



16. You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations

FACILITATOR'S GUIDE



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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

HARRY SMITH

- · 56-year-old White man
- · Director
- Graduated from New York University with a B.A. and an M.B.A.
- · Has been employed with the organization for 20 years
- · Has worked exclusively in the United States
- Has been rated as "Fully Competent" 2 years ago, received the top rating last year, and "Fully Competent" this year
- Is viewed as very technically and professionally competent, but not high potential

ANN NY

- · 37-year-old Hong Kong woman
- · Vice President
- Has been employed with the organization for 12 years,
 11 years in Hong Kong
- · Has been at the current location for 1 year
- · Was born in China and schooled in China
- Has a strong commitment to the Chinese culture and values
- · Is perceived as a very effective leader
- Has been Harry's supervisor for 1 year

CLOSING STATEMENTS

16. YOU DON'T FIT MY STYLE!: CROSS-CULTURAL CHALLENGES IN PERFORMANCE EVALUATIONS.

HARRY

I feel like I'm on Mars; it's a whole different world now. When I started out in business, essentially white men were running the show, but now women and people of color have many of the top positions and I'm not sure it's always based on their ability. I don't have the same certainty I used to have that I can get to where I thought I would be. I feel like a dinosaur. What can I do?

ANN

I tried to tell Harry that it is not about the middle-aged white man issue. It's about his style, he has to make his style more current. But I don't think Harry understands that yet. How can I help Harry?

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

16. YOU DON'T FIT MY STYLE!: CROSS-CUL-TURAL CHALLENGES IN PERFORMANCE EVALUATIONS

In this video, Harry, a White middle-aged man, comes to speak with Ann, his native Chinese supervisor, to find out why she did not support his receiving the top performance rating. This video provides an example of the dilemma some middle-aged White males are facing in increasingly global organizations.

In this video, Harry feels as if the rug has been pulled from under him. His style, which was effective for him in the past, is now becoming an obstacle to his advancement. He:

- is clearly upset when he approaches Ann and demands an explanation for his receiving a lower performance rating than two of his female colleagues;
- appears blind-sided when Ann informs him that he is not a good team contributor – that he lacks global awareness, communication skills, leadership, and "creates disharmony at times";
- may be equating cooperating with other employees as "doing their job". He does not seem to understand that effective teamwork means valuing open communication and working together to meet common goals;
- acknowledges that he may have missed cues she gave him about his performance and asks that she provide more direct feedback;
- appears unwilling to consider whether his style may be ineffective in certain situations and, thus, needs adjustment;
- demonstrates the behavior that Ann is speaking of by interrupting her throughout their conversation;
- does not seem to have taken time to learn about the Chinese culture, despite the fact that some of his major clients are Chinese. He does not appear to realize that, when dealing with clients from a different culture, learning about their culture can enhance effectiveness, while failing to do so may jeopardize it; and
- does not seem to want to try to learn or adjust in any way.
 Toward the end of the meeting, he mentally checks out, apparently giving up, when Ann offers to help him develop an action plan to work on his communication skills.





Ann:

- does not seem to be aware of how hurt and frustrated Harry is and, condescendingly, tells him that his rating is "nothing to be ashamed of";
- notes Harry's technical competence, but raises a number of issues with Harry regarding his communication style which she feels needs improvement. She mentions his tendency to interrupt, his seeming lack of cooperation with female colleagues, and his aggressiveness. She explains how his interpersonal style is ineffective at best, and offensive at worst;
- points out that Harry's failure to be attentive to issues
 of Chinese culture, such as the appropriate color for
 gift wrap, is an indication of his lack of sensitivity and
 respect for the client;
- may have been giving Harry cues prior to this meeting that were too subtle for him to comprehend;
- may not have made it clear enough to Harry that she would be evaluating his performance based on his learning a new set of interpersonal skills;
- does not seem to have provided Harry with training to enable him to develop the new skills that are required by their global organization; and
- · may be expecting Harry to do all the adjusting.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Harry do well in this meeting? What could he have done differently or better?
- What did Ann do well in this meeting? What could she have done differently or better?
- Has Ann's coaching of Harry been effective? Why or why not?
- Has Harry paid sufficient attention to Ann's coaching?
 How might he have better responded to it?
- Is this scenario an example of reverse discrimination? What would give Harry reason to think so?
- · What would you do if you were Harry?
- · What would you do if you were Ann?

GENERAL DISCUSSION QUESTIONS:

What are the accepted values, behavior styles, communication habits, work attitudes, etc. in your work group? Contrast that with those of a business unit with a different dominant culture. Does that tell you anything?

- Do employees in your organization know how to communicate effectively with colleagues and clients from different cultures? What are some examples?
- What are some business reasons for employees in your organization to learn to work effectively with individuals from different cultures?
- Has your organization set any goals with respect to communicating effectively with colleagues and clients from different cultures?
- As the workforce becomes more diverse, what can be done to help employees adjust to the necessary changes?
- Do employees in your organization receive adequate and timely feedback and coaching? Has this been the experience of everyone you know?
- What policies and practices should your company implement in order to avoid or minimize the issues surfaced in this vignette? What can you do personally?



KEY LEARNING POINTS

- 1. When working with colleagues and clients from different cultures, taking time to learn about their culture and what is important to them is critical. It serves to make others feel welcome, cared about, respected and provides a base for appropriate topics of discussion; it is an integral part of building effective and successful working relationships. Areas to emphasize are varying approaches to relationships and interpersonal communication, perceptions about managing conflict, social norms and expectations, and business protocol.
- 2. Being aware of cultural differences will help avoid unintentional conflict or embarrassment and having some knowledge of the other culture displays respect, courtesy, interest, and the desire to build a good relationship. Employees who are working with colleagues, customers, and stakeholders from different cultures must be educated and coached on cross-cultural communications styles, customs, and norms.
- 3. Cultural style is a key diversity issue, particularly in a global environment, and must be recognized as such. No one style will suit all colleagues. It is important, therefore, to determine whether style differences actually impact performance. Performance must remain the bottom line.
- 4. If colleagues trust and respect each other and understand, appreciate, and value their mutual differences, their divergent styles can enhance work effectiveness and performance. In an atmosphere of trust and respect, colleagues can resolve cross-cultural differences by discussing them openly and respectfully.
- 5. Cross-cultural working relationships will often encounter a number of possible sources of conflict related to different approaches to such issues as time; space; appropriate content of workplace communications (personal vs. work-related); communication styles (direct vs. indirect); team work styles (consensus vs. driving decisions); and building appropriate working relationships. Organizations should provide their employees with training to enable them to recognize the value of various cultural approaches and to develop skills in managing and resolving cross-cultural conflicts.

- 6. Employees working in cross-cultural contexts must be careful not to project their own ways of working and communicating as the only effective approach. It is important to be sensitive to other cultural norms and remain open to new ways of doing things. The key to working together effectively is to learn to understand and value different cultural approaches and make mutual adjustments so as to be responsive to each other's styles.
- 7. Organizations must hold all employees responsible for making cross-global teams effective. Employees must be evaluated, recognized, and rewarded based on their ability to communicate effectively with colleagues, customers, and stakeholders from different cultures.
- 8. When interacting with clients and colleagues of another culture, imposition of American values is never appropriate. It is important to be sensitive to their cultural norms. However, raising issues with clients and colleagues from other cultures, and negotiating norms that make all parties involved feel comfortable, is appropriate when handled well. Similarly, supervisors should not impose their values on their direct reports. However, if an employee's effectiveness is likely to be enhanced with strengthened or new values or skills, the supervisor should discuss this with the employee and support him/her in developing those skills.
- Colleagues from different cultures should discuss their goals and expectations regarding how they plan to work together to minimize misunderstandings that might arise later.
- 10. Empathy, adaptability, and flexibility are all invaluable to the businessperson that is working with global clients and colleagues at home or abroad.
- 11. Global organizations should encourage their employees to view cultural and global diversity as a new challenge and as an organizational strength.
- 12. Teamwork is the vehicle for organizational success, rather than individual employees working in isolation to get to the top. Effective teamwork requires cooperation, open communication, and information

- sharing to enable all parts of the whole to contribute and receive what they need in order to meet collective goals.
- 13. Some men, as a group, in American society have unfortunately learned ways of interacting for success that may not remain effective in a diverse, global environment. Some men have learned to communicate in an aggressive, confrontational, and competitive manner as a vehicle to reach their goals, rather than to build relationships and be sensitive to the needs of others. In today's diverse, global workplace, colleagues and clients appreciate having their needs and concerns listened to and responded to.

 Teamwork, rather than competition and working in isolation, is the vehicle for organizational success.
- 14. Managers and their direct reports should hold regularly scheduled sessions during which employees can raise concerns, receive feedback, communicate goals, and discuss career development objectives. And, ongoing and timely informal feedback from the manager is also crucial.
- 15. 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.
- Organizations should not only train managers, but also employees, about career planning and counseling.
- 17. 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. 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.
- 18. To assist employees in understanding their potential for advancement and to evaluate objectively employees' strengths and weaknesses, a 360° feedback process is crucial. The 360° feedback should come

from internal and external customers, direct reports, peers, and supervisors. Part of this feedback should also come from external individuals who have nothing to do with the organization, but whom the employee knows and selects.

- 19. If there is a perceived problem with an employee's interpersonal or other skills, a manager has the responsibility immediately to inform the employee and discuss how to resolve the problem. He/she should be given specific examples of how his/her behavior has impacted his/her performance or the performance of others and coaching on how to adapt his/her behavior.
- 20. When employees do not receive adequate feedback on their performance and career opportunities, they may be more likely to perceive their lack of advancement and success as being based on racism, sexism, or ethnocentrism, or other such "isms".
- 21. If managers recognize that one or more employees is having a problem with another employee, they should first encourage the employees to talk out the problem amongst themselves. Being told about a problem through a third party diminishes trust and respect.
- 22. Employees should understand that some situations that appear to be based on racial, gender, or some other form of discrimination may not be. Managers need to recognize this and be sensitive to why it may be happening. Employees should be provided with training to enable them to become aware of how their own backgrounds, experiences, assumptions, and stereotypes may affect their perceptions. This can enable them to assess their reactions objectively and honestly.
- 23. Any type of change within and outside of the workplace – creates varying levels of anxiety. Employers must be aware of this and support employees through such processes by providing clear communication about the necessity and benefits of the change effort, as well as providing employees with a forum to express their concerns.
- 24. Managers and 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 evaluations, 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 You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.

- 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.

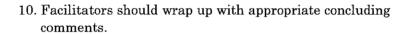
Time: 45 to 60 minutes

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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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.



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)

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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 subgroups 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 hand out 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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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.

- 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)

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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.
- 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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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.

- 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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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.

- 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.



SUPPLEMENTARY DEBRIEF EXERCISES

The exercises in this Supplementary section are best used in conjunction with particular video scenarios, although you may still find ways to adapt them. The numbers of the relevant scenarios are listed in the introductions to each exercise.

EMPLOYMENT INTERVIEW EXERCISE

Note: This debrief method will be especially relevant to those scenarios that deal with issues of recruitment and retention of women, people of color, people who speak English as a second language and other non-dominant groups. Thus, it will be particularly relevant to scenarios #11, #15, and possibly #1.

Time: 45 to 60 minutes

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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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 4-5 participants.
- 6. Provide participants with the following instructions:
 - Each group will develop employment interview questions that address the difficulties and tensions that potentially arise when women, people of color and those who speak English as a second language are interviewed for employment by someone of a dominant cultural group, such as White, male, or native English-

- speaking. Make certain that the questions are ones that do exhibit understanding, experience, connection, etc. as to why members of non-dominant cultural groups may have a hard time initially gaining employment because of intercultural shortcomings in the interview process.
- Once the questions are developed, role-play the employment interview within each group. One person should represent the organization and another, a prospective employee hoping to join the organization.
- Following the role-play, all members of the group should discuss the results of the interview, the efficacy of the questions posed, the utility of the information obtained, any intercultural communication glitches, etc.
- 7. Reconvene into the large group, where the facilitator should request examples of effective employment interview questions, where the interviewer and interviewee have different cultural backgrounds. The facilitator should chart the questions.
- 8. Following this, the facilitator might request a single group to perform their role-play for the group.
- 9. Hand out Video Highlights and Key Learnings.
- 10. Once the Video Highlights and Key Learnings are distributed, facilitate a discussion around them.
- 11. Facilitator should wrap up with appropriate concluding comments.

EXIT INTERVIEW EXERCISE

Note: This debrief method will be especially relevant to those scenarios that deal with issues of recruitment and retention of women, people of color, people who speak English as a second language and other non-dominant groups. Thus, it will be particularly relevant to scenarios #11, #15, and possibly #1.

Time: 45 to 60 minutes

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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You Don't Fit My Style: Cross-Cultural Challenges in Performance Evaluations and it is about how an Asian female manager and her white male direct report have different perceptions about performance in an increasingly diverse global environment.
- 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. Divide the large group into sub-groups of 4-5 participants.
- 6. Provide participants with the following instructions:
 - Each group will develop exit interview questions that address the reasons why women and people of color leave organizations. Make certain that the questions are hard-hitting, for example: Do you believe your race/gender played a role in your inability to move to a higher position in the company?
 - Decide the interview logistics: when and where the interview will be conducted, who will conduct it, and the amount of time that will be allotted. For example, should the interview be conducted the last day the person is in the office, three weeks in advance of their leaving or three weeks after they have left? Should it be conducted by the human resources person, a samelevel colleague, a supervisor, a diversity council member, or another person?