

17. You're Making Me Uncomfortable: Gender Conflicts in Cross-cultural Global Communication

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

JESUS HERNANDEZ

- 35-year-old Spanish-Argentinean man
- · Born, raised and lives in Buenos Aires
- · Spent 6 years working for the organization in Spain
- Graduated from Universidad Católica de Buenos Aires, M.B.A. from Columbia University
- Vice President of Strategies Planning
- · His family is well-connected in Argentina's business circles

JILLIAN BRADLEY

- · 34-year-old White woman
- · Born, raised and currently liveing in Connecticut
- Has been working for the organization for seven years. She was recently promoted to Director of New Business
 Development. She has never traveled to South America
- · Graduated with an M.B.A. at Harvard Business School
- On a business trip to Argentina to gain a better understanding of a new organization acquisition and to assist with a strategic plan

CLOSING STATEMENTS

17. YOU'RE MAKING ME UNCOMFORTABLE!:
GENDER CONFLICTS IN CROSS-CULTURAL
GLOBAL COMMUNICATIONS.

JESUS

I was trying to be a good host for Jillian, make sure that she can have a wonderful time here in Argentina, but it looks like to me that she has a lot of judgments about our culture. And I would like her to know that here we have very successful businesses and that we are hard working people and that we don't need to do things like the U.S.

JILLIAN

I thought that I had prepared myself for the difference in culture, I just did not prepare myself enough. I'm not used to all these compliments about my looks. And the way that they run their business, it is so extremely relaxed. I don't know how I am going to handle this.

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

17. YOU'RE MAKING ME UNCOMFORTABLE!:
GENDER CONFLICTS IN CROSS-CULTURAL
GLOBAL COMMUNICATION

In this video, Jillian, an American woman, travels to Argentina for a business meeting with Jesus, an Argentine man. This video provides a vivid example of how the cultural styles of individuals from different cultures can clash, resulting in discomfort and misunderstanding.

VIDEO DEBRIEF

In this video, Jesus:

- kisses Jillian's hand in greeting, makes numerous references to what a "beautiful woman" she is, and sits so close to her their knees are almost touching;
- refers to his assistants as "girls" and continues to do so despite a signal from Jillian that she prefers the term "assistant";
- dismisses Jillian's discomfort about being complimented, stating: (1) "if we didn't compliment our female staff and women in general, they would wonder what is wrong"; (2) "women love to be noticed"; (3) that he would feel complimented to be looked upon as a handsome man;
- suggests "dinner and entertainment" after work, stating that he won't "let [her] spend the evening alone in [her] hotel room";
- · invites Jillian along on a family weekend;
- explains that, in Argentina, they combine work and pleasure – that meetings often take place over meals in order to relax and enjoy the company of business associates:
- explains that in Argentina, they have a more informal relationship with their vendors, stating: "these vendors have been working with us for years. They are like family to us"; and
- wants to be a good host to Jillian during her stay and feels responsible for her during off-hours, as well as during formal working hours.

Jillian:

- lets Jesus' comments pass at first but gradually becomes more and more uncomfortable;
- · tries, without success, to signal to him that she finds





- the term "girls" condescending by pointedly using the word "assistants" in her response;
- directly lets Jesus know that his compliments are making her feel uncomfortable;
- tries to let Jesus know why she does not enjoy being complimented;
- does not appear willing to be flexible and allow Jesus to be the kind of host that his culture expects him to be:
- appears to assume that Jesus is not able to prioritize appropriately, putting entertainment before work;
- is not willing to consider that business may be conducted differently in Argentina she seems to conclude that the Argentine style is inferior to the American style; and
- · does not seem open to experiencing a new culture.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Jesus do well in this meeting? What could he have done differently or better?
- What did Jillian do well in this meeting? What could she have done differently or better?
- Did Jillian do her homework regarding Argentine and Latin American culture? Might her reactions to Jesus be different if her preparation had been different?
- Should Jillian, knowing that it is customary in Latin culture to compliment a woman on her appearance, make an adjustment to accept these remarks?
- Is Jesus being sensitive to Jillian's concerns about his treatment of her as a woman and as a business associate? Should he continue to comment on her appearance once he learns she is uncomfortable with that?
- Is it appropriate for Jesus to take Jillian out to clubs at night and barbecues on the weekend?
- Would Jesus' social invitations be regarded any different if Jillian were a man? What is a woman to do?
- Was Jillian open to operating in a different cultural norm?
- · Was Jesus open to hearing Jillian's feedback?

GENERAL DISCUSSION QUESTIONS:

- What are some cultural clashes you observed in this scenario?
- How can you tell the difference between possible sexual harassment and a cultural difference? Is there anything that you can do to distinguish the two in a particular situation?

- What is the attitude in your organization toward work as opposed to "fun"? Does this mirror the prevailing "American" culture?
- Is there such a thing any more as a "prevailing American culture"?
- Should U.S. American females be sent on business assignments to Latin America if so much misunderstanding will ensue? Why or why not?
- What are the implications of this kind of intercultural conflict for women in business?
- What can Latin men and U.S. women, as well as men and women of other cultures with similar respective values, do to facilitate communication and effective working relationships?
- What are some possible ways that people of different cultures who value time and work differently, as do Jillian and Jesus, do to meet their most important needs?
- Are gender values conflicts any more or less significant, or different, than conflicts about time values or work values? If so, why do you believe this to be the case?
- Have you ever dealt with a situation like the one depicted in this scenario?
- Does your organization have effective sexual harassment policies and programs that guide your interactions with global colleagues and clients?
- Does your organization have training, coaching, and adequate preparation to work effectively with global clients and colleagues in terms of communicating and managing cultural clashes effectively?
- 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?

CLASHING CULTURES

The business style in Argentina and other Latin American countries differs significantly from the U.S. American style and this is illustrated clearly in this video. Jillian is unaccustomed to being complimented about her appearance in her U.S. American business culture. When she receives such compliments, she fears that she is being viewed as a sexual object. Jillian says she feels that comments about her appearance detract from the value she brings to the business. In the U.S., this may be true. In the U.S., Jesus' behavior might be considered sexual harassment (see discussion, below). The cultural differences in these two cultures leave a lot of room for misunderstanding, the best

medicine for which is open, honest communication, and the practice of mutual respect.

In Argentina and other Latin American countries, it is common to conduct business at restaurants. However, business often is not discussed until the end of the meal (which can start as late as eight or nine at night), especially when business associates are first developing a relationship.

These meals are considered social events in which people get to know one another. It would be considered rude to talk about business first. A U.S. American business woman may feel uncomfortable having a late dinner with a Latin American male business associate who is making comments about her appearance, speaking to her at close proximity (as is the Argentine custom), and making continual eye contact (which is also common). Latin Americans also have a more "romantic" style of speech than U.S. Americans who speak more practically.

Another point of interest raised in this scenario is Jesus' comments about the "chemistry" between Jillian and himself, which prompts him to agree to be her host for her stay. Again, if Jillian was not well informed about the culture, she may not have known that Jesus mentioned their "chemistry" for business reasons. This is because the contact person one chooses to introduce him or herself to others serves a significant function in his country. Once this person is chosen, it is difficult to change representatives, as the two people are associated with one another and the particular organization. Business in Latin America is all about relationships. Once relationships are built (for example, between Jillian, Jesus, and the vendors), if any individual leaves their position, new relationships must be built from scratch. The business does not just "pick up" with the next person where it left off with the first, as it might more readily in the U.S. In other words, Jesus had to first make sure that the "chemistry" between Jillian and himself was good because so much hinges on this relationship. If it were not, Jesus would have found someone more suitable for Jillian to introduce her to the vendors.

Finally, Jesus and Jillian also differ in their working styles. She does not have time or energy for anything other than focusing on the work she came to do. He does business while socializing, takes time to build personal relationships with his associates, and encourages his associates to build relationships with each other as they do business. Jesus offers Jillian time to see the sights of Argentina, have lunch, and take a nap on her first day, whereas she arrived with a tight schedule of tours and meetings she wanted to accomplish, with barely any room for socializing. She assumed she would be exhausted by night, considering her full workdays,



and ready for bed. Jesus, on the other hand, works hard but in such a way that he enjoys himself at the same time, takes work at an easier pace, and still gets all of his work accomplished. His workday does not end until late at night and after dinner because late meetings and business dinners are common.

It is vital that Jesus and Jillian are able to discuss their cultural style differences openly so that they will both feel comfortable working with one another.

SEXUAL HARASSMENT IN A GLOBAL ENVIRONMENT

What may be viewed as appropriate behavior toward women in one culture may be interpreted as sexual harassment by another culture. All U.S.-based organizations that have employees, clients, and/or stakeholders from other countries should:

- · have a formal, written policy on sexual harassment;
- provide all their employees with sexual harassment training, which includes a discussion of U.S. sexual harassment law and any local laws that may also apply;
- provide their employees who work in a cross-cultural context with knowledge about the cultures with which they will be working and training in cross-cultural communications;
- encourage their employees to be open, honest, and direct about working styles and when they feel uncomfortable;
- help their employees recognize that interpretations of sexual harassment vary widely by cultures and legal systems. As a result, demonstrating respect for colleagues and being open with them is critical;
- develop diversity policies and programs that apply to their international, as well as domestic, offices; and
- tailor diversity policies and programs rolled out to international units to each location without compromising the organization's diversity commitment.

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 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 outside of their native country 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. Colleagues from different cultures should discuss their goals and expectations regarding how they plan to work together to minimize misunderstandings that might arise later.
- 6. 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 pro-

vide 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.

- When cultural styles come into conflict, raising issues with clients and colleagues from other cultures, and negotiating norms that make all parties involved feel comfortable, is appropriate when handled well.
- 8. Employees working in cross-cultural contexts must be careful not to project their own values and 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.
- 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.
- 10. Different countries and cultures have different norms for male/female interactions. Understanding those differences can minimize the potential discomfort experienced by both men and women.
- 11. What may be viewed as appropriate behavior toward women in one culture may be interpreted as sexual harassment by another culture. U.S.-based organizations with offices in other countries must ensure that their employees working abroad are familiar with and understand U.S. sexual harassment laws. Sexual harassment is an elusive concept and some men, especially those from other cultures, are legitimately unaware of or confused about what is appropriate or inappropriate to say to women based on U.S. law. It is essential that sexual harassment training be mandatory for all employees. This training should provide clear definitions of sexual harassment, detail the organization's sexual harassment policy, and reporting guidelines, as well as the consequences of harassing behavior or remarks.

- 12. Sexual harassment problems like any other diversity issue can be alleviated by developing relationships based on mutual trust and respect. Colleagues can then determine boundaries and guidelines for communication and interaction.
- 13. In order to retain competent and deserving women in the workforce, it is necessary to eliminate communication - verbal and nonverbal - in their presence and behind their backs, that devalues women and the contributions they make.
- 14. Empathy, adaptability, and flexibility are all invaluable to the businessperson that is working with global clients and colleagues at home or abroad.
- 15. Global organizations should encourage their employees to view cultural and global diversity as a new challenge and an organizational strength.
- 16. 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.

- 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.

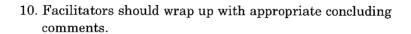
Time: 45 to 60 minutes

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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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)

- Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled You're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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

| 1. | Give a | brief | overview | of what | the p | articip | oants: | are abou | ıt to |
|----|---------|-------|----------|-----------|-------|---------|---------|------------|-------|
| | watch. | For | example, | the video | we | are goi | ing to | watch is | s |
| | entitle | i f | | | | · | _ and | l it is ab | out |
| | | | | | , a | s the t | itle in | dicates. | |

- 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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're Making Me Uncomfortable: Gender Conflicts in Cross-Cultural Global Communication and it is about the conflicts that an American woman and an Argentine man face, given their differing approaches to business, based on cultural norms.
- 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?