



# **BUILDING A DIVERSE WORK FORCE FOR THE GLOBAL MILLENNIUM**

**1. Do We Speak the Same  
Language?: Should Language  
and Cultural Style Impact  
Performance Evaluations?**

**FACILITATOR'S GUIDE**



# TABLE OF CONTENTS

Introduction .....	1
Character Profiles .....	3
Closing Statements .....	4
Video Highlights and Discussion Points .....	5
Key Learnings .....	12
Video Debrief Exercises .....	16
Handouts for Debrief Exercises .....	37
Reference I .....	49
<i>Diversity Management Defined</i>	
Reference II .....	51
<i>Comparing Managing Diversity and Affirmative Action/ Equal Employment Opportunity</i>	
Reference III .....	53
<i>Implementing Diversity Management – Constituent Capitalization</i>	
List of All ARMC Products and Services .....	56

# INTRODUCTION

Welcome to the Building a Diverse Workforce for the Global Millennium video series. This set of twenty videos is designed to portray scenes that are occurring in the global workplace on a daily basis – scenes about such topics as leadership, teams, organizational change, human resources and diversity. Performed by more than thirty-five professional actors, the vignettes offer a bird's eye view into the challenges and issues that leaders, managers, employees, mentors and team members address on a regular basis.

The video series is, by far, the most significant effort to date to assist organizations in building high-performance teams of diverse global employees. The series has seven videos that relate to global cross-cultural issues, four that focus on the plant or manufacturing floor and the remainder relate to manager and employee issues. The videos address such issues as shifts in culture, style and value clashes; race, ethnic, and gender communications; conflict resolution; balance of work/family/personal; sexual harassment; mentoring/coaching; performance; and recruitment/retention issues.

## VIDEO DEVELOPMENT

In developing this series, Advanced Research Management Consultants (ARMC), a Philadelphia-based management consulting firm, created scenarios using the actual words and situations we heard from leaders, clients and workshop participants. Our goal was to infuse each scene with the tensions, feelings and emotions that one frequently experiences in organizational interactions. As a result, all of these videos depict situations that are complex, just as are the real life situations and relationships we experience.

Additionally, to heighten the sense of realism, ARMC researched the cultural and ethnic archetypes and mores depicted. Therefore, as the viewer observes the exchanges, he or she will also gather information on some of the norms and expectations of the Asian, Latino, European and United States cultures. In this regard, ARMC would be remiss if it did not point out that the data provided through academic and ethnological research represent broad patterns of behavior about groups, but does not and cannot represent the ways in which a particular individual from a given culture might react in a specific situation. As a result, it will always be incumbent upon each of us to get to know and understand as individuals the people with whom we interact.

## BRINGING DIVERSE PEOPLE TOGETHER

With respect to workplace interactions, sometimes the gentle simplicities and intricate turns of our lives can collide with those of our colleagues. This is especially true with interactions involving widely diverse individuals who are being asked to integrate their cultures, styles, skills and talents in an arena where excellence and high yield productivity are demanded. Such organizational rigors, pressures and expectations can produce uncomfortable exchanges. The viewer has ample opportunity to witness not only what is obvious, but also to explore the nuances of the vignettes.

As viewers wrestle with the issues, they will determine the extent to which the characters are impacted by varied factors. Such factors include: language, culture, age, personal style, religion, race, ethnicity, national origin, gender, politics, family structure, organizational leadership, coaching and mentoring skills, communication and listening skills, conflict resolution skills and human resources policies and practices. Through introspection, dialogue and discussion, viewers will be positioned to develop better solutions to make their organizations the best among their peers or competitors.

## VIDEO PACKET CONTENTS

Your video packet contains the following materials:

- Character Profiles
- Closing Statements
- Video Highlights and Discussions Points
- Key Learnings
- Video Debrief Exercises
- Handouts for Debrief Exercises
- Reference I ( Diversity Management Defined)
- Reference II (Comparing Managing Diversity and Affirmative Action/Equal Employment Opportunity)
- Reference III ( Implementing Diversity Management Constituent Capitalization)
- A List of All ARMC Products and Services

## ARMC ACKNOWLEDGEMENTS

It is important to recognize that this video series would not have been produced if it were not for the foresight, leadership and generous financial support of Carrier Corporation and The Thomson Corporation. We at ARMC will be always indebted for their considerable support.

## CHARACTER PROFILE

### SUE FONG

- 36-year-old Chinese woman
- Was born and raised in Taiwan
- Has been with the organization for 2 years
- Has been in the United States for 6 years, 4 years of which were spent as a student
- Received a Ph.D. in Computer Science from University of California, Berkeley. Returned to Taiwan to work for 4 years. Has worked for Peter for 1 year

### PETER JOHNSON

- 46-year-old White man
- Was born and raised in his hometown
- Has been Sue's supervisor for 1 year
- Received a B.S. and M.S. in Electrical Engineering from Rochester Institute of Technology
- Considers himself a strong supporter of Global Diversity

## CLOSING STATEMENTS

### 1. DO WE SPEAK THE SAME LANGUAGE?: SHOULD LANGUAGE AND CULTURAL STYLE IMPACT PERFORMANCE EVALUATIONS?

#### SUE

Peter said I have surpassed my objectives and yet he did not give me a top rating. I wonder what kind of future I have in this company?

#### PETER

Sue is an outstanding employee, but her English is an issue. We've lost some fine employees in the past because of that issue. I certainly do not want to lose Sue, but what can I do?

# VIDEO HIGHLIGHTS AND DISCUSSION POINTS

## 1. DO WE SPEAK THE SAME LANGUAGE?: SHOULD LANGUAGE AND CULTURAL STYLE IMPACT PERFORMANCE EVALUATIONS?

In this video, Sue and Peter meet for a planned performance appraisal and career planning discussion. Their meeting provides an example of how a manager's stereotypes about language skills, accents, and "appropriate" business behavior, and his lack of sensitivity to cultural differences, can result in a disappointing performance appraisal for this employee.

### VIDEO DEBRIEF

Peter starts the meeting well. He:

- gives Sue the opportunity to share her impressions of her performance;
- is friendly, smiles, maintains good eye contact, nods, and gives verbal affirmation while Sue responds;
- informs Sue that she has met all her objectives, has superb technical skills, and is a good team player;
- gives her the chance to identify areas in which she feels she needs improvement;
- allows her to speak without interruption; and
- is direct and straightforward and does not hedge, apologize, or beat around the bush when providing Sue with feedback.

As the meeting progresses, however, Peter's responses illustrate a lack of sensitivity to issues of diversity. He:

- makes no attempt to explore or understand what might underlie the behaviors he reports as "problems" which most likely reflect Sue's cultural attitudes toward authority, age, confrontation, gender, and achievement;
- fails to demonstrate how the amount of Sue's participation in meetings or interaction with colleagues has a negative effect on her capacity to meet her performance objectives. The reasons he gives for his concern relate only to her ability to assimilate well into the corporate culture of their organization. He does not consider whether speaking up in meetings should be the only way that employees can achieve recognition or whether "rough-and-tumble" meetings are the most effective format

to elicit participation of all attendees;

- was not sensitive to how Sue, who speaks English as a second language, might feel when he joked about his wife teasing him for speaking “English like a second language” ;
- gives her a rating of “fully competent” despite having stated that she met all her objectives, has superb technical skills, and is a good team player. He is clearly, therefore, rating her less for her ability to meet stated objectives than for her ability to assimilate well to the cultural style of their organization;
- attempts to find out whether she has concerns about a lack of opportunity, but rather than asking her directly as an individual, he mentions how some of her “Asian colleagues” feel and asks her if she feels the same way. In this manner, he groups all Asian employees together, rather than treating them as individuals;
- does not adequately acknowledge her statement of feeling underutilized. He also does not explore how her feelings could be alleviated by asking a question such as, “How can we utilize your skills more effectively?”;
- repeatedly asks for Sue’s feedback, but then dismisses her perceptions with comments such as: “I don’t believe it’s true”, thus exacerbating her feeling that no one listens to her;
- states the need to get “used to each others’ styles” yet makes no attempt to learn about her cultural style and makes it clear that she needs to change her style; and
- makes no effort to determine what might enable Sue to participate more fully.

Sue is faced with a difficult situation. In her culture, it is considered disrespectful to be direct and appear confrontational. She tried to get her views across in as respectful a way as possible. She was appropriately direct in some ways. She:

- shows a professional attitude about her work, acknowledging that while her technical skills are good, there is always room for improvement. She expresses a desire to take some classes to further enhance her skills;
- acknowledges that her English language skills could be better, stating that she knows that some of her colleagues sometimes have difficulty understanding her;
- pointed out that while her speaking skills may need improvement, her English language writing skills are much better;
- responds forthrightly to Peter’s assertion that she does not participate fully in meetings. She disagrees and states her disagreement;



- makes a valiant attempt, despite Peter repeatedly dismissing her perceptions, to explain to Peter the reasons she and others appear not to be speaking up in meetings, pointing out that she often is not listened to or interrupted when she speaks; and
- appropriately asks Peter for an explanation when he uses terms such as “rough-and-tumble” and “long-winded” that she does not understand.

However, perhaps because of her cultural upbringing, in other instances, she was less direct, and thereby, less effective in making herself understood. She:

- merely states her gratitude and makes no further attempt to clarify or explain her view when faced with Peter’s claim that she is not proactive enough;
- appears disappointed when Peter rates her as “fully competent”. However, she makes no attempt to explain her feelings. She states that she feels she has done better, but she “respects his rating”;
- says: “I feel you are a fair man and you will treat everyone fairly” in response to Peter’s question about whether or not she has any concerns; and
- acknowledges that she feels underutilized only after Peter repeatedly and directly asks her whether she feels she is. In answer to his question, she says: “Well, a little...I don’t want to seem ungrateful”.

### DISCUSSION QUESTIONS FOR THIS CASE:

- What did Peter do well in this meeting? What could he have done differently or better?
- What did Sue do well in this meeting? What could she have done differently or better?
- Did Peter rate Sue appropriately? Why? Why not?
- Are Sue’s language skills the real issue here? Has Peter demonstrated in any way how Sue’s language skills have created obstacles to her performance?
- How does the fact that English is Sue’s second language impact her in her organization?
- Is Sue’s lack of participation in meetings a style issue or a result of a work environment in which her participation is regularly invalidated?
- What are some possible reasons for Sue’s more reserved style?
- What are some benefits to Sue’s style?
- Can Sue’s style be an effective one in your organization? If not, why not?

- Did Peter demonstrate sensitivity?
- Did Peter say anything inappropriate to Sue?
- Does Peter understand the meaning of diversity as a business strategy?

### GENERAL DISCUSSION QUESTIONS:

- How might an employee comfortably correct any stereotypes or biases she or he feels a manager might have?
- How can managers change their stereotypic thinking and beliefs?
- What are the characteristics you generally think of as necessary to get ahead in your organization?
- Reflecting on what you saw in this video, how would you create work environments in which differences are valued and individuals are not required to assimilate to one particular style in order to get ahead?
- What would a work environment in which cultural differences both internally and externally are valued look like?
- Are individuals who speak English as a second language being fully utilized at your organization? If not, what may be the reasons for this? What can be done to turn this around?
- Do the contributions of quieter employees get lost in your organization? If so, how can this be prevented from happening?
- Should individuals from other countries change their cultural styles to fit into U.S. organizational cultures? Should their cultural style count against them? If it does, is this discrimination?
- Can mediocre performance reviews be related to an employee's language or cultural style in your organization? If so, how does this impact the retention of employees of diverse cultures?
- What are some business reasons for your organization to recruit and retain bilingual employees?
- What policies and practices should your company implement in order to avoid or minimize the issues surfaced in this video? What can you do personally?

### LANGUAGE DISCRIMINATION/ACCENT BIAS

Language/accent bias refers to the judgments and treatment individuals face when they speak a different language or with an accent that is different from the one that is culturally dominant and thus generally "accepted". In embracing cultural diversity to make teams function most productively and to serve a diverse customer base more effectively,

it is important to confront the biases we may have about the “proper” way to speak. It is important that the effectiveness of employees and the value of customers be judged without taking accent into account.

When you hear someone speak with an accent that is unfamiliar to you, you may find it difficult to understand. Allow yourself to notice that it is difficult, but also realize that it is incumbent upon you to take the time necessary to listen to a person who speaks in a way that you are not used to, so that you can understand him or her. It is worth the investment of time to make the extra effort to try to understand your team members, colleagues, and customers who do not speak your native language the same way that you do. This will enable your team members and colleagues to feel listened to and be able to contribute more fully, which will benefit your organization. And, similarly, it will allow your customers to feel valued, respected, and welcome. Often, native English speakers neglect to exert an adequate or fair effort to understand those who speak with an accent. This may be the result of an assumption that English speakers have a right to expect everyone to speak English in the U.S. This assumption is not realistic, culturally sensitive, or business-wise. When organizations demand that their customers speak English, they stand to miss/lose significant market opportunities. Promoting an acceptance and appreciation for diversity in the workplace means that all individuals make an effort to understand one another and to be understood.

In the United States, individuals often make assumptions about those who speak English as a second language and/or with an accent. The following is a list of some of the common assumptions. As you review it, take note of the ones that may have crossed your mind on occasion.

- People who speak English with an accent are not as smart as individuals who do not speak with an accent.
- When speaking to someone whose native language is not English, if he or she does not appear to understand, speaking louder may help them understand.
- People who cannot speak in a way that I can easily understand are not worth listening to or trying to understand.
- If people would just learn to speak English better, it would make things easier for me. It's not my responsibility to make our communication go well – it's theirs.
- People whose native language is not English can not be good leaders, only individual contributors.

## **TIPS FOR EFFECTIVE COMMUNICATION WITH INDIVIDUALS WHO ARE NOT NATIVE ENGLISH SPEAKERS:**

When speaking with individuals who are not native English speakers, it is important to:

- take the time to listen carefully;
- share the responsibility to understand, to be understood, and to make communication effective;
- ask questions for clarification when you do not fully understand what is being said.
- be sensitive and try to speak simply without using jargon or slang;
- recognize that not knowing English as well as a native speaker is not a reflection of a person's intelligence or competence;
- recognize that the number of non-native English speakers in the U.S. workforce is increasing, especially as organizations become more global;
- recognize that organizations need diversity of all kinds to stay competitive in a diverse world.

## **ADVICE FOR INDIVIDUALS WHO SPEAK ENGLISH AS SECOND LANGUAGE AND/OR WITH AN ACCENT**

Individuals who speak English as a second language and/or with an accent should try to be patient with colleagues who do not easily understand them.

Language/accents discrimination, over time, can be frustrating and stressful. It is important, therefore, to keep things in perspective and maintain self-confidence in the face of stereotypes.

As a non-native-English speaker or as one who speaks English with an accent, it is important to remember that building individual relationships takes time. And, more time may be necessary when language differences are present. Strive to be included and to participate in discussions despite the obstacles you encounter. While native English-speaking colleagues should do everything in their power to include you and help you feel comfortable, you too have a responsibility to work to make your workplace relationships all you want them to be. Take time to get to know your supervisors and let them get to know you. Talk to them about your interests and career goals.

Despite the reality of inappropriate obstacles that face non-native English speakers, it remains true that the ability to communicate well is vital to an individual's most effective performance and impacts one's chances for advancement. It is incumbent on non-native-English speakers, therefore, to

make every effort to learn English well and speak as clearly as possible. Just as it is important for your colleagues to make every effort to understand you, you must make every effort to be understood.

## KEY LEARNING POINTS

1. A perceived lack of time, which is common in today's organizations, may contribute to many misunderstandings, including an aggravated sense of difficulty managing language difference.
2. As pressure in the workplace increases so does frustration, and for this reason, language or other cultural differences often are perceived to be less surmountable barriers than they are.
3. The responsibility for clear communication is often perceived to rest solely on the shoulders of the person who is not a native English speaker. However, teamwork demands that everyone assume responsibility to understand and be understood.
4. Language bias can damage the pride, self-confidence, and effectiveness of employees whose first language is not English. A negative result for both the organization and the individual is the under-utilization of highly skilled employees.
5. Managers need to recognize that employees who speak English as a second language are as capable as other employees. To build trust and respect (and allow all employees the opportunity to grow and develop), managers must provide these employees with the same opportunities and risk-taking experiences as other employees.
6. As the U.S. population continues to diversify and the number of citizens who speak English as a second language grows, language issues will become increasingly relevant in organizations. Organizations should continually provide all employees with communications skills training. This is beneficial even in organizations that do not have employees who are not native English speakers.
7. Organizations must recognize that their multilingual employees constitute valuable assets. Because many of these employees have lived in other countries, they can better provide service to customers and influence stakeholders who speak languages other than English. Their understanding of other languages and cultural styles are competitive advantages in a global economy.

8. An organization with a significant number of bilingual customers will have a competitive advantage if it hires employees who are bilingual as well. This is especially true in a global marketplace in which customers who speak English as a second language are the norm.
9. Organizations need to become more accepting of and open to different communication styles. And, it is incumbent upon managers to strive to create work environments in which all employees, regardless of their cultural style, can feel included and able to contribute fully, thereby enhancing overall effectiveness. A failure to do so leaves highly skilled employees underutilized.
10. A manager's coaching of his/her direct report should be culturally sensitive, taking into account the style of the person he/she supervises.
11. An employee's communication style is a key diversity issue, particularly in a global environment, and must be recognized as such. It becomes an important factor to attempt to modify only when it negatively impacts the employee's performance. Performance must remain the bottom line. People who use styles other than the dominant American one should not be judged as less competent or intelligent. It is appropriate for a manager to help an employee who is not of the organization's dominant culture understand how to alter his/her style when doing so is necessary to meet objective performance standards. Managers must be careful, however, not to require that employees of different cultures assimilate in order to advance in an organization.
12. Managers must be sensitive to cultural styles that may come across as less assertive than the U.S.-American style. Some employees may not feel comfortable "jumping" into conversations or may speak more slowly or softly than others. It is important not to interrupt them. And, it is a good idea during meetings to invite members to speak if they have not yet said anything or if they have been quiet for some time.
13. Managers must understand that certain cultures, such as the Asian culture, may discourage individuals from speaking up in their own favor. Managers need to help such individuals achieve the recognition they deserve based on their actual job performance, rather than their capacity to tout their own skills.

14. Managers and employees must recognize that they see the world through their own cultural filters. It is essential that all employees, including managers, attend training sessions that teach them to examine their own culture, values, communication styles, and assumptions, so that they can gain insight into how they do things and how they react to those who are different. Once this awareness is developed, these sessions should also provide training to help them learn about the culture and communication style of the individuals with whom they are doing business and develop skills necessary to interact effectively with individuals who are different from them and overcome barriers to communication.
15. It is vital for managers to inquire into and address stated perceptions of their subordinates. To the extent that a manager does not agree with the perception, it is necessary to remain open-minded and non-judgmental. Rather than dismiss perceptions that do not sound true, a manager sensitive to issues of diversity will make an effort to find out the basis of the perception and determine how to address the subordinate's concerns.
16. It is important for organizations to understand that diverse employees – including those who are from the same geographic area or who speak the same language – are not a monolithic group. Like any other group, they have a variety of styles, strengths, and feelings.
17. Organizations need to train managers in managing and developing people effectively. Organizations must evaluate, recognize, and reward managers based on their ability to utilize and develop fully their employees.
18. Performance standards need to be clearly and collaboratively defined by the employee and his or her manager and performance criteria should be clearly communicated to employees in advance of the review process. This is important to building trust and mutual understanding. Engaging in a dialogue about goals, objectives, and standards can reduce confusion and build trust, ownership, and mutual understanding. Each employee's performance should be reviewed on an ongoing basis, not just during the formal performance review.
19. Managers and other employees must be thoroughly educated in the business benefits of diversity. While most managers can recite reasons for valuing diversity, many still do not fully understand it. They should receive



training to help them understand, value, and appreciate the increasing diversity in the U.S. and globalization of organizations worldwide in order to build trust and respect among diverse employees, customers, and stakeholders. Moreover, managers and employees at all levels should be held accountable for understanding and valuing diversity; it should impact their performance evaluation, their compensation, and their assignments and promotions.

# VIDEO DEBRIEF EXERCISES

## INTRODUCTION

While each video makes a strong presentation, its highest value can be attained through energetic, impactful and effective debriefing. It is toward this end that we offer these ideas.

- It is absolutely crucial that facilitators or anyone who uses these videos become very familiar with the video, video highlights, and key learnings. Given that you may choose to use the videos and their associated materials in a variety of ways, it is important that your discussion or group activity focus on the video highlights and key learnings for each video scenario.
- It is suggested that video scenarios be shown not only in training sessions, but also in different forums, e.g., staff meetings. Dedicating time (45 minutes to 1 hour) to each individual scenario allows for full dissection of that scenario's particular issues. In addition, use of this option demonstrates a commitment to sustain dialogue around diversity and other critical organizational issues.
- The scenarios can be integrated into other types of training in order to link diversity to concurrent organizational initiatives. For example, the videos could be used in communications, team building, conflict resolution, coaching, mentoring, leadership, performance management, career planning and development training. Again, such uses help to demonstrate the importance of diversity as an overall business strategy and may help to alleviate the perception that diversity is an isolated program.

Outlined below is the general sequence of steps we have found most effective in the overall utilization and presentation of the videos.

1. Give a very brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.

*Video 1: Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?*

2. Pass out the Character Profiles.
3. Show the Video.
4. Conduct the Debrief Exercise and/or exercises related to the video highlights.
5. Discuss the Key Learnings.
6. Hand out the Key Learnings.
7. Wrap-up.

## VIDEO DEBRIEF METHODS NINE DEBRIEF EXERCISES

Over the years ARMC has used a variety of methods to debrief the videos. Each method is listed below and discussed in detail in the following pages. You should select the one that would be most appropriate for the group with which you are working.

1. Interactive “Hit and Run” Exercise
2. Supporting a Position Exercise
3. Role-Play Exercise
4. Fish Bowl Exercise
5. Empathy Exercise
6. Brainstorming/Consulting Exercise

*Additional exercises for use with specific videos are also included. These Supplementary Debrief Exercises are:*

7. Employment Interview Exercise
8. Exit Interview Exercise
9. Preventing Stereotypes Exercise

Finally, associated with each video are video highlights and unique key questions which are very useful in involving participants in developing understandings, skills and solutions to the key issues presented in the videos.

## INTERACTIVE “HIT AND RUN” DEBRIEF EXERCISE

**Note:** ARMC's experience shows that one of the most effective methods to debrief these videos is the Interactive or “Hit and Run” method. In order to debrief effectively in this manner, there must be two trained facilitators who are thoroughly familiar with the videos.

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Key Learnings; Video; and VCR; (Optional: Video Highlights and Key Questions)

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Each facilitator assumes the role of one of the characters. For example, one would approach a participant for advice, opinion, insights, etc. If she/he takes on the role of the manager of the individual in the video, she/he might say to the participant, “You are my manager, mentor or friend, how do you think I handled the situation? What did I do well? Where do I have opportunities to improve?”
6. After some dialogue, the facilitator in the role of the direct report would approach another participant and say, “You are my mentor or my friend, what do you think of the meeting I just had?” The two trainers would alternate turns asking questions or challenging positions stated until they have each approached three or four participants individually.
7. Then, the facilitators would open the discussion to the group by saying something such as “Does anyone else have any insights or opinions they would like to add?” Give

others, particularly those who were not approached, an opportunity to share their thoughts, advice or questions.

- 7A. At this point, the facilitator could further debrief the videos using the Video Highlights and associated Key Questions.
8. Facilitator should ask participants what they obtained from the video and interaction.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitators should wrap up with appropriate concluding comments.

## SUPPORTING A POSITION EXERCISE

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Handout (Questions and Closing Statements); Key Learnings; Video; and VCR; (Optional: Video Highlights and Key Questions)

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)
6. Provide the following instructions to participants, along with the Handout:
  - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
  - **To the sub-group representing the manager:** For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.
  - **To the sub-group representing the direct report:** Each of you has now become the direct report. As the direct report, you are going to approach your mentor to

discuss your feelings and seek advice. If there is a consensus in your group about how you feel, fine. If there is not, that's okay also. Use the questions in your handout as a guide.

- ***To the sub-group representing the manager's manager:*** The manager has just described to you the meeting with the direct report. Review the questions in your handout and be prepared to advise and counsel the manager.
- ***To the sub-group representing the direct report's mentor:*** You are the direct report's mentor. The direct report has just described the scenario to you. The direct report is coming to you for insight and advice. We have provided you with a list of questions we anticipate the direct report will want you to answer. As we have said, a consensus in your group about how to respond to the questions in your handout is not necessary.

7. Reconvene the large group and discuss their insights. Facilitator should ask participants what key learnings they obtained from the video and interactions.

- 7A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
8. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
9. Facilitators should wrap up with appropriate concluding comments.

***Manager's Closing Statement***  
(Facilitators Must Provide)

***Direct Report's Closing Statement***  
(Facilitators Must Provide)

***Direct Report's Questions***

(Given to group representing the Direct Report)

- As the direct report, what is your reaction to your meeting with your manager? To your manager's closing comments?
- How do you feel?
- How will you approach your mentor?
- What will you say to your mentor?
- How will you describe the situation to him/her?
- What advice will you ask for?



***Manager's Questions***

(Given to group representing the Manager)

- As the manager: What is your reaction to your meeting with your direct report? To your direct report's closing comments?
- How do you feel?
- How will you approach your manager?
- What will you say to your manager?
- How will you describe the situation to her/him?
- What advice will you ask for?
- What additional information do you need, if any, to deal effectively with this?

***Direct Report's Mentor's Questions***

(Given to group representing the Direct Report's Mentor)

- What is your opinion about the direct report's attitude and behavior?
- What did you see or hear that supports your opinion?
- What is your role, if any?
- What questions do you have for the direct report?
- What advice will you give to her/him?

***Manager's Manager's Questions***

(Given to group representing the Manager's Manager)

- What is your opinion about the manager's behavior and attitude? What did you see or hear that supports your opinion?
- What is your role, if any?
- What questions do you have for the manager?
- What advice will you give the manager?

## ROLE-PLAY EXERCISE

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Key Learnings; Video; VCR; (Optional: Video Highlights and Key Questions) and Flipcharts

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions:
  - In your sub-group, identify the key diversity problems and key issues. Post these on the flipchart. (20 minutes)
  - Identify what contribution each character made to the problem, if any. Identify what each character did that was positive or helpful.
  - Identify the individual with whom you are more empathetic. Why?
  - Prepare a role-play in which you demonstrate how the participants might resolve the problems you identified. Role-play the exchange within each group and discuss the results.
7. Reconvene into the large group and discuss the participants' Key Learnings. Following this, the facilitator might request a single group to perform their role-play for the group.
8. Facilitators should ask participants what key learnings they obtained from the video and interactions.

*Video 1: Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?*

- 8A. At this point the facilitators could enhance the discussion by using the video highlights and associated Key Questions.
9. Facilitators should ask participants what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
11. Facilitator should wrap up with appropriate concluding comments.

## FISH BOWL EXERCISE (VARIATION OF ROLE-PLAY EXERCISE)

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Key Learnings; Video; and VCR; (Optional: Video Highlights and Key Questions)

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Ask for two volunteers. Each will play one of the roles portrayed in the video.
6. Divide the large group into two groups.
7. Each group will coach one of the characters in resolving the problems identified in the interaction. (20 minutes)
8. The two volunteers will perform the role-play before the large group, using the feedback they received from the group.
9. After the role-play the facilitator should debrief the participants on how well the role-play came out. Ask what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
- 10A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
11. Facilitator should wrap up with appropriate concluding comments.

## EMPATHY EXERCISE

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Key Learnings; Video; VCR; (Optional: Video Highlights and Key Questions) and Flipcharts

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions: (20 minutes) Individually jot notes on your answers to these questions:
  - Toward whom did you, personally, feel most empathetic? Why?
  - What do you believe are the legitimate issues from the person's point of view?
  - What should the other person have said/done differently?
  - After each individual has made his or her notes, the group should discuss them and try to come to a consensus. List key points on a flipchart. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokespersons present their group's advice/strategies. After the first group, the facilitator may ask if other groups cited additional strategies, in order to avoid repetitive report-outs.
- 7A. At this point, the facilitator could enhance the discussion using the Video Highlights and associated Key Questions.

*Video 1: Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?*

8. Facilitators should ask participants what key learnings they obtained from the video and interactions.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitator should wrap up with appropriate concluding comments.

## BRAINSTORMING/CONSULTING EXERCISE

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Key Learnings; Video; VCR; (Optional: Video Highlights and Key Questions) and Flipcharts

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?* and it is about the ways in which language and culture could impact a performance evaluation.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions and appropriate handout:
  - First, brainstorm and record on the flipchart the diversity and other related issues you saw in this vignette. (20 minutes)
  - Discuss and prioritize the list; identify the top 3 to 6 issues your group thinks are the most important. Be prepared to report-out on these.
  - Put yourselves in the role of a consultant to both individuals and their company in the video. How would you recommend they resolve this situation? List your advice/strategies on the flipchart and prepare to report these out to the large group, as well. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokesperson present their group's advice/strategies. After the first group, the facilitator may ask for additional strategies other groups cited, in order to avoid repetitive report-outs.

*Video 1: Do We Speak the Same Language?: Should Language and Cultural Style Impact Performance Evaluations?*

- 7A. At this point, the facilitator could enhance the discussion using the Video Highlights and associated Key Questions.
8. Facilitators should ask participants what key learnings they obtained from the video and interactions.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitator should wrap up with appropriate concluding comments.