of the cultural assessments were used to the preparation of tools used during the second facilitation session, and which will be explained in the next paragraphs.

Facilitation Sessions' Observations

The first session was conducted on September 27th, 2014. The **resource group** was formed by 5 Latin people from different countries: Brazil, Chile (2), Colombia and Spain; because they all were Spanish speakers (including the **facilitator**), the session was conducted in this language. The **client** for the session was a 27 year old male from Chile, with whom I previously have had a 1-hour interview to set an initial challenge statement.

Because of the limited time I knew I would have with the group (two hours), I planned to facilitate only the Clarification stage of the TSM and the Exploring Ideas step of the Transformation Stage; so I started with the roles and agenda, explaining the group what we would do during the session and the roles of each one. After that, my client explained his challenge, something I could observe that

the resource group was very participative and were asking questions during the explanation of the challenge -and not after he finished-, which gave the whole session a different dynamic than when the questions are asked after, like it is usually done in the CPS session.

After the questions, the convergent and divergent ground rules were explained and had a warm up activity using the stick'em up brainstorming tool with sticky notes; during the same warm up exercise the forced connections tool was introduced, in order for them to know the tool before the idea generation for the client's challenge. Before starting the warm up, a timer for five minutes and a quota of 50 ideas was set.

Next, the group generated new challenge statements for the client, the group was very participative and trying their best to help him the best they could. During the convergence step, the hits/highlighting tool was explained to the client and then he clustered the challenges into groups.

After generating a "what I see myself doing..." sentence, the resource group generated, using again the stick'em up brainstorming tool several ideas to help the client to overcome the challenge. He did again the hits/highlights and clustered the ideas into some groups. This was the last formal activity of the facilitation session, the client expressed how pleased and surprised he was with the results including the quantity and quality of the ideas. One thing that he highlighted was

how the resource group could understand the challenge and how they were able to think about many ways to help him with his challenge.

After the session we all have a conversation about how they felt during the session, what they thought about the CPS process, and what would they change about the facilitation session. The main purpose of this debrief was to have some input from the resource group, valuable information to add to the cultural assessments' data already gathered.

In the appendix C can be found the summary of the responses made by the Latin people who participated as a resource group, because the questions and the answers were in Spanish, the full questionnaire is not presented.

Some of the most representative comments and opinions regarding this first session and related to the Latin-American culture are the following:

For the question: In which part of the process did you feel more comfortable and why?

- a) I think that in the idea generation, because it was more fun, spontaneous and dynamic.
- b) In the idea generation, because anybody can say whatever comes to mind.

These two answers can be related with the three characteristics of the Latin-American culture. The first with how people like to relate to each other in a more relaxed way, which talks about the collectivism of the culture and how they like to relate with each other. The second, with the hierarchical aspect of the culture, sometimes Latin people feels limited by someone with an upper lever, so they like to be in an environment with no restrictions.

And for the question: how the CPS can work better in your culture and the way people solver problems in your native country?

- a) Less strict, more spontaneous (casual) in the times and schemes.
- b) Use kindness and gentleness as a tool with the resource group, personal relationship as the most important part of the session.
- c) In Brazil, it might work if people do not even know anything about the process, just do it as a game or to have fun.

Again, some conclusions can be made out of these three responses. The first talks about the flexible time existing in that culture and how they don't like to have specific schedules, nor pressure during the process. The second is the playfulness and the relationship based culture, and that the environment is the most important part of the process. The third one is again related to the playfulness and how Latin people prefer a relaxed environment over a strict and task-oriented one.

After gathering all that information, a second facilitation session was designed, taking into consideration the responses of the participants in the first session and their cultural characteristics. The objective of the second facilitation was to apply some tools that might help them to feel more comfortable during the session and at the same time to be more productive.

The first tool selected was an ice-breaker at the beginning of the session. This tool is called “symbol”, the purpose of this is for the people to know more about each other to promote relationship-based trust, very important among the people of this culture. At the end of the activity, the participants were in a great mood, saying funny things to each other and they were open and prepared for the CPS session to begin.

During the clarifying step, after the client finished her explanation and the resource group asked about the challenge, a couple of videos were shown to help them get deeper into the situation, in a more personal level. This activity also functioned very well; the people reacted very emotionally and were committed to the task. The other tool used was mind mapping, it is a tool that opens more the possibilities for each person in the resource group, letting their imaginations fly and, at the same time, giving more freedom and taking away the pressure of giving their ideas right way with more incubation time.

For the idea generation the tool was a variation of the brainwriting tool, called “airplanes”, which is also explain in the following pages. The airplane tool let

them generate ideas silently, taking their own time. It also allowed them to have fun during the construction of the airplanes; it also provided interaction with the other people during the experience. This activity was also bond-making, because some of the participants did not know how to build a paper plane, so one of them explained the way to make it, this strengthened the relationship among all.

Just as before there was a debriefing after the second session, and some of the comments were:

- ✓ The session was more pleasant, enjoyable, casual, relax, without time-taking.
- ✓ The process seemed to be more fluent, less forced.
- ✓ Because they all knew the process beforehand, they felt better and more at easy saying their ideas.
- ✓ They had opposite opinions about the storyboard. Because for some of them it helped to feel freedom; at the same time, a couple of them do not like it a lot. They prefer to share their ideas with others, listen to others ideas, and do not like to draw so they felt constrained.
- ✓ Not to set a specific number of ideas as a goal felt well, promoting freedom, trust, fewer rules, and the time seemed more fluid, less stressful.

- ✓ They felt that empathy was very important, that the videos helped to put themselves in the shoes of the client.
- ✓ The collectivism that the Latin-American culture shares has to be used in favor of the environment and the process.

Tools selected

Using the Table 4 as a reference, some tools and activities were selected to address the differences highlighted. In this section, those tools are presented to serve only as a guide, but without the intention of these to be the only ones that can be used with that specific group of people. Among the eight dimensions specified in table 4, and accordingly with the three conclusions presented on page 31, the tools and activities are classified in the following three sections which reflect the largest cultural differences between the North-American and Latin-American cultures:

1. Leading and Power Distance
2. Trusting and Scheduling
3. Individualism vs. Collectivism

The purpose of the following section is to be a prescriptive analysis where depending on the issue or cultural behavior, the facilitator and/or trainer could apply one or more of these tools, techniques or activities with the group. It is worth it to repeat that these are not the only activities that can be done, there a large universe out there, and the ones presented in this project are only examples.

Leading and Power Distance (LPD)

As was identified before, the power distance in the Latin-American country is large, which consequence is a hierarchical leading style. The subordinates feel uncomfortable saying or sharing their ideas when the boss is in the room. The way to overcome the challenge is to reduce this gap and level the floor for all the participants in the session.

Trusting and Scheduling (TS)

The relationship between people is the most effective way to make a Latin-American person to trust anyone else; this represents a huge difference with the Anglo North-American people culture. In order to achieve the goal of having a better and smoother session, the facilitator/trainer has to set an environment of camaraderie, trust and friendship if possible. Some of the activities proposed here are also related with another dimension which is uncertainty avoidance, which at the same time leads to the avoidance of conflict. The people from the Latin-

American countries usually don't like to solve their differences or conflicts in a direct way.

Collectivism (C)

Probably one of the most important characteristics of the Latin-American culture is the sense of collectivism that all share. Family is the backbone of the way of life for people who belong to this culture and, most of the time; the community feeling is extrapolated to the work environment. In order to have all the participants engage in a session, a sense of collectivism has to be nurtured in every session as soon as it starts: people have to feel that they belong to the group and that are welcome to it, otherwise their attitude towards the whole activity, and in consequence their participation, won't be as effective as ideally should be.

Following the activities and tools are presented, at the end of each one it appears in parenthesis the letters which represents the dimension that it mostly helps to work with.

Warming-Up activities

- **Baby pictures.** Have each participant bring in a picture of him or herself as a baby. Post them on a wall without labels. Ask everyone to match the pictures with the participants, finally discuss the results. (LPD, TS, C)
Source: Mikalko (2006) (p. 299).

- **Symbol.** Ask participants to draw a personal symbol that represents their view about creativity, it can be anything. Then each participant displays his or her symbol and explains how or why it represents their view. (LPD, TS, C). Source: Mikalko (2006) (p. 299).

- **Space creature.** Have a group imagine a creature living on another planet with a different atmosphere in a distant solar system. Ask them to draw a picture of a creature they imagine. Then have the group explain their drawings. (C). Source: Mikalko (2006) (p. 301)

- **Walking in somebody else's shoes**
 - Ask them to exchange shoes –to actually put on someone else's shoes.
 - Tell them to put the shoes on the table in front of them
 - Announce a contest in which the team that builds the highest structure of shoes will receive a big contract

(LPD, TS). Source: Mikalko (2006) (p. 301).

- **Life highlights game.** The participants are instructed to take a minute to consider, what thirty seconds of your life would you most want to re-live, if you only had thirty seconds left? During the debrief people should ask themselves this questions: What do our chosen highlights tell us about the type of person we are - what we love most in life, and what sort of things we should pursue to be happy and fulfilled? How does your current life and

likely outcomes compare with your chosen past life highlights? (LPD, TS).

Source: Chapman (2014).

- **EZ Ice Breaker.** Pass a roll of toilet paper to the first person closest to you and merely say “Take as much as you think you need and pass the taper to the next person”. Don’t offer any more information. Once the tape has gone around the room. Say to the group, “For every square that you tore off, tell the group something about yourself”. Then watch their faces. (LPD, C)
Source: Managers Forum (2014).

- **The Personal Histories Exercise.** The point is to help people get comfortable with moderate vulnerability. Go around the room and have every member of the team explain three things: where they grew up, how many kids were in their family and what was the most difficult or important challenge of their childhood (but not their inner childhood; just the most important challenge of being a kid). (TS). Source: Lencioni (2005)

Silent Brainstorming Techniques (Leading and power distance).

According to Mikalko (2006), brainwriting allows multiple ideas to be suggested at the same time, increasing idea production dramatically; but most important in Latin-American cultures, *brainwriting ensures that the loudest voices don’t prevail, participants feel less pressure from managers and bosses, and ideas can’t be shot*

down as soon as they are offered. Some examples of different ways this technique can be done are:

- ❖ **Gallery.** This technique moves people around, making them to write their ideas on sticky notes on the wall and then move around the room to watch others ideas. (LPD). Source: Mikalko (2006) (p. 324).

- ❖ **Three plus.** Each participant silently writes three ideas on the three sticky notes of the sheet of paper and then passes the sheet to the person on their right or leaves the sheet on the table in front of them and takes another sheet. (LPD). Source: Mikalko (2006) (p. 325).

- ❖ **Airplanes.** Have each participant construct a paper plane. Each participant writes down an idea on the airplane and sends it flying to another participant. (LPD, TS, C). Source: Mikalko (2006) (p. 325).

- ❖ **Wall of ideas.** Each participant silently writes ideas on sticky notes. While the group writes ideas, collect and paste them on the wall. When everyone is done, organize the ideas as a group. (LPD, TS, C). Source: Mikalko (2006) (p. 325).

- ❖ **Thin-slicing.** This intuitive tool captures the details of a particular moment in time, finding patterns in people and situations which it can then generalize to the bigger picture. (LPD, TS). Source: Bisset (2008) (p. 58)

Other activities:

Ⓢ **The Stravinsky effect.** This technique combines generating ideas silently with the random clustering of people and ideas. (LPD, C). Source: Mikalko (2006) (p. 327).

Ⓢ **Left brainers and right brainers.** Divide the group into left-brain and right-brain thinkers –previously selected–. Ask the left-brainers to come up with practical, conventional, and logical idea; ask the right-brainers to come up with far-out, unconventional, and illogical idea. Then bring the group back together and combine the left-brain idea with the right-brain idea to see what you get. (C). Source: Mikalko (2006) (p. 339).

Ⓢ **Murder board.** This activity is based on the importance of getting feedback about ideas from many people, because different people can help to modify and improve the initial idea; this is why it is very important to create our own personal Murder board. The basic steps of this activity are:

- Verbalize the idea to your significant other or a trusted friend.
- Detail your idea in writing
- Appoint a Murder board.

(TS). Source: Mikalko (2006) (p. 367)

Ⓢ **You are not a field grass.** More than an activity, this is just a way of looking and living, choosing to interpret our experiences anyway we with,

based on the premise that experiences and events are neither good nor bad. They are simply neutral. Good, bad, right, wrong, sad, angry, lazy, cruel, kind, and so on are all interpretations that people make. It's a matter of what perspective you choose to take. (LPD, TS). Source: Mikalko (2006) (p. 374).

④ **Life dreams negotiating game.** The purpose of this activity is to explore life priorities, aims, needs, dreams to enable discovery, sharing, and evaluation of personal wishes/needs, to consider personal value systems alongside other people's values systems. Ideal for groups/teams of about eight people. (LPD, TS). Source: Chapman (2014).

④ **How to tie a shoelace.** The purpose of the activity is to start people thinking and working at the beginning of a session, particularly to assist thinking and learning about what we know unconsciously ourselves is not always simple to explain to others, this activity can produce empathy. (LPD). Source: Chapman (2014).

④ **Quiz public survey game.** This is a simple twist to bring any quiz or question to life, and add a wonderful dimension for developing and demonstrating the power of successfully communicating and engaging with other people. Split the group to suit you. Decide rules, timing, presentation, discussion or review to fit your situation. All this is flexible. Take any quiz

or series of questions, or one big difficult question. Issue it to the teams. The task is to go out and engage with the general public to find the answers. (TS, C). Source: Chapman (2014).

④ **Value system pre-event.** Send out three questionnaires. On the first one, participants pick from a long list of words the 10 that best describe their personal value system. The second questionnaire features a list of words – creative, profitable, innovative, greedy, and manipulative– that could be used to describe how an organization operates; participants circle the 10 that best describe their organization’s culture. Finally, they choose from a third list the 10 words that describe their dream organization. Analyze the responses and plot them onto a graph. Then slice the graph according Maslow’s hierarchy of human motivation –survival, relationship, self-esteem, transformation, organization, community, and society. The result, when presented visually, becomes instantly recognizable: It’s impossible to miss how an organization’s actual behavior is the same or different to ideal of the people who work there. (C). Source: Managers Forum (2014).

④ **Status/Team Exercise.** Hang “titles” around their neck and let them determine who’s the most important. Rock Star, CEO, Mother, Baby, Janitor, Sports Star, Senator. Then have the participants come and state why they’re important. After they’re done explain that they could have either joined hands in a circle or stood in a line because “no one is more important than anybody else”. (LPD, TS, C)

Conclusions

In a global world as the one we live today, with all kinds of communications media, social networks, and electronic tools available for most of the population all over the planet, it has become more evident the necessity to know all the aspects of the different groups of cultures. The dimensions that several academics and researchers have identified and studied is and will help individuals and groups to be able to relate in the best possible way with other people, if for example our area of interest is business, communication, education, engineering or politics, just to name a few.

The trainers and facilitators' world is no different of everyone else's, regardless if their working environment is only in North America or all the planet, they must be aware of the cultural differences among the people they service, the way they interact with each other and what is expected from them.

During this project, using two different assessments, several cultural dimensions were identified between the Anglo North-American countries (Canada & USA) and the rest of the continent (which were identified as Latin-American countries). Among the twelve combined dimensions measured by both assessments, in eight of them the differences were considerable (table 4), which talks about the shift of mind set a professional should experience when working with the two different groups.

Some of the eight dimensions, even though they measure different aspects the culture, are clearly related. The first explanation is because five of them were obtained with one assessment (The cultural map) and the other three with another (Hofstede), the second having a clear influence from the first one. The second is the intrinsic relationship that all the aspects of the cultural mind set of a country have among each other, like the relationship-based trusting system, the large uncertainty-avoidance behavior and the high collectivism present in all the Latin-American countries

Some tools, activities and techniques were suggested as examples to overcome some challenges that the Latin-American countries present, of course there are many more and it is the trainer/facilitator's job to find the ones that fit best with the group they are working with and/or their personal style preferences.

Recommendations

This project is just an attempt to help the area's professionals to be aware of the cultural differences between Anglo North-America and Latin-America specifically, and showing just a small group of activities that might be useful for them during their sessions. Nevertheless, there are many other cultural groups and subgroups that should not be forgotten and might be very useful to make another version of the research presented here.

In Appendixes E, F & G are presented the result of what was called “Far East group”, using the same assessments used for the main two groups used in this study. Those appendixes show graphs which include the cultural dimensions for some of Far East Asian countries, differences and similarities among each other and with the Anglo North-American and Latin-American countries. It might be helpful to go even deeper in the research and find relationships between these cultures and how they might be applied to the world of facilitation. It is also suggested that similar studies might be conducted including all the major cultural groups in the world, and subgroups within each culture.

References

- Amabile, T. M. & Kramer, S. (2011). *The progress principle*. Cambridge, MA: Harvard Business Review Press.
- Amabile, T. M. & Mulkti Khaire. (2008). Creativity and the Role of the Leader. *Harvard Business Review*. October, 100-109
- Amabile, T. M., Barsade, S.G., Mueller, J. S. & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50, 367-403.
- Amabile, T. M., Schatzel, E. A., Moneta, G. B. & Kramer, S.J. (2004). Leaders behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly*, 15, 5-32.
- Amabile, T. M. & Gryskiewicz, S. S. (1998). Creative human resources in the R&D laboratory: How environment and personality affect innovation. In Kuhn, R. L. (Ed.), *Handbook of creative and innovative managers* (501-524). New York: McGraw Hill.
- Amabile, T. M. (1987). The motivation to be creative. In S. G. Isaksen (Ed.), *Frontiers of creativity research: Beyond the basics* (223-254). Buffalo: Bearly Ltd.

Ardilla Espinel, N. (1982). Criterios y valores de la cultura Anglo-Saxo-Americana y de la cultura latina: Sus implicaciones para la psicología transcultural.

Revista latinoamericana de psicología, 14(1), 63-79.

Bisset, Tara L. (2008). "iTools A Facilitator's Tool Kit of Deliberate Intuition Tools".

Creative Studies Graduate Student Master's Projects. Paper 129.

Chapman, A. (2014). Free team building games and activities listing. Retrieved

on December 2nd, 2014 from:

<http://www.businessballs.com/teambuildinggames.htm>

Farmer, L.S.J. (2011). Culturally Sensitive Learning Practices. In Orey, M. et al.

(Eds.), *Educational Media and Technology Yearbook 36*. New York, N.Y.:

Springer Science+Business Media.

Glaveanu, V. (2010). Creativity as a cultural participation. *Journal for the Theory*

of Social Behavior 41(1), 48-67.

Glaveanu, V. (2010). Principles for a cultural psychology of creativity. *Culture*

Psychology, 16(2), 147-163.

Hofstede, G. H. (2001). *Culture's consequences: comparing values, behaviors,*

institutions, and organizations across nations. Thousand Oaks, Calif.: Sage

Publications.

Lencioni, P. (2005). *Overcoming the five dysfunctions of a team: A field guide for leaders, managers, and facilitators*. San Francisco, CA: Jossey-Bass

Managers Forum (2014). Resources: Ice breakers and exercises. Retrieve on December 2nd, 2014 from:

<http://www.managersforum.com/Resources/Exercises.htm#top>

Meyer, E. (2014). Navigating the cultural minefield. *Harvard Business Review*, May, 119-123.

Mikalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques*. New York, N.Y.: Ten Speed Press.

Minkov, M. (2013). *Cross-cultural analysis: The science and art of comparing the world's modern societies and their cultures*. Thousand Oaks, CA, USA: SAGE Publications, Inc.

Minkov, M. & Hofstede, G. (2012). Is National Culture a Meaningful Concept? Cultural Values Delineate Homogeneous National Clusters of In-Country Regions. *Cross-Cultural Research*, 46(2), 133-159.

Nisbett, R. (2004). *The Geography of Thought: How Asian and Westerners think differently... and why*. New York, N.Y.: The Free Press

Osborn, A. (1953). *Applied imagination*. New York, N.Y.:Scribner

Puccio, G. J., Mance, M. & Murdock, M. C. (2011). *Creative leadership: Skills that drive change*, 2nd edition. Thousand Oaks, CA, U.S.A.: SAGE Publications, Inc.

Rhodes, M. (1961). An Analysis of Creativity. *The Phi Delta Kappan*, 42 (7), 305-310.

Rodríguez Estrada, M. (1996). Creatividad latina y creatividad sajona. *Revista Internacional de Creatividad Aplicada*, 0(1), Julio, 31-36.

Sutton, J. L., Pierce, L. G., Burke, C. S. & Salas. E. (2006). Cultural adaptability in understanding adaptability: A prerequisite for effective performance within complex environments. *Advances in Human Performance and Cognitive Engineering Research*, 6, 143-173

U.S. Census Bureau, (2010). Comparative demographics estimate. American factfinder. Retrieved on September 18th, 2014, from:
http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_CP05&prodType=table

Appendix A. Result of Groups 1, 2 & 3 in the Cultural Map Assessment

		Dimensions							
GROUP 1	1	2	3	4	5	6	7	8	
USA	0.45	6.75	14.25	3.60	9.60	0.45	6.60	3.30	
Canada	1.20	7.50	13.80	4.20	7.20	0.90	8.10	3.90	
UK	4.80	7.80	11.40	6.90	6.90	4.80	8.25	4.50	

GROUP 2								
Argentina	8.40	8.40	6.60	9.75	9.75	11.70	7.50	11.40
Brazil	8.55	9.15	5.85	8.55	8.55	12.75	9.30	11.55
Chile	8.25	9.30	6.60	9.00	9.00	11.70	8.40	11.40
Colombia	10.50	9.30	6.60	10.50	10.50	10.80	9.90	10.80
Mexico	9.00	9.60	7.50	10.20	10.20	10.80	9.90	10.50
Peru	10.80	11.25	6.60	11.40	10.80	11.10	10.50	11.10
Venezuela	10.50	9.60	6.60	10.80	10.80	10.80	10.20	10.80

GROUP 3								
Italy	9.30	5.10	0.60	10.20	9.90	9.30	4.80	9.60
Portugal	8.40	6.90	0.90	9.60	9.60	9.90	7.20	9.00
Spain	8.40	3.60	0.90	9.00	9.00	8.70	3.90	9.00

Where:

- 1 = Communicating
- 2 = Evaluating
- 3 = Persuading
- 4 = Leading
- 5 = Deciding
- 6 = Trusting
- 7 = Disagreeing
- 8 = Scheduling

Appendix B. Result of Groups 1, 2 & 3 in the Hofstede Cultural Assessment

Dimensions

GROUP 1	1	2	3	4
USA	40	46	91	62
Canada	39	48	80	62
UK	35	35	89	66

GROUP 2	1	2	3	4
Argentina	49	86	46	56
Brazil	69	76	38	49
Chile	63	86	23	28
Colombia	66	80	13	64
Mexico	81	82	30	69
Peru	63	87	16	42
Venezuela	81	76	12	73

GROUP 3	1	2	3	4
Italy	50	76	76	70
Portugal	63	104	27	31
Spain	57	86	51	42

Where:

- 1 = Power distance
- 2 = Uncertainty avoidance
- 3 = Individualism – collectivism
- 4 = Masculinity – femininity

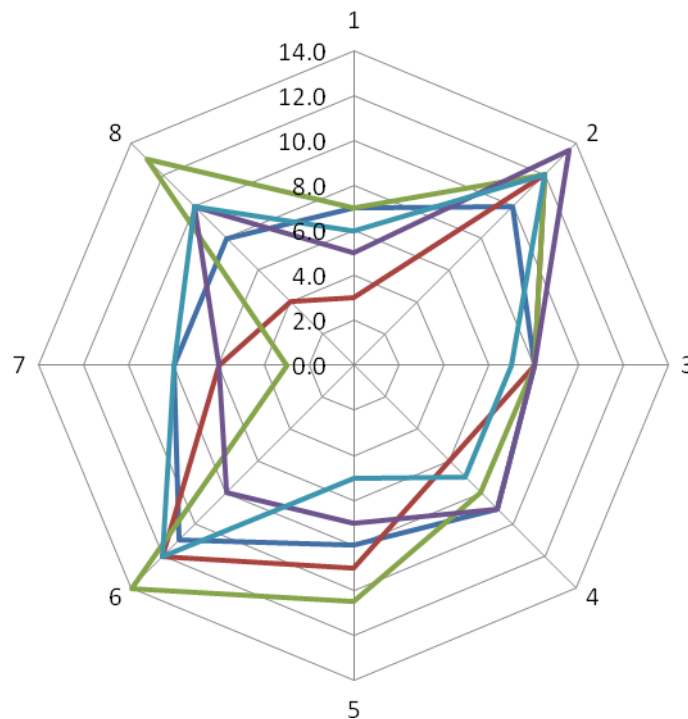
Appendix C. Result of the resource group at the Cultural Map Assessment

Resource Group	Dimensions							
	1	2	3	4	5	6	7	8
Brazil	7.0	10.0	8.0	9.0	8.0	11.0	8.0	8.0
Chile 1	3.0	12.0	8.0	6.0	9.0	12.0	6.0	4.0
Chile 2	7.0	12.0	8.0	8.0	10.5	14.0	3.0	13.0
Colombia	5.0	13.5	8.0	9.0	7.0	8.0	6.0	10.0
Spain	6.0	12.0	7.0	7.0	5.0	12.0	8.0	10.0

Where:

1 = Communicating; 2 = Evaluating; 3 = Persuading; 4 = Leading; 5 = Deciding; 6 = Trusting; 7 = Disagreeing; 8 = Scheduling

The Cultural Map Resource Group



Appendix D. Questionnaire applied to the resource group after the first session and responses

1. In which way has your perception of Creativity changed because of today's session?

- a) It has given me a wider and applied vision of what creativity is.
- b) A more positive and deliberate way to face my daily challenges.
- c) Now I believe I can use creativity to solve the problems I face every day.
- d) Now I realize that creativity is a science that can be studied.

2. Did you know the Creative Problem Solving process before this session?

- a) No, I did not.
- b) No, but I practiced parts of it without knowing.
- c) I knew some parts of the process without knowing its name.
- d) I had only heard about it.

3. Had you ever used a similar process during your life?

- a) Yes, something similar but less organized.
- b) Yes, but without knowing the existence of the method.
- c) I used a tool to choose where to live before coming to Buffalo.
- d) Yes, the Brainstorming and the evaluation matrix tools, with my friends to choose a movie to rent.

4. What do you think about the CPS process?

- a) Very interesting, effective and efficient. I think it is an intelligent way to come up with solutions for problems.
- b) Very good and entertaining.
- c) It seems very interesting, dynamic, fast and entertaining. A lot of solutions can be obtained very rapidly.
- d) It seems very useful to corporate environments and to personal daily life.

5. Which part of the process seemed to be more useful and why?

- a) I consider that the clarification step is very important, probably because it is the one we spend less time at. The impaciencia to solve our problems sometimes stops us to define it correctly.
- b) The brainstorming, because the quantity of the ideas generated was very high.
- c) The brainstorming, because I did not think that in such a short time so many ideas could be generated. Besides it is very entertaining. La lluvia de ideas, porque no pensaba que en tan poco tiempo se lograra generar tantas opciones para un simple proceso. Además es entretenida.
- d) The clarification, because I did not know something like this could be done.

6. In which part of the process did you feel more comfortable and why?

- c) I think that in the idea generation, because it was more fun, spontaneous and dynamic.
- d) In the idea generation, because anybody can says whatever comes to mind.
- e) In the idea generation, because it is easier to generate new ideas after listening to others' ideas.
- f) Clarification, because it is something we do not do often.

7. Have you ever used before any of the tools used today? Which ones? afirmativo, ¿cuál y en qué casos la ha usado?

- a) The evaluation matrix.
- b) Only the idea generation.
- c) I have used the brainstorming tool but a not quite in the same way, in public health situations.
- d) Brainstorming in urban planning challenges.

8. Have you ever used any other CPS tool or similar besides the ones used today?

- a) No
- b) The SWOT analysis.
- c) Roles exchange.
- d) To be in a very White place in order to imagine new designs.

9. In which ways the CPS process is similar to the way you regularly address your daily challenges?

- a) It has some similitudes to the way I solve my daily problems, but more organized, deliberate and less ambiguous.
- b) A lot, but I never do it with many people.
- c) It is similar but faster and with less people.
- d) For me the CPS is useful for more complex challenges.

10. How the CPS can work better in your culture and the way people solve problems in your native country?

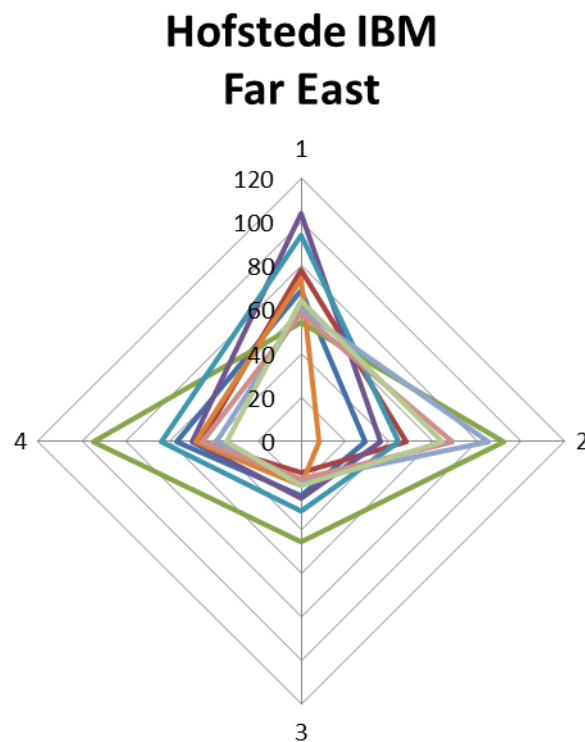
- d) Less strict, more spontaneous (casual) in the times and schemes.
- e) Use kindness and gentleness as a tool with the resource group, personal relationship as the most important part of the session.
- f) I think smaller groups would work better because people tend to be distracted with larger groups.
- g) In Brazil, it might work if people do not even know anything about the process, just do it as a game or to have fun.

Appendix E. Result of the Far East group at IBM Hofstede assessment

Far East Group	Dimensions			
	1	2	3	4
Hong Kong	69	29	25	57
Indonesia	78	48	14	46
Japan	54	92	46	95
Malaysia	104	36	26	50
Philippines	94	44	32	64
Singapore	74	8	20	48
South Korea	60	85	18	39
Taiwan	58	69	17	45
Thailand	64	64	20	34

Where:

1 = Power distance; 2 = Uncertainty avoidance; 3 = Individualism-collectivism;
4 = masculinity femininity.



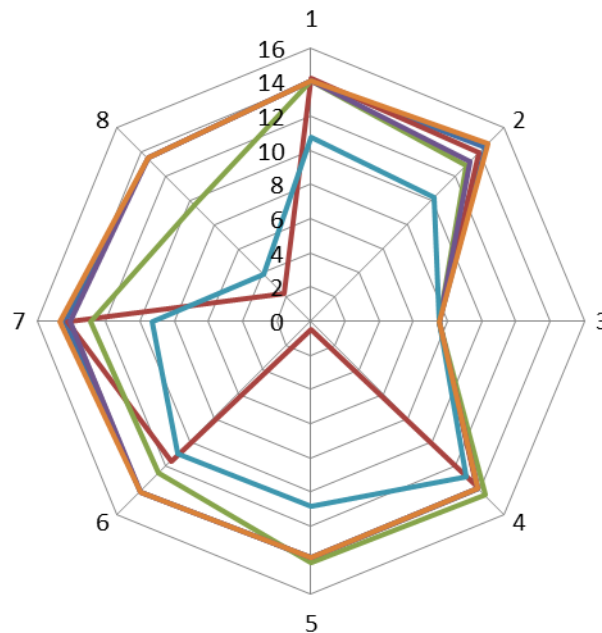
Appendix F. Results of the Far East group at the Cultural Map assessment

	Dimensions							
Far East	1	2	3	4	5	6	7	8
Indonesia	14.1	14.4	7.5	13.8	13.8	14.1	14.4	13.5
Japan	14.25	13.95	7.5	13.65	0.45	11.55	14.25	2.25
South Korea	14.1	12.9	7.5	14.4	14.1	12.6	12.9	9.6
Philippines	14.1	13.2	7.5	13.8	13.8	14.1	14.1	13.5
Singapore	10.8	10.2	7.5	12.9	10.8	11	9.3	3.9
Thailand	14.1	14.7	7.5	13.8	13.8	14.1	14.7	13.5

Where:

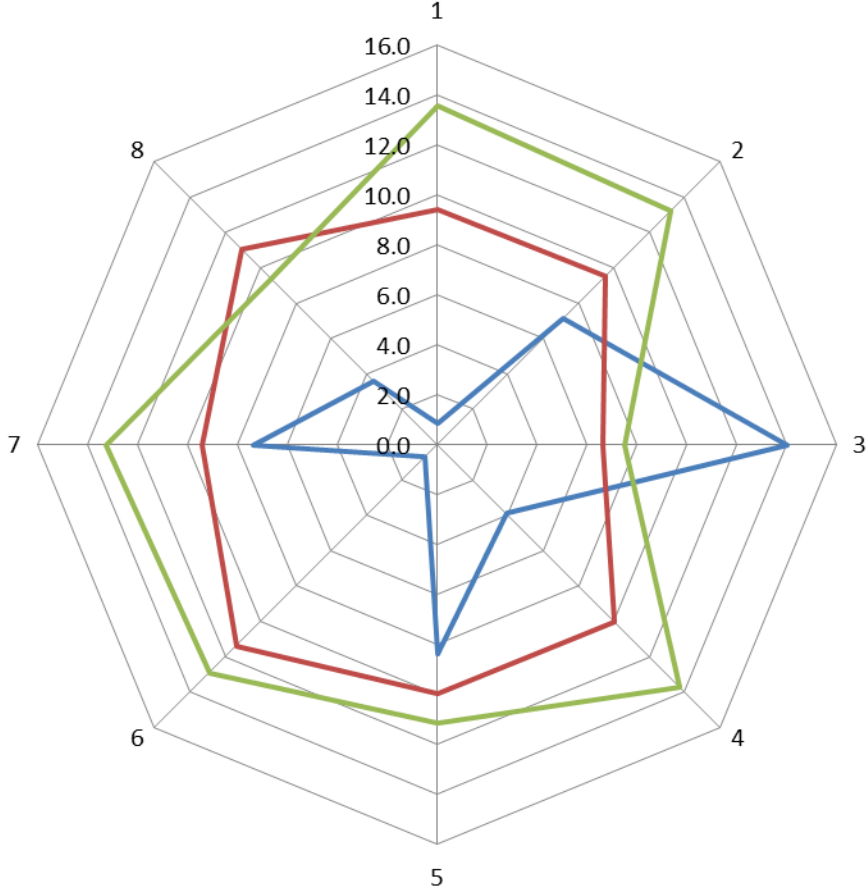
1 = Communicating; 2 = Evaluating; 3 = Persuading; 4 = Leading; 5 = Deciding; 6 = Trusting; 7 = Disagreeing; 8 = Scheduling

**The Cultural Map Assessment
Far East**



Appendix G. Averages of Anglo North-America, Latin-America and Far East countries at the Cultural Map assessment.

**The Cultural Map Assessment
Anglo NA/LA/Far East**



Where:

1 = Communicating; 2 = Evaluating; 3 = Persuading; 4 = Leading; 5 = Deciding;
6 = Trusting; 7 = Disagreeing; 8 = Scheduling